



# **Xperience Humaniti Master Manual**

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## **SECTION 1 – INTRODUCTION AND PROGRAM VISION**

### **Welcome to Xperience Humaniti**

Xperience Humaniti is more than a travel program. It is a transformational journey that connects young people to the world, to one another, and to a deeper understanding of humanity. Through international service, cultural exchange, community engagement, and reflective learning, students gain a renewed sense of purpose and a broader perspective on what it means to lead with compassion.

This program was created to give students ages fourteen to nineteen the opportunity to participate in meaningful humanitarian work while developing empathy, leadership, and global awareness. Participants step into communities where Humaniti is actively engaged, working alongside local partners who understand the needs, realities, and strengths of their people. Our goal is not to “help” in the shallow sense of charity, but to walk alongside communities in a spirit of respect, dignity, and long-term hope.

### **Why Does This Program Exist?**

Many young people desire to do something that matters. They want to contribute, understand the world beyond their immediate environment, and build a sense of direction for their lives. But meaningful global exposure is rare. Xperience Humaniti bridges this gap by offering structured, safe, ethically designed humanitarian travel rooted in long-term local partnerships and guided by Humaniti’s mission to leave humanity better than we found it.

By combining purposeful travel, daily reflection, practical service, and education about local realities, students experience firsthand the challenges and resilience of communities facing poverty, displacement, and systemic barriers. These experiences often reshape how students see themselves, their opportunities, and their responsibilities back home.

### **A Legacy of Impact**

Xperience Humaniti builds on nearly two decades of humanitarian travel models pioneered by Humaniti leadership - adapted for a new era with stronger ethical frameworks, deeper cultural learning, and more sustainable community outcomes. The partner content included in this manual reflects years of on-the-ground experience, local expertise, and proven success serving in numerous countries around the world.

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## **Our Long-Term Vision**

This manual is designed not only to prepare students and parents for a single trip, but to establish a foundation for lifelong leadership, advocacy, and compassionate global citizenship.

Xperience Humaniti is the starting point. Many students go on to become Youth Ambassadors, volunteers, advocates, and long-term supporters of humanitarian projects around the world.

*Our vision is simple:*

To equip young people with the purpose and perspective needed to change their world, and the world around them.



## SECTION 2 – PROGRAM OVERVIEW

Xperience Humaniti is a ten-day international humanitarian and cultural immersion program for students ages fourteen to nineteen. Designed through a collaborative approach between Humaniti International and our local partners on the ground, the program integrates structured service work, cultural learning, daily reflection, and meaningful relationship-building with communities we serve.

This section provides a clear overview of how the program operates, what participants can expect, and the guiding principles that shape every component of the Experience Humaniti journey.

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### **Purpose of the Program**

Experience Humaniti exists to cultivate three foundational outcomes in young people:

#### ***Purpose***

Students gain a grounded sense of direction as they connect personal motivation with meaningful action. Through hands-on service, they see how their efforts directly contribute to the well-being of others.

#### ***Perspective***

By engaging with communities facing poverty, displacement, and systemic challenges, students broaden their understanding of global inequality and human resilience. The program fosters empathy, humility, and gratitude.

#### ***Impact***

Participants become part of Humaniti's broader mission. They return home as advocates, leaders, and youth ambassadors who continue to build awareness, fundraise, and champion humanitarian causes.

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## Program Structure

Experience Humaniti is divided into four core phases:

### 1. Pre-Trip Preparation

Before departure, students receive:

- Orientation sessions including culture and country briefings
- Training on safety and conduct
- A fundraising toolkit
- Access to a Student Liaison for support

This preparation ensures students are emotionally, physically, and logistically ready for the journey.

### 2. Travel and On-Ground Experience

Travel includes:

- A mandatory overnight orientation in Toronto
- Group flights with chaperones
- Local transportation while in our featured country

Once on the ground, students participate in:

- A multiday “building” project
- Rotational service projects
- Cultural excursions
- Daily evening debrief sessions



### **3. Service and Learning Integration**

Service experiences are embedded into a broader learning framework that focuses on local context, community storylines, and ethical humanitarian practice.

Rotation projects may include:

- Orphanage engagement
- School support visits
- Feeding programs
- Community clean-up initiatives
- Visits to economically vulnerable communities and border regions

Each activity is guided by local staff with extensive community experience.

### **4. Post-Trip Engagement**

After returning home, students connect with Humaniti's Youth Ambassador Program where they can:

- Continue supporting international projects
- Educate their peers
- Raise awareness
- Lead initiatives in their schools

The goal is long-term engagement, not a one-time experience.

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## Program Leadership and Partnership

This year's program is delivered through a partnership between Humaniti International and a long-standing local community leader and humanitarian project coordinator who has worked extensively with vulnerable families, orphanages, education programs, and numerous diverse communities.

Our shared values include:

- Dignity and agency for local communities
- Sustainable, long-term development
- Ethical, respectful volunteer engagement
- Cultural immersion that fosters real understanding
- Safe, structured student travel with professional oversight

The partner's experience greatly enhances the on-ground execution of the trip. Their insight shapes the cultural education components, the safety routines, and the day-to-day project logistics.

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## What Makes Experience Humaniti Unique

- ***Long-Term Community Relationships***  
We are not parachuting into a community for a one-off project. Humaniti maintains ongoing partnerships so that every trip builds upon established trust and long-term impact.
- ***Balanced Growth Model***  
The program blends service, learning, cultural immersion, personal reflection, and leadership development.
- ***Ethical Framework***  
Every activity is designed to honour human dignity, avoid savior narratives, and ensure participants understand the broader social context of their work.



- ***Student Support***

Between staff leads, local partners, and a dedicated student liaison back home, participants are supported before, during, and after the trip.

- ***Life-Changing Experience***

Students consistently describe transformational growth in confidence, global awareness, compassion, and resilience.

