



[www.ScottBackovich.com](http://www.ScottBackovich.com)

All students had a set of...

positive shared experiences.

**Activities = Shared Experience**

**Shared Experiences = Unity**

**Therefore**

**Activities = Unity**

## Our Question...

**How are we gauging the emotional effectiveness  
of our activities?**

Let's get moving...

**Stand UP!**

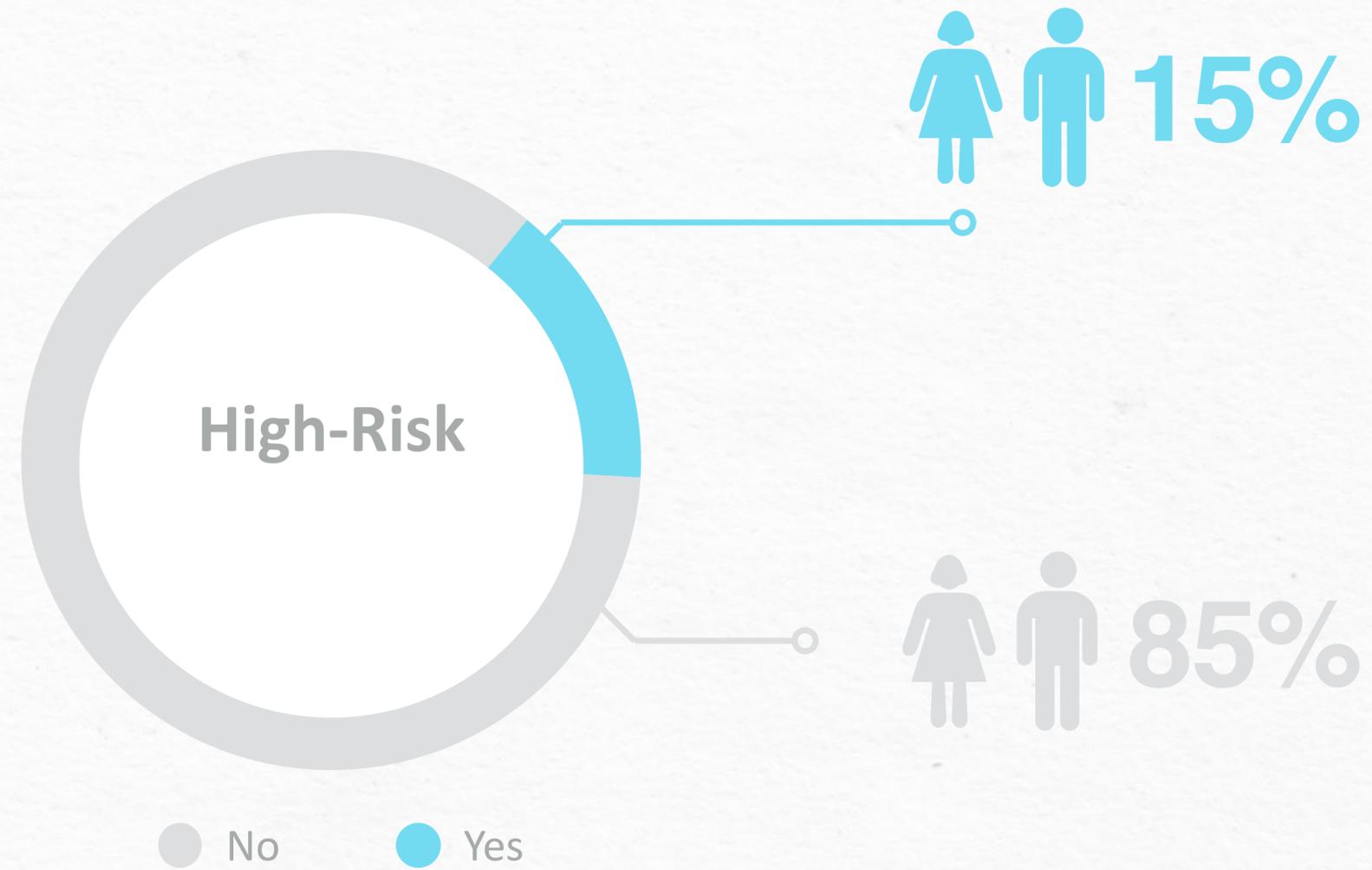
# The Ultimate Question—

Is your community happy to see you?