## **SECTION 3 – PROGRAM PILLARS**

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Xperience Humaniti is built on a set of core pillars that guide every component of the trip, from preparation to on-site service to post-trip engagement. These pillars ensure that the program remains grounded in dignity, education, cultural understanding, and long-term community partnership. They also orient students and parents to the deeper purpose behind the experience.

These principles reflect the combined strengths of Humaniti International's humanitarian philosophy and the lived expertise of our partners abroad, who bring decades of local knowledge working with vulnerable families, communities, and youth service groups.

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## **Pillar 1: Dignity and Respect**

Dignity is the cornerstone of all humanitarian engagement. Participants approach every interaction recognizing the inherent worth, agency, and humanity of the people they meet.

This pillar includes:

- Avoiding savior narratives or assumptions about “helping”
- Respecting cultural norms, lived experiences, and local customs
- Serving *with* communities, not *for* or *above* them
- Understanding that every person we meet has their own story, strengths, and value

Students are reminded that they are guests, learners, and partners in a long-term development effort — not rescuers or experts.

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## **Pillar 2: Cultural Humility and Learning**

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Experience Humaniti places a strong emphasis on cultural education. Students participate in daily learning sessions that explore:

- Local history and cultural relations
- Local customs, values, and community structures
- Economic and social realities faced by families
- Migration patterns and border issues
- The role of faith, community networks, and extended family

This pillar is strengthened by the detailed cultural insights provided by our local partner, which form the basis of orientation materials and multiple on-ground lessons. Students are encouraged to ask questions, observe respectfully, and reflect on what they learn each day.

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## **Pillar 3: Ethical Service**

All service projects are designed through a lens of sustainability and long-term community benefit. Our local partner oversees the coordination of:

- Home-build projects
- Orphanage and children's programs
- Educational visits
- Feeding programs
- Community support initiatives

Ethical service means:

- Projects are chosen by local partners, not foreign volunteers
- We support ongoing work, not one-off charity
- Volunteers contribute meaningfully without replacing local labour

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- Every project benefits the community beyond the trip dates

Students learn why certain projects are chosen, how they fit into local priorities, and what long-term follow-up looks like.

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## **Pillar 4: Relationship and Connection**

A major component of this trip is building real, human connections. Students will have multiple opportunities to engage personally with:

- Local workers on the build site
- Children and staff at orphanages
- Community leaders
- Families
- Local youth

We emphasize the importance of slowing down enough to listen, observe, and participate in daily life alongside community members. These interactions often become the most meaningful memories of the program.

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## **Pillar 5: Personal Reflection and Growth**

Xperience Humaniti integrates structured time for students to process what they are seeing and feeling. Every evening includes a facilitated debrief that explores:

- What challenged them
- What inspired them
- What surprised them
- What they learned about themselves
- What they now see differently about the world

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Reflection is essential to translating experience into long-term purpose. Students begin to recognize how this experience shapes their values, their compassion, and their future leadership potential.

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## **Pillar 6: Safety, Structure, and Professional Oversight**

A safe and well-structured program allows students to learn and serve confidently.

This pillar includes:

- Thorough risk assessment
- Experienced staff leads
- Full partnership with vetted local professionals
- Clear daily routines
- A comprehensive code of conduct
- Curfews, check-ins, and role-modelling from staff
- Travel insurance and medical protocols

The daily structure provided in our trip manual (wake times, meal schedules, hydration expectations, supervision ratios, boundaries on movement, and behaviour expectations) has been integrated into later sections of this manual to ensure that students and parents understand all safeguards clearly.

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## **Pillar 7: Post-Trip Purpose and Leadership**



Xperience Humaniti is not the end. Students are encouraged — and supported — to continue engaging with humanitarian work after returning home.

This includes:

- Joining Humaniti's Youth Ambassador Program
- Leading awareness campaigns in schools and fundraising for ongoing international projects
- Participating in future service trips
- Speaking about their experience
- Becoming lifelong advocates for hope and dignity

The goal is sustained, meaningful involvement - not a one-time emotional experience.

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## **Pillar 8: Long-Term Community Partnership**

This trip is not an isolated act of charity. It is part of a long-term commitment with trusted partners who have deep roots in our featured country and decades of history serving vulnerable populations.

Our partner's insights, project selection, and cultural guidance ensure:

- Community needs are accurately represented and projects support existing local work
- Families and children are engaged respectfully
- There is continuity between trips
- The community sees real, ongoing benefit

This long-term approach is what makes Xperience Humaniti different from many short-term volunteer programs.



## SECTION 4 – PARTICIPANT ELIGIBILITY AND EXPECTATIONS

Xperience Humaniti is an immersive, high-impact program designed for students who are eager to learn, serve, and grow. Because of the nature of humanitarian travel and the environments in which we serve, students must meet certain eligibility criteria and agree to a clear set of expectations.

This section outlines who can participate, what is required of them, and the behavioural and safety standards that support a respectful, dignified, and safe experience for everyone.

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### 4.1 Eligibility Requirements

To participate in Experience Humaniti, students must:

1. **Be between the ages of 14 and 19** at the time of departure. Adults over 19 may apply as leaders.
2. **Demonstrate maturity, responsibility, and emotional readiness** to engage in service work in communities experiencing poverty and social challenges.
3. **Provide parent or guardian consent**, if under the age of 18, including signing all waivers and medical forms.
4. **Attend all mandatory orientation sessions**, whether virtual or in-person.
5. **Commit to fundraising goals and preparation assignments**, supported by Humaniti and the Student Liaison.
6. **Submit a completed application**, including a short personal reflection.
7. **Hold a valid passport** (valid for at least six months beyond travel dates).
8. **Be physically capable** of participating in moderate labour (carrying buckets, shoveling, standing for extended periods, etc.).



9. **Exhibit respect for cultural differences**, rules, and team dynamics.
10. **Agree to all conduct, safety, and behavioural standards** outlined in this manual.

Students who meet these criteria are welcome to apply. Selection is based on alignment with the values of Xperience Humaniti, readiness for immersive service, and demonstrated willingness to contribute positively to the team.

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## 4.2 Expectations of Students

Xperience Humaniti is not a vacation. It is a structured humanitarian trip designed for growth, learning, and meaningful service. Students must commit to:

### 1. Respecting All People

Students must demonstrate dignity, empathy, and respect toward:

- Local community members
- Staff and leaders
- Fellow participants
- Children in our programs
- Families receiving support
- Anyone they encounter on the trip

Derogatory remarks, teasing, or disrespectful behaviour will not be tolerated.

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## **2. Following Staff Instructions at All Times**

This includes:

- Safety guidelines
- Curfews
- Daily schedules
- Site protocols
- Travel rules

These rules are not suggestions; they are essential to group safety.

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## **3. Participating Fully in All Activities**

This includes:

- Build days
- Rotational service projects
- Cultural learning sessions
- Evening debriefs
- Team meetings

Students are expected to be engaged, punctual, and present.

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#### **4. Maintaining Behaviour That Upholds Humaniti's Values**

From your partner's document, the Conduct Code includes:

- No romantic or sexual behaviour
- No exclusive pairings or cliques
- No bullying, harassment, or discrimination
- No wandering away from the group
- No alcohol, drugs, or tobacco
- No profanity toward participants, staff, or community members
- Dress modestly and appropriately for cultural settings (this may change from country to country)
- Respect local traditions and boundaries

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#### **5. Demonstrating Emotional Maturity**

Students must be prepared for:

- Exposure to poverty
- Cultural differences
- Challenging environments
- Heat, long hours, and unfamiliar routines

We expect students to ask for help if overwhelmed, communicate respectfully with leaders, and support their peers. Part of our program is providing support and preparation, as well as support and reflection each day.



## 6. Caring for Their Personal Health

This includes:

- Staying hydrated (mandatory water-carrying rules apply)
  - Wearing sunscreen and appropriate clothing
  - Reporting illness or injury immediately
  - Following all medical protocols
  - Keeping personal spaces clean and organized
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## 7. Representing Humaniti with Integrity

Students are ambassadors of Humaniti International and are expected to act accordingly:

- Maintain a positive attitude
- Uphold safety standards
- Behave respectfully in public
- Use phones appropriately and respectfully
- Dress appropriately to reflect representation of Humaniti

Students must understand that their behaviour reflects on the organization, our partners, and the communities we serve.

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### 4.3 Expectations of Parents and Guardians

Parents and guardians are key partners in this experience. They must:

- Attend the parent orientation meeting
- Provide accurate medical and emergency information
- Support fundraising efforts
- Ensure required documents are submitted on time
- Prepare their child emotionally and logistically
- Stay reachable during the trip
- Engage respectfully with staff and communication updates

Parents should encourage their child to take ownership of the experience while recognizing that the program is designed to challenge and stretch them.

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### 4.4 Grounds for Dismissal

Although rare, students may be sent home early at the expense of their family if they:

- Engage in dangerous, disrespectful, or disruptive behaviour
- Violate safety protocols
- Disobey staff instructions repeatedly
- Break the code of conduct
- Endanger themselves or others
- Demonstrate behaviour that harms team morale or community relationships

Dismissal decisions are made by Humaniti Staff Leads in consultation with our local partners.



## SECTION 5 – SAFETY, RISK MANAGEMENT, AND CONDUCT STANDARDS

Safety is the highest priority of the Xerience Humaniti program. The environments in which we serve require structured supervision, clear expectations, and strong risk management practices. This section outlines the procedures, boundaries, and behavioural standards that allow students to engage meaningfully while ensuring their well-being and the well-being of the communities we serve.

These protocols reflect Humaniti International's organizational standards and incorporate detailed local procedures provided by our local partner, who has years of experience hosting youth service groups in vulnerable communities.

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### 5.1 Safety Philosophy

Experience Humaniti follows a proactive, preventative approach to safety. We believe that:

- A safe program is a structured program
- Boundaries create freedom
- Predictability reduces anxiety
- Respect for local context prevents unnecessary risk
- Clear communication is essential
- Every participant has a role in maintaining safety

Students are required to follow staff instructions at all times. There are no exceptions.



## 5.2 Supervision and Leadership Structure

Every trip is led by a team of trained staff and supported by experienced local partners.

### ***Leadership includes:***

- **Humaniti Staff Leads**

Responsible for daily operations, student oversight, and decision-making.

- **Local On-Ground Partner Lead**

Coordinates all logistics, cultural education, and local project oversight.

- **Support Staff and Local Contractors**

Manage build sites, assist with transportation, and oversee safety in community settings.

- **Student Liaison (Pre-Trip and Remote Support)**

Guides students in preparation, forms, and fundraising.

### ***Supervision Standards:***

- **Minimum 1 staff per 7–8 students**
- Staff are present at all activities
- Students are never left alone in public spaces
- Movement without staff is not permitted
- Curfews are strictly enforced



## 5.3 Daily Safety Procedures

The following mandatory safety routines are drawn from your partner's detailed protocols and integrated into the program:

### Hydration

- Students must carry a water bottle at all times.
- Leaders will perform frequent hydration checks.
- Failure to drink water may result in immediate removal from activities.

### Sun & Heat Protection

- Sunscreen must be applied in the morning and reapplied throughout the day.
- Hats are strongly recommended.
- Shade breaks are built into work rotation.

### Buddy System

- Students must travel with a partner at all times.
- Buddies must be age-appropriate and approved by staff.

### Transportation Safety

- No student may enter a vehicle not approved by staff.
- All transportation is arranged by the local partner.
- Seatbelts must be worn where available.



## **Meals and Water**

- Only drink filtered or bottled water.
- Eat only meals provided by Humaniti or trusted partners.
- Notify staff of any allergies or reactions immediately.