# Our Problem

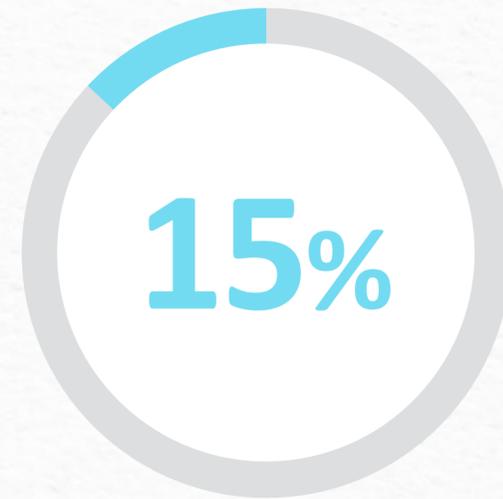
The culture our students has been placed in isn't working.

# Status Quo?



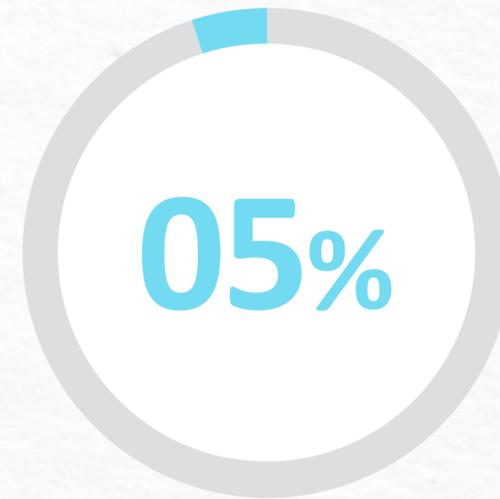
# Current Averages

US High Schools  
with >1,000 students

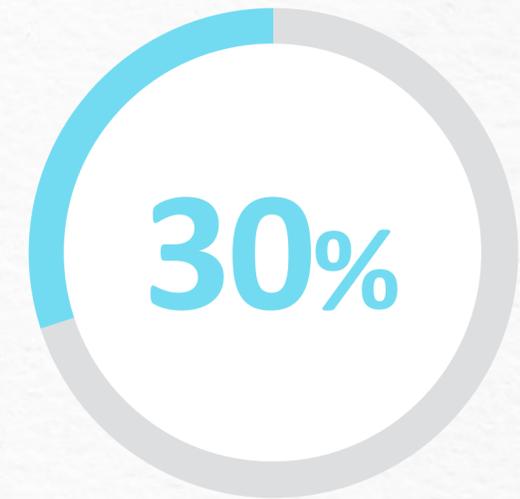


Active Participation  
in Dress-Up Days

(High-Risk Day)



Lunch-Time  
Activity  
Participation



Service-Project  
Participation



Please note—

It isn't our fault.