## **Health Monitoring**

- Students must report illness or injury immediately.
  - Staff keep daily health logs.
  - Leaders may remove students from activities if necessary.
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## 5.4 Behavioural Code of Conduct

All students must sign the following Code of Conduct prior to travel:

### Respect and Dignity

- Treat all people with kindness and respect.
- No mocking, insulting, or belittling others.
- Honour the customs and culture of the host country.

### No Romantic or Sexual Behaviour

- No dating, flirting, or exclusive pairings.
- No sexual behaviour of any kind.

### No Alcohol, Drugs, or Tobacco

- These are strictly prohibited. Immediate dismissal may result.

### No Wandering

- No leaving the group at any time.
- No going off-site without a staff member.

### Dress and Appearance

- Dress modestly and appropriately for cultural norms.
- No revealing clothing, offensive logos, or attire unsuitable for service settings.

### Language and Conduct

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- No profanity directed at staff, community members, or other students.
- No discriminatory language or behaviour.
- Maintain a positive, respectful attitude.

### **Phones and Devices**

- Phones may be restricted during certain activities.
- No photographing people in vulnerable situations without staff permission.
- No posting content that breaches dignity or privacy.

### **Community Interaction**

- Do not give out money, gifts, or personal items without staff approval.
- Avoid making promises to children or families.
- Always ask before taking photos.

### **Build Site Behaviour**

- Wear closed-toe shoes.
- Use tools only under supervision.
- Follow all contractor instructions.
- Horseplay or unsafe behaviour is not permitted.

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## **5.5 Curfew and Room Standards**

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## Curfew

- Set nightly by staff based on schedule.
- Students must remain in their rooms after curfew.

## Room Standards

- No males in female rooms; no females in male rooms.
  - Mixed-gender communal areas are allowed only with staff present.
  - Lights-out times support rest and health.
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# 5.6 Disciplinary Protocols

If safety protocols or conduct standards are violated, staff will follow a consistent disciplinary process:

1. **Verbal Warning**
2. **Written Incident Report**
3. **Meeting with Staff Lead**
4. **Call to Parents**
5. **Dismissal from Program (if necessary)**

Students sent home early will do so **at the family's expense.**

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# 5.7 Emergency Procedures

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### **Medical Emergencies**

- Staff will accompany the student to the nearest medical facility.
- Parents will be notified as soon as possible.
- Trip insurance will be activated where applicable.

### **Community Disturbances**

- Students will be moved to a secure location.
- Staff will follow partner guidance and local recommendations.

### **Weather-Related Emergencies**

- Pre-identified safe shelters will be used.
- Activities may be modified based on heat or rain.

### **Missing Student Protocol**

- Immediate staff mobilization.
- Communication with local authorities.
- Notification of parents.

(Guidelines reinforce strict buddy systems and no-wandering rules, minimizing this risk.)

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## **5.8 Commitment to Ethical, Safe, Dignified Humanitarian Engagement**

Everything in this section ensures:

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- Human dignity
- Student safety
- Responsible cultural engagement
- Respect for local communities
- Consistency with Humaniti's humanitarian values

These standards are non-negotiable and essential to the Xperience Humaniti program.

## **SECTION 6 – PRE-TRIP PREPARATION**

Xperience Humaniti places significant emphasis on preparing students before they ever board a plane. Proper preparation ensures that participants understand the purpose of the trip, feel emotionally and physically ready, and know the expectations and responsibilities of being part of

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a humanitarian team. This phase also helps parents feel confident that their child is safe, supported, and informed.

Pre-trip preparation consists of **four core components**:

1. **Orientation and Training**
2. **Fundraising Preparation**
3. **Documentation and Forms**
4. **Communication and Logistics**

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## 6.1 Orientation and Training

All students must complete the full orientation program. The orientation phase combines Humaniti's standard training framework with the cultural, practical, and safety briefings provided by our Dominican partner. These sessions ensure students understand what they will experience and how to conduct themselves responsibly and respectfully.

### **Orientation Includes:**

#### **1. Program Overview**

- History and mission of Humaniti as an organization
- Purpose and goals of Xperience Humaniti
- Overview of projects and on-ground realities
- How the trip connects to long-term community partnership

#### **2. Cultural Education**

Using material from your partner, students learn about:

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- Local culture and history
- Migration patterns and border realities
- Local family structures and community life
- Appropriate conduct in rural or impoverished areas
- Respectful photography and social media use

Students should finish orientation with an understanding that they are **guests**, not saviours.

### **3. Safety and Conduct Training**

This includes:

- Hydration requirements
- Sun protection
- Buddy system
- Build-site safety
- Respectful behaviour in orphanages and schools
- Evening curfews
- Rules about phones and online posting
- Code of conduct enforcement

Orientation reinforces that safety rules are non-negotiable.

### **4. Project-Specific Training**

Students receive an introduction to:

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- House-build workflow
- Appropriate ways to interact with children
- Helping without overstepping
- What to expect during the “Day in Their Shoes” garbage dump experience
- Emotional preparedness for difficult environments

## **5. Daily Rhythm and Expectations**

- Wake-up times
- Morning routines
- Meal expectations
- Transportation rules
- Evening debrief structure
- Hygiene expectations
- Emotional support channels

A clear routine helps reduce anxiety and establishes predictability.

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## **6.2 Fundraising Preparation**

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Fundraising is part of the student's leadership journey. Most students raise a significant portion of their trip cost with guidance from our team.

**Students will receive:**

- **Fundraising Toolkit** (provided later in this manual)
- Sample letters and emails
- School-based fundraising templates
- Online donation page setup instructions
- Suggested fundraising timeline

**Students are expected to:**

- Take ownership of their fundraising efforts
- Communicate with the Student Liaison regularly
- Follow local rules when fundraising at school
- Submit progress updates at required checkpoints

**Families are encouraged to:**

- Support without doing the work for the student
- Help identify safe places and opportunities to fundraise
- Promote the student's initiative among trusted networks

Fundraising teaches responsibility, initiative, and confidence.