## Step 1

**Successful community groups understand their effect on both culture and climate.**

# To The Board!

# Rule of Thumb

**To know your reaction is to know your culture.**

**Culture**

**Climate**

**Culture**

**Climate**

**Dances**

**Culture**

**Climate**

**Dances**  
**Athletic Events**

# Culture

# Climate

**Dances**

**Athletic Events**

**Service Projects**



# Culture

# Climate

**Dances**

**Athletic Events**

**Service Projects**

**Spirit Days**

# Culture

# Climate

**Dances**

**Athletic Events**

**Service Projects**

**Spirit Days**

**Guest Speakers**

# Culture

# Climate

**Dances**

**Athletic Events**

**Service Projects**

**Spirit Days**

**Guest Speakers**

**Rallies**

# Culture

# Climate

**Dances**

**Athletic Events**

**Service Projects**

**Spirit Days**

**Guest Speakers**

**Rallies**

**Finals**



## Rule of 4

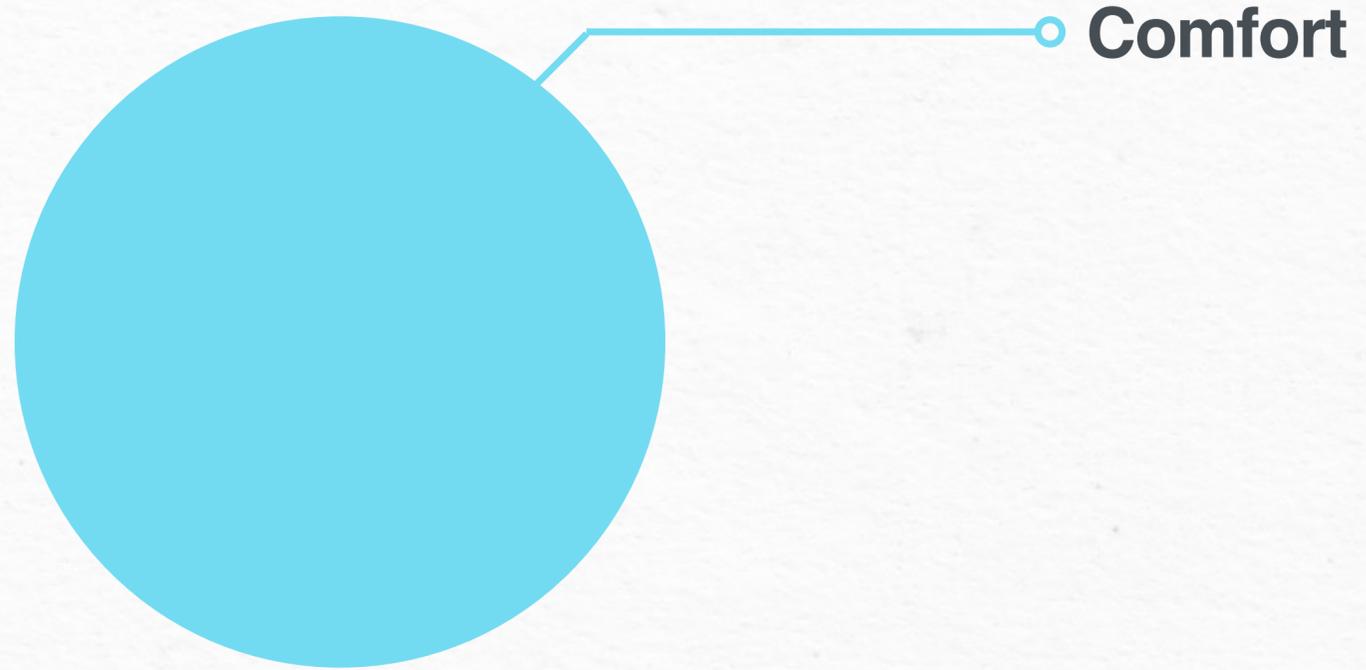
**It takes 4 moments of intense climate to change an area's culture.**

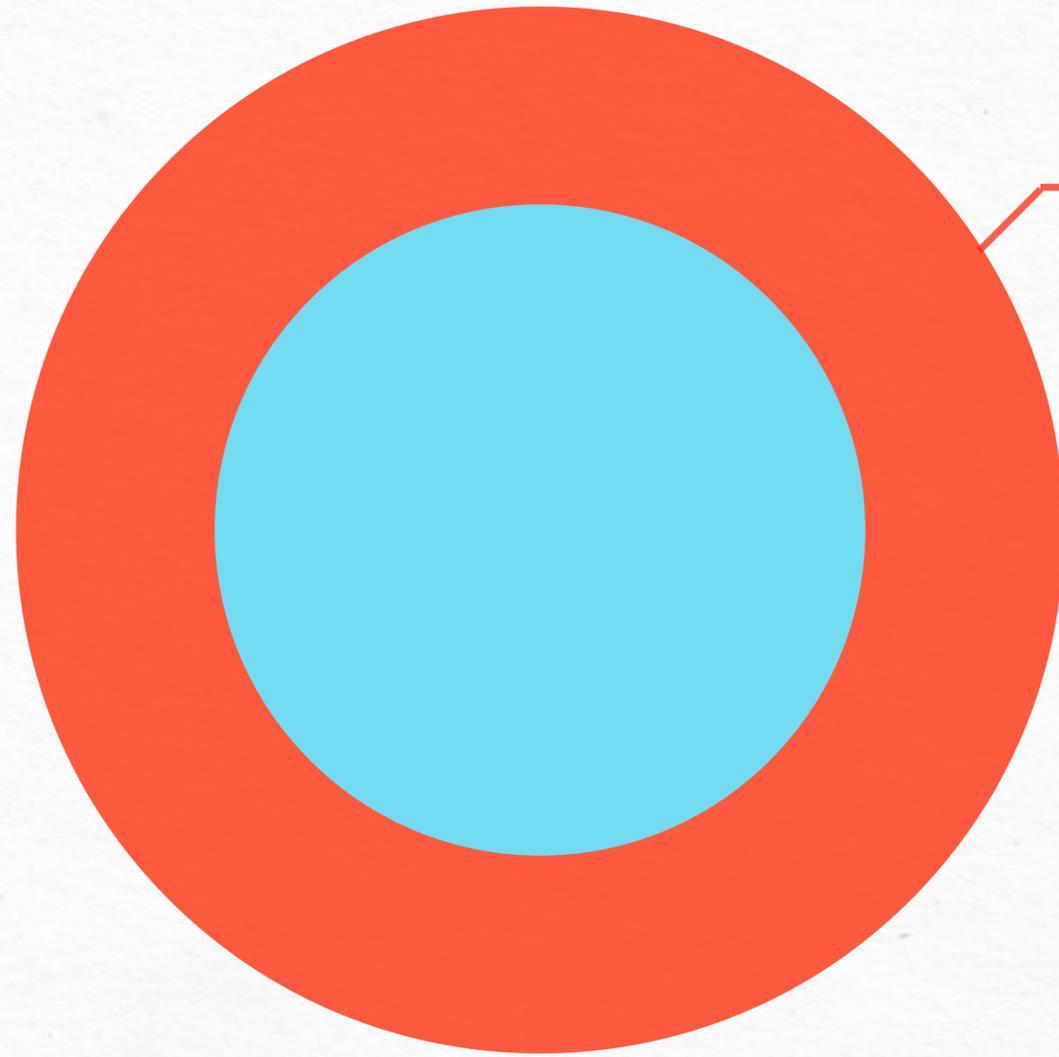
## Step 2

**Every student wants to call your community home. It is up to your activities to create that space.**

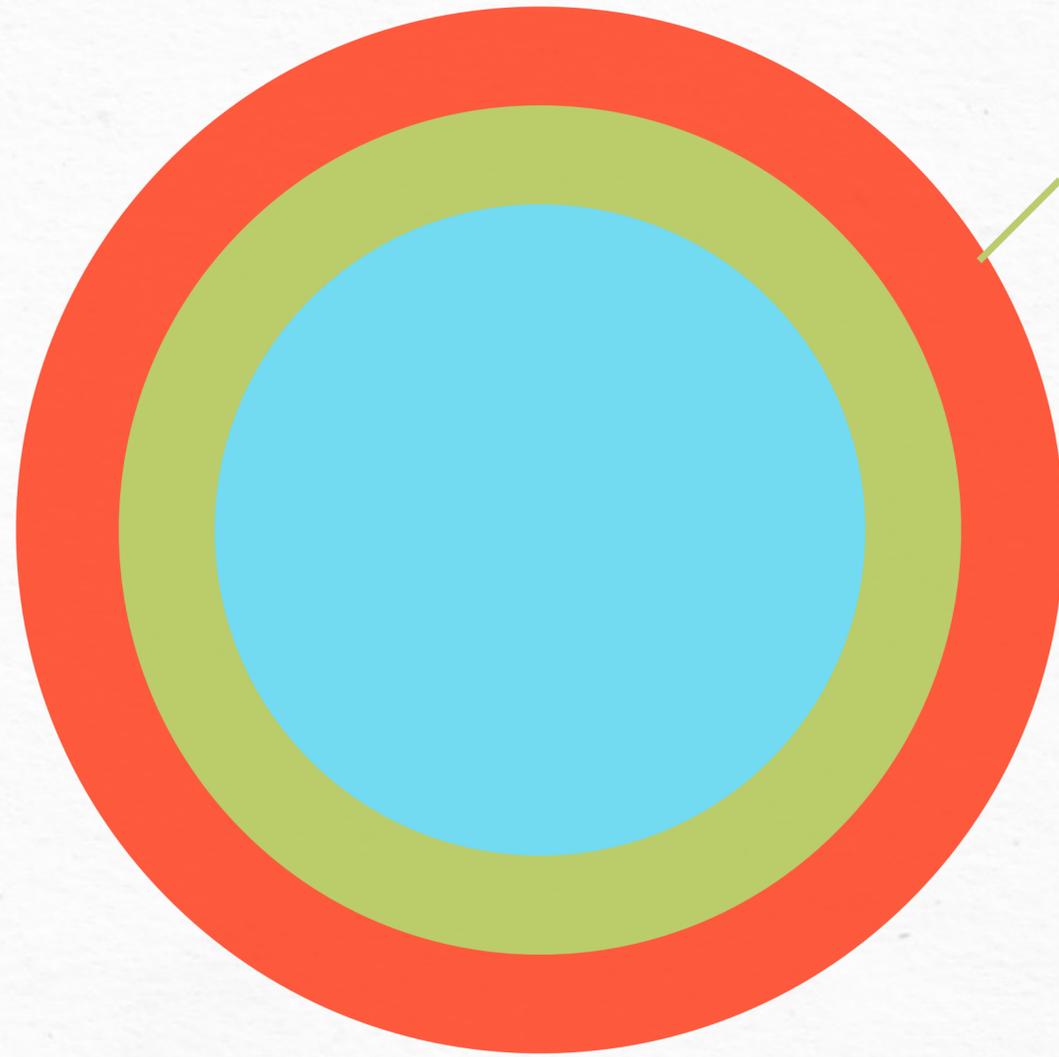


[www.ScottBackovich.com](http://www.ScottBackovich.com)