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## 6.3 Documentation and Forms

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To travel, students must submit all required documents **by the deadlines provided**.

Required documents include:

- Application Form
- Parent/Guardian Consent (if under the age of 18)
- Passport Scan (valid 6+ months after travel)
- Medical Information Form
- Dietary Restrictions Form
- Emergency Contact List
- Code of Conduct Agreement
- Liability and Risk Waivers
- Media Release Form
- Travel Insurance Confirmation (included in trip cost)

All forms must be submitted through the designated Student Liaison or online upload portal.

Failure to meet documentation deadlines may result in removal from the roster.

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## 6.4 Communication Expectations

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## **Communication With Parents Before the Trip**

Parents will receive:

- Orientation materials
- Trip overview
- Packing lists
- Emergency procedures
- Travel itinerary
- Contact information for staff leads
- Financial deadlines and payment confirmations
- Key dates for meetings

## **Communication With Students Before the Trip**

Students will receive:

- Group messaging channel details
- Orientation dates
- Pre-trip assignments
- Fundraising check-in dates
- Final departure information

Clear communication prevents confusion and ensures readiness.

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## **6.5 Pre-Trip Meetings**

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## **Student Orientation Meetings**

These sessions cover:

- Culture
- Safety
- Team-building
- Project overview
- Emotional preparation

## **Parent Orientation Meetings**

These sessions cover:

- Safety protocols
- Travel logistics
- Communication plan
- Behaviour expectations
- Emergency procedures
- Insurance details

Parents are strongly encouraged to attend.

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# **6.6 Emotional and Practical Preparation**

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Students must be prepared for:

- Exposure to difficult situations (poverty, displacement, hunger)
- Physically demanding work (construction tasks)
- High heat and humidity
- Limited personal privacy
- Restricted technology use
- Long days with structured schedules
- Differences in language, culture, and environment

This experience is intended to stretch students in healthy, meaningful ways.

Staff and local partners will be available for emotional support throughout the trip.

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## 6.7 Final Pre-Trip Checklist

### One Month Before Departure

- All forms submitted
- Fundraising at least 60 percent completed
- Attend mandatory orientation
- Passport confirmed
- Family travel meeting completed

### Two Weeks Before Departure

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- Fundraising nearing completion
- Packing preparation underway
- Group briefing call
- Final logistics email sent

### **One Week Before Departure**

- Full packing list finalized
- Final payment confirmed
- All communication channels tested
- Students commit to sleep/rest preparation

### **Day Before Departure**

- Arrive in Toronto (or designated meeting location)
- Sleep overnight at program hotel
- Attend orientation and training day
- Review Code of Conduct and safety rules
- Team-building activities

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## **SECTION 7 – DAILY ROUTINE**

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A consistent daily routine is essential to safety, productivity, and emotional stability during the Experience Humaniti trip. While each day brings new experiences, cultural interactions, and service opportunities, the general structure remains the same. This section outlines the typical daily flow based on Humaniti's model, reinforced by the detailed operational rhythm provided by our host partner.

The goal of the daily routine is to ensure:

- Predictability
- Safety
- Proper hydration and nutrition
- Balanced service and rest
- Emotional processing
- Respect for the community
- Smooth execution of build and rotation projects

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## 7.1 Morning Routine

### Wake-Up

Students wake up between **6:00–6:30 AM**, depending on the schedule for the day. A staff member performs hallway or room checks to ensure everyone is awake.

### Hydration Check

Before leaving rooms, all students must fill their water bottles. Staff will check bottles visually before departure.

### Personal Hygiene & Room Organization

Students are responsible for:

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- Personal cleanliness
- Maintaining clean rooms
- Properly storing belongings
- Preparing day bags (sunscreen, snacks, journal, water)

## **Breakfast**

Students must eat breakfast even if they are not “morning eaters,” as long days require energy. Breakfast is served around **7:00 AM** and typically includes:

- Eggs
- Bread
- Fruit
- Local dishes depending on availability
- Juice or water

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## **7.2 Morning Session: Worksite or Rotational Project**

Each day is divided into two work blocks:

- One block at the **House Build site**
- One block at a **rotational project** (or cultural/excursion day)

Students alternate between the two blocks each day so that everyone experiences a balance of physical work and community engagement.

### **Travel to the Worksite**

- Transportation provided by local partner



- Seatbelts mandatory where available
- No switching vehicles unless directed by staff

### **Morning Work Period (Approx. 8:00–11:30 AM)**

If assigned to the **Build Site**, students may:

- Mix cement
- Pass blocks, carry sand or gravel
- Assist contractors
- Paint
- Clean work areas

Supervision:

- Local contractor leads all construction
- Humaniti staff manage student safety
- Strict hydration and sun-break rotations enforced

If assigned to a **Rotational Project**, students may:

- Visit an orphanage (children's activities, feeding programs)
- Participate in school support visits
- Assist with local community initiatives
- Facilitate play activities with children
- Learn from community leaders

---

## **7.3 Midday Break**

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## **Lunch**

Lunch is served between **12:00–1:00 PM**.

Meals are provided by the local partner and are cooked to North American safety standards.

Typical lunches include:

- Rice and beans
- Chicken or beef
- Stews
- Plantains
- Salad
- Juice or water

Hydration checks are repeated during lunch.

## **Rest and Reset**

Students are encouraged to:

- Hydrate
- Reapply sunscreen
- Rest in shaded areas
- Change into dry clothes if needed
- Use washroom facilities

This period helps prevent fatigue and heat exhaustion.

---



## 7.4 Afternoon Session: Build or Rotational Project

From **1:00–4:00 PM**, groups switch locations:

- Those who built in the morning do rotational projects
- Those who did rotations build in the afternoon

### Afternoon Heat Protocol

- More frequent rest breaks
- High-alert hydration monitoring
- Shaded hydration stations on the build site

---

## 7.5 Return to Housing

Around **4:30 PM**, students return to their accommodation.

### Post-Project Routine

- Showers
- Rest time
- Journaling
- Quiet relaxation
- Rehydration

Staff conduct informal check-ins with any students who struggled emotionally during the day.

## 7.6 Evening Routine

### Dinner (Approx. 6:00 PM)

Meals may include:

- Local dishes
- Chicken, rice, vegetables
- Pasta or familiar comfort meals
- Fresh fruit

Students are encouraged to try new foods but never forced.

### Evening Debrief (7:00–8:00 PM)

This is a core part of the program

Debriefs include:

- Guided questions
- Open sharing
- Storytelling
- Lessons about local realities
- Reflection on purpose and perspective
- Emotional processing
- Staff-led discussions about humanitarian ethics



Students must bring:

- Journal
- Pen
- Water bottle

### **Free Time (8:00–9:00 PM)**

Quiet, non-disruptive activities such as:

- Board games and socializing
- Reading or Journaling
- Calls home (if permitted that day and not disruptive)

Phones may be restricted depending on the day's experiences.

---

## **7.7 Night Routine and Curfew**

### **Curfew**

Curfew is typically **9:00–9:30 PM**, depending on the next day's schedule.

### **Room Checks**

Staff confirm:

- All students are in assigned rooms
- All electronics are put away
- No cross-room visits
- Lights-out expectations are understood



## **Lights Out (10:00 PM)**

This ensures:

- Adequate rest
- Emotional readiness
- Physical recovery
- Consistency in group rhythm

---

# **7.8 Special Days and Variations**

## **Excursion Days**

May include:

- Beach afternoon
- Waterfalls
- Cultural landmarks
- Local markets (approved by staff only)
- Horseback or nature activities

Safety protocols remain identical to service days.

## **Community Events**

If invited, students may participate in:

- Local church services
- Community meals and celebrations
- Cultural events

Participation is always respectful and voluntary.

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## **Final Celebration**

The last full day includes:

- A celebration with the family receiving the home
- Community gathering
- Gift presentation (community-approved only)
- Group reflection
- Closing words from the local partner
- Final team debrief



## SECTION 8 – DETAILED 10-DAY ITINERARY

Xperience Humaniti's 10-day itinerary is a structured progression of service, cultural learning, team building, and reflection. While the rhythm of build days and rotation projects provides familiarity, each day introduces new learning opportunities, community interactions, and moments of personal growth.

This itinerary merges Humaniti's program framework with the detailed schedule and local expertise provided by our local partner. It may be adjusted slightly based on weather, community needs, and operational realities, but the core structure remains consistent.

---

### DAY 1 – Arrival in Toronto + Orientation

**Purpose:** Begin building team cohesion, set expectations, and start transitioning students into a humanitarian mindset.

#### Activities

- Students arrive in Toronto by midday or early afternoon and check-in at hotel
- Meet-and-greet with staff leads and introduction to Humaniti's values
- Team-building exercises
- Review of safety protocols
- Pre-trip briefing: travel logistics, behaviour code, hydration rules
- Light evening activity (icebreakers, orientation outline)

#### Tone for the Day

Students should end Day 1 feeling supported, informed, connected, and ready.

## DAY 2 – Morning Orientation + Travel to Dominican Republic

**Purpose:** Final preparation + cultural grounding before international travel.

### Morning

- Staff-led orientation session covering:
  - Cultural norms
  - Safety and conduct expectations
  - Emotional preparation
  - Overview of service projects
  - Haitian–Dominican context
- Group photo and final packing check
- Lunch together

### Afternoon

- Drive to airport
- Group check-in
- Flight to Dominican Republic
- Arrival and processing through customs
- Meet Dominican partner team
- Transfer to accommodations



## Evening

- Room assignments
- Orientation reminder
- Hydration check
- Early lights out

---

# DAY 3 – Community Introduction + First Half-Day Work Rotation

**Purpose:** Ease into service work, meet community members, and acclimate to heat and routine.

## Morning

- Breakfast
- Orientation walk-through of the neighbourhood
- Safety briefing specific to community layout
- Introduction to local contractors and community leaders

## Late Morning Work Block

- Light work begins at the build site:
  - Passing blocks, mixing small batches of cement
  - Cleaning work area
  - Introduction to project goals

## Afternoon

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- Rotational project #1:
  - Orphanage visit or school support
  - Relationship-building activities with children
  - Staff guidance on appropriate interaction

## Evening

- Dinner
- Debrief on first impressions
- “What surprised you today?” reflection
- Early night

---

# DAY 4 – Full Build Day + Orphanage Rotation

**Purpose:** Deepen engagement with physical service and child-focused programming.

## Morning Block – Build

- Foundation work
- Cement mixing with supervision
- Transporting materials
- Hydration checks every 20–30 minutes

## Afternoon Block – Orphanage Visit

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- Feeding program
- Structured play
- Storytelling or arts activities
- Learning about the history of the orphanage

### **Evening Debrief Theme**

- “Service vs. Saviourism”
- Journaling exercise:

*“What did you learn about dignity today?”*

---

## **DAY 5 – Build + “Day in Their Shoes” Garbage Dump Experience**

**Purpose:** Introduce students to the economic struggle and resilience of Haitian–Dominican families working in extreme poverty.

### **Morning Block – Build**

- Wall raising
- Reinforcement preparation
- Working alongside contractors

### **Afternoon – Garbage Dump Experience**

This is one of the most emotionally impactful parts of the trip.

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Students:

- Pair with Haitian recyclers
- Learn how families earn income from sorting plastic
- Participate in respectful conversation
- Help increase daily earnings through partnered work

Strict dignity protocols apply:

- No selfies
- No intrusive photos
- No dramatizing poverty

### **Evening Debrief Theme**

- Processing emotional reactions
  - Understanding systemic poverty
  - Guided reflection led by staff and Dominican partner
- 

## **DAY 6 – Build + School Visit**

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**Purpose:** Engage with local education challenges and invest in meaningful connection with Dominican students.