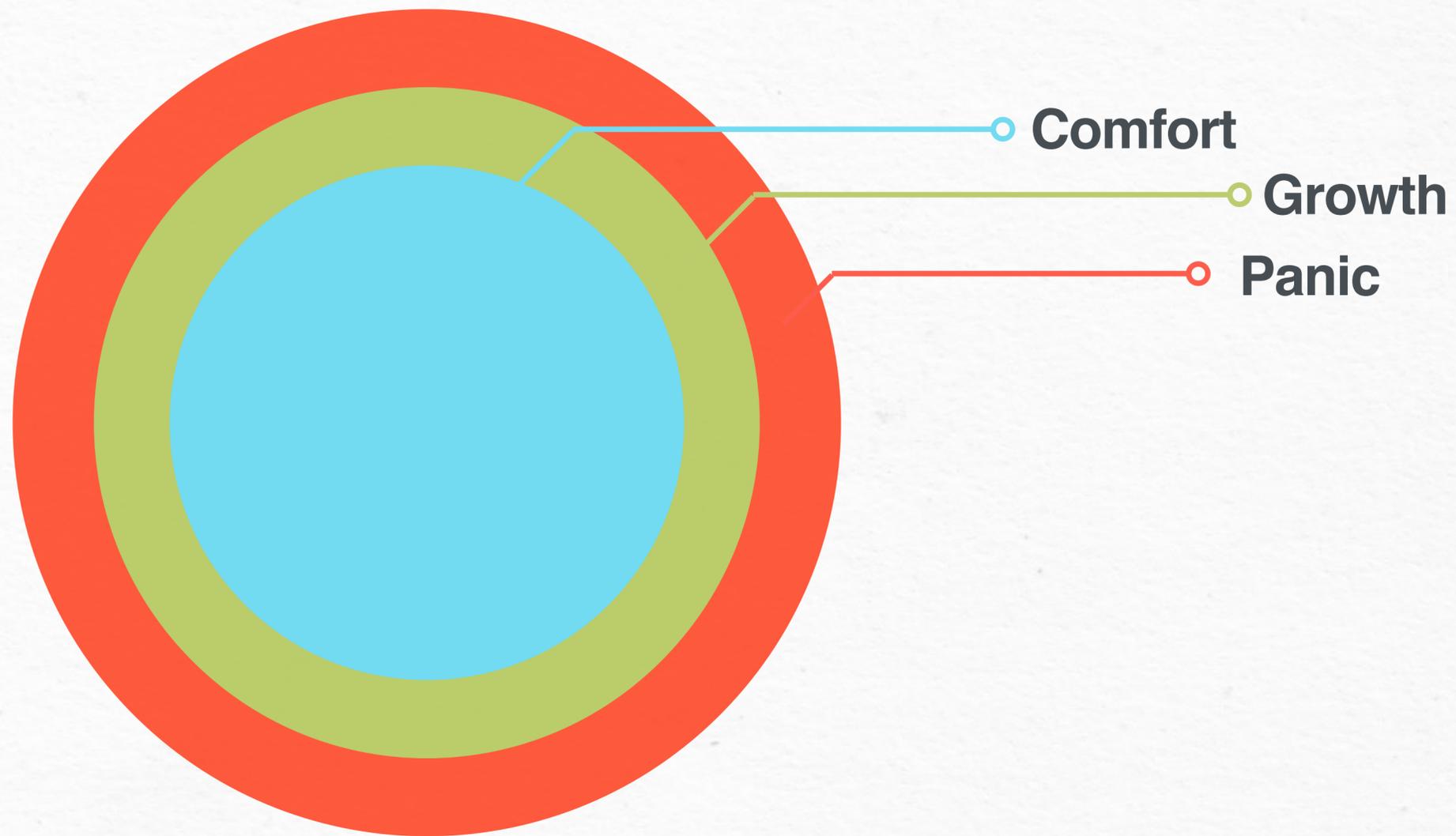




**Panic**



Growth



# Game Time!

Group of 8-10

## Step 3

**In order to understand a students actions, we must first understand their values.**

# Take-Home Activity!

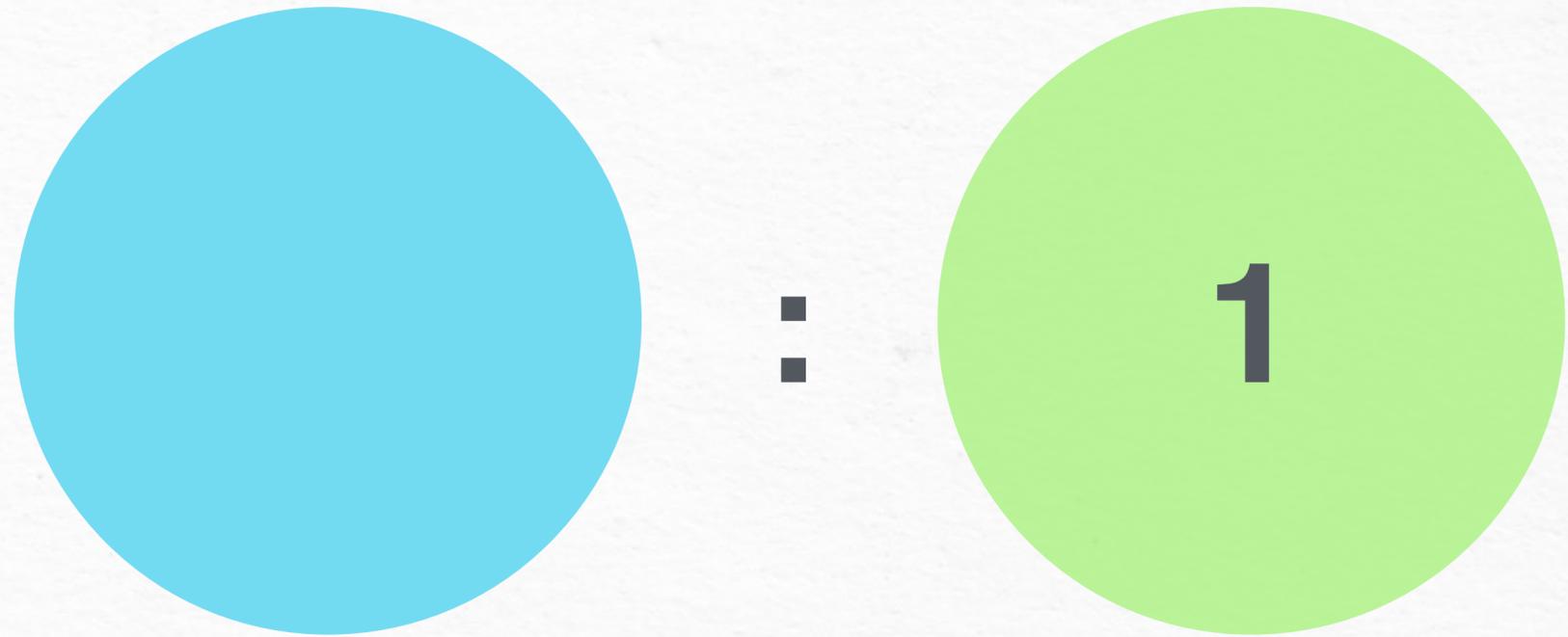
**Auction time!**

## Step 4

**Every student activities organization has an *ask-to-give* ratio.**

# Ask-to-Give Ratio

To know your ratio is to know your community.



 Ask

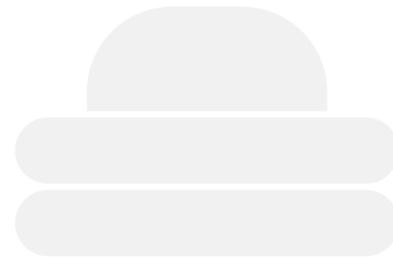
 Give



## Step 5

**Student leaders learn the different emotional variables involved in an activity.**

# WHAT MAKES UP A GREAT ACTIVITY IDEA?



# WHAT MAKES UP A GREAT ACTIVITY IDEA?

## Appealing

The activity relates to a student's interests, passions, or hobbies. The vast majority of activities fall under this requirement.