### **Morning Block – Build**

- Door and window framing
- Smoothing cement
- Collaborative tasks

### **Afternoon Block – School Rotation**

Activities may include:

- English reading circles
- Classroom assistance
- Recess/playground engagement
- Simple repair or cleaning projects

### **Evening Debrief Theme**

- “Education and Opportunity”
  - Group sharing: What surprised you about the school system?
- 

## **DAY 7 – Cultural Immersion Day (Excursion)**

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**Purpose:** Provide rest, rejuvenation, cultural appreciation, and relational bonding.

Activities may include:

- Waterfall hike
- Beach afternoon
- Local cultural market (staff-approved only)
- Horseback riding (if available)
- Historical site visit

Safety remains paramount:

- Lifeguard-approved swim areas
- No wandering
- Staff present at all times

### **Evening Debrief Theme**

- “Gratitude and Understanding”
- What aspects of Dominican culture stood out today?

---

## **DAY 8 – Build + Community Support Project**

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**Purpose:** Bring build progress near completion and support an additional local need.

### **Morning Block – Build**

- Interior work
- Smoothing walls
- Painting prep
- Exterior touch-ups

### **Afternoon Block – Community Support Project**

Possibilities:

- Feeding program
- Elder care visit
- Community clean-up
- Assisting local leaders with urgent needs

### **Evening Debrief Theme**

- “Community Strength”
- Stories shared by Dominican partner

---

## **DAY 9 – Final Build Day + House Dedication Ceremony**

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**Purpose:** Celebrate the completion of the home and honour the family receiving it.

## **Morning**

- Final touches at build site
- Cleaning
- Painting
- Preparing dedication gifts

## **Afternoon**

### **House Dedication Ceremony**

- Welcome from community leader
- Presentation of keys
- Words from the family
- Group celebration
- Photo (with dignity-based protocols)
- Staff and students share reflections

### **Evening – Final Team Debrief**

- Full-circle reflection and emotional processing as a team
- Letters to self exercise
- Talking about purpose, next steps, and future impact

---

# **DAY 10 – Departure + Re-Entry Orientation**

## **Morning**

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- Packing and room checks
- Breakfast and farewell to local partners
- Transport to airport

### **Afternoon**

- Flight to Toronto
- Arrival and customs processing

### **Re-Entry Orientation (Optional Virtual Session)**

Within 7–10 days:

- Processing reverse culture shock
  - Integrating learning into daily life
  - Youth Ambassador next-steps
  - “How to talk about your experience responsibly” guidance
- 

## **SECTION 9 – SERVICE PROJECTS**

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Xperience Humaniti's service projects are built around long-term community needs identified by our local partner. These are not "volunteer for a day" charity-drop experiences; they are part of ongoing work with established relationships. Each project is chosen for its impact, sustainability, and ability to teach students meaningful lessons about dignity, resilience, and community.

Below is an overview of the core service projects students will participate in during the trip.

---

## **9.1 The House Build Project**

### **Purpose**

To provide safe, stable housing for families living in precarious conditions.

### **Led by**

Local Dominican contractors and community leaders.

### **Student Involvement**

Students assist with:

- Cement mixing, passing blocks
- Carrying sand and gravel
- Painting and finishing
- Cleaning the site
- Preparing the home for dedication

Students do not perform skilled labour without supervision.

### **Learning Outcomes**



- Understanding housing inequality
- Seeing long-term solutions rather than short-term aid
- Witnessing community resilience and cooperation
- Experiencing the privilege of building stability for a family

---

## 9.2 Orphanage Program Support

### Purpose

To support children who have been orphaned or displaced through positive interaction, play, and structured programming.

### Activities

- Facilitated play, arts and crafts
- Feeding programs
- Hygiene assistance (if permitted)
- Outdoor activities

### Boundaries

- No picking up children without permission from staff
- No sharing personal contact information
- No promises, gifts, or money
- No unsupervised time with children

### Learning Outcomes



- Understanding institutional care
  - Building empathy toward children living without parents
  - Recognizing resilience and hope in vulnerable children
- 

## **9.3 School Visit & Education Support**

### **Purpose**

To support teachers and students in under-resourced schools.

### **Activities**

- Reading circles
- English pronunciation help
- Classroom games
- Basic maintenance or cleanup
- Supporting teachers with classroom needs

### **Learning Outcomes**

- Understanding the role of education in poverty reduction
  - Seeing firsthand the challenges teachers face
  - Developing cross-cultural connection with local youth
- 

## **9.4 Community Feeding Program**

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## **Purpose**

To strengthen nutrition access for vulnerable families.

## **Activities**

- Food prep and serving meals
- Simple kitchen support and clean-up duties

## **Learning Outcomes**

- Understanding food insecurity
  - Seeing community-based resilience
  - Recognizing the dignity of communal meals
- 

## **9.5 “Day in Their Shoes” Garbage Dump Visit**

### **Purpose**

To help students understand the daily reality of Haitian families who survive by sorting plastic and materials from the municipal dump.

### **Activities**

- Pairing with local recyclers
- Sorting recyclable plastics
- Learning the informal economic system
- Offering dignified support (not charity or pity)

### **Strict Dignity Protocols**

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- No selfies
- No intrusive photos
- No dramatizing or exploiting poverty
- No posting without staff approval

### **Learning Outcomes**

- Understanding the complexities of migration and poverty
  - Building empathy without saviorism
  - Recognizing the humanity, strength, and work ethic of recyclers
- 

## **9.6 Community Support Initiatives**

These may include:

- Elder care visits
- Community clean-ups
- Delivering hygiene kits
- Small repairs for families in need

These initiatives are flexible and based on real-time community needs.

---



## SECTION 10 – CULTURAL IMMERSION & LEARNING

Cultural immersion is one of the most transformative elements of the Experience Humaniti program. It helps students gain perspective, break stereotypes, and engage with the community respectfully.