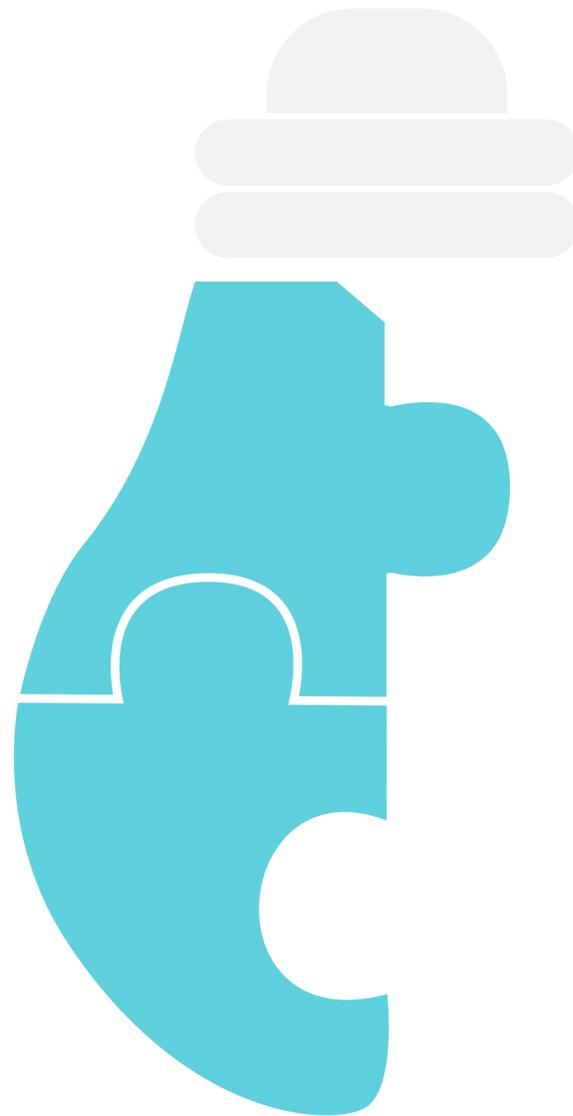
# WHAT MAKES UP A GREAT ACTIVITY IDEA?

## Appealing

The activity relates to a student's interests, passions, or hobbies. The vast majority of activities fall under this requirement.

## Relationship-Based

Will a student's friends be at this event? Will they have a sense of belonging there?



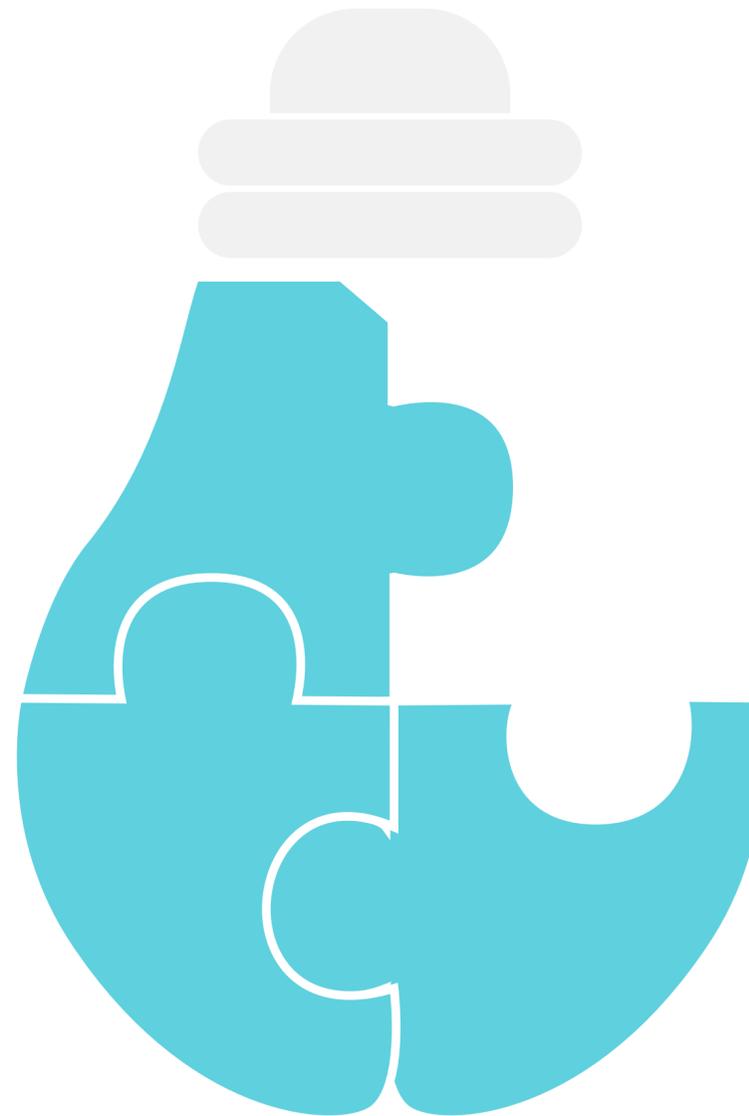
# WHAT MAKES UP A GREAT ACTIVITY IDEA?