---

### 10.1 Cultural Learning Sessions

Students will participate in structured sessions led by Humaniti staff and Dominican partners on:

- Dominican history and Haitian-Dominican relations
  - Local customs and etiquette
  - Social and economic challenges
  - Migration and border issues
  - Cultural norms around respect, family, and community
- 

### 10.2 Language Exposure

While the program is English-led, students will encounter:

- Basic Spanish
- Dominican slang
- Haitian Creole greetings in Haitian communities

Helpful phrases will be taught in orientation and participants are always encouraged to do some self learning prior to departure.

---



## 10.3 Community Interaction

Students engage directly with:

- Families receiving homes
- Local youth
- Community leaders
- Orphanage staff
- Children in schools
- Local contractors

The goal is connection, not charity.

---

## 10.4 Excursion & Cultural Appreciation Days

Possible activities include:

- Beaches
- Waterfalls
- Horseback riding
- Local artisan markets
- Historical sites

These excursions teach balance — joy alongside difficult realities.



## SECTION 11 – PACKING LISTS

Below are complete packing lists suitable for students, with clarity for parents.

---

### 11.1 Student Packing List

#### Clothing

- 6–8 t-shirts (lightweight) (no disrespectful/inappropriate quotes or graphics)
- 2–3 long-sleeve shirts (no disrespectful/inappropriate quotes or graphics)
- 2 pairs of shorts (modest length)
- 1–2 pairs of work pants
- 1 pair of athletic shoes
- 1 pair of work/hiking shoes
- 1 pair of sandals
- Socks/underwear for 10 days
- Hat (mandatory)
- Lightweight sweater

#### Toiletries

- Shampoo/conditioner
- Soap
- Toothbrush/toothpaste
- Sunscreen (SPF 30+)
- Insect repellent



- Personal medication
- Deodorant
- Hand sanitizer

### **Gear**

- Refillable water bottle (mandatory)
- Daypack
- Journal & pen
- Sunglasses
- Small towel
- Work gloves

### **Optional**

- Camera (not expensive)
- Small games or cards
- Books/journal materials

### **Not Permitted**

- Revealing clothing
- Expensive electronics
- Large sums of cash
- Gifts for specific children



## 11.2 Parent Packing Guidance

- Label all items with student's name
  - Pack medications in original containers
  - Provide photocopies of important documents
  - Pack a “homecoming” change of clothes in carry-on
-



## SECTION 12 – MEDICAL, CONSENT, AND WAIVERS

To participate, parents and students must complete all required medical and legal forms.

---

### 12.1 Required Forms

- Medical Information
  - Medication Administration Form
  - Parent Consent
  - Code of Conduct Agreement
  - Liability Waiver
  - Emergency Contact Authorization
  - Travel Insurance Confirmation
  - Media Permission Form
- 

### 12.2 Medical Information

Parents must disclose:

- Allergies
- Chronic health conditions
- Medications
- Emergency protocols



- Dietary issues
- Any restrictions due to health concerns

This ensures staff can respond appropriately.

---

## 12.3 Emergency Procedures

In medical emergencies:

- Student is taken to nearest hospital
  - Staff accompanies student
  - Parents are notified promptly
  - Insurance procedures are handled by staff
-



## SECTION 13 – FUNDRAISING TOOLKIT

Fundraising is part of the leadership development process.

---

### 13.1 Principles of Fundraising

- Transparency
  - Gratitude
  - Storytelling
  - Community involvement
  - Consistency
- 

### 13.2 Sample Methods

- Letter-writing campaigns
  - Online donation page
  - School fundraising tables or classroom presentations
  - Car washes and community dinners
  - Local business sponsorships
- 

### 13.3 Timeline

- Month 1: Awareness & letters
  - Month 2: Events & online drives
  - Month 3: Final push & thank-yous
-



## SECTION 14 – COMMUNICATION PLAN

Clear communication helps students and parents feel confident.

---

### 14.1 Pre-Trip

Parents receive:

- Information package and orientation details
  - Staff contact information
  - Travel dates & packing list
- 

### 14.2 During Trip

Parents will receive:

- Daily updates and general photos (no sensitive content)
- Notifications of major schedule changes

Parents should not expect:

- Real-time communication
  - Individual photos of their child
- 

### 14.3 Post-Trip

- Re-entry meeting
- Digital photo archive
- Reflection prompts
- Youth Ambassador next steps



---

## SECTION 15 – EVENING DEBRIEF SESSIONS

Debriefs turn experience into meaning.

Below are themes for each of the 10 nights.

---

### **Night 1**

Introductions & expectations

### **Night 2**

Culture shock and first impressions

### **Night 3**

Service vs. saviorism

### **Night 4**

Understanding poverty

### **Night 5**

Resilience and dignity (after dump visit)

### **Night 6**

Education and opportunity



## **Night 7**

Gratitude and joy in culture

## **Night 8**

Community strength & leadership

## **Night 9**

Home dedication reflection

## **Night 10**

Purpose, identity, and what's next

---



## **SECTION 16 – POST-TRIP INTEGRATION & LEADERSHIP**

Xperience Humaniti begins the moment students return home.

---

### **16.1 Re-entry Support**

- Reverse culture shock conversation
  - Processing difficult emotions
  - Journaling prompts
  - Acknowledging growth
- 

### **16.2 Youth Ambassador Pathway**

Students can:

- Start school clubs
  - Raise awareness
  - Continue fundraising
  - Lead presentations
  - Advocate for Humaniti projects
-



## 16.3 Ongoing Leadership

- Annual service trips
  - Humaniti volunteering
  - Student-led campaigns
  - Ambassador network events
-



## SECTION 17 – APPENDICES

Appendices include:

- Sample daily schedule
- Staff contact list
- Emergency protocol map
- Build site diagram
- Packing checklist (printable)
- Consent forms (templates)
- Fundraising template letters
- Dominican cultural glossary