## Appealing

The activity relates to a student's interests, passions, or hobbies. The vast majority of activities fall under this requirement.

## Relationship-Based

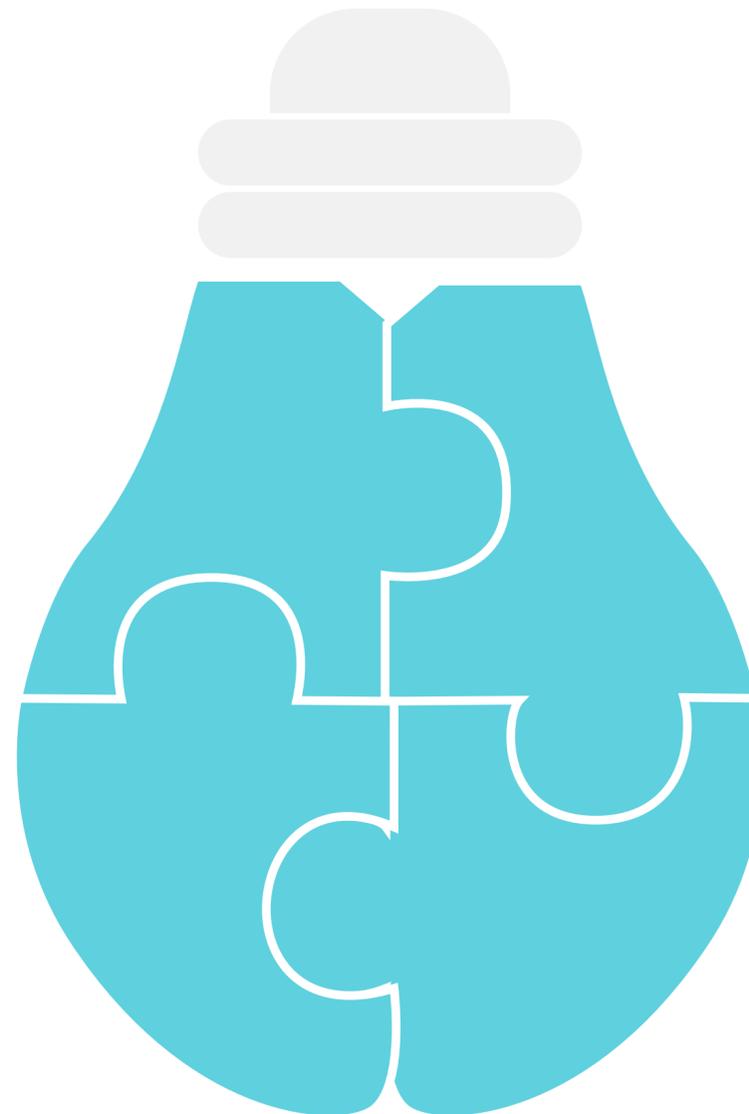
Will a student's friends be at this event? Will they have a sense of belonging there?



## Attainable

The activity must be logistically realistic. Transportation, entry fees, and time away from work/school/family must be taken into account.

# WHAT MAKES UP A GREAT ACTIVITY IDEA?



## Appealing

The activity relates to a student's interests, passions, or hobbies. The vast majority of activities fall under this requirement.

## Safe

The activity must be deemed both physically and emotionally safe from harm.

## Relationship-Based

Will a student's friends be at this event? Will they have a sense of belonging there?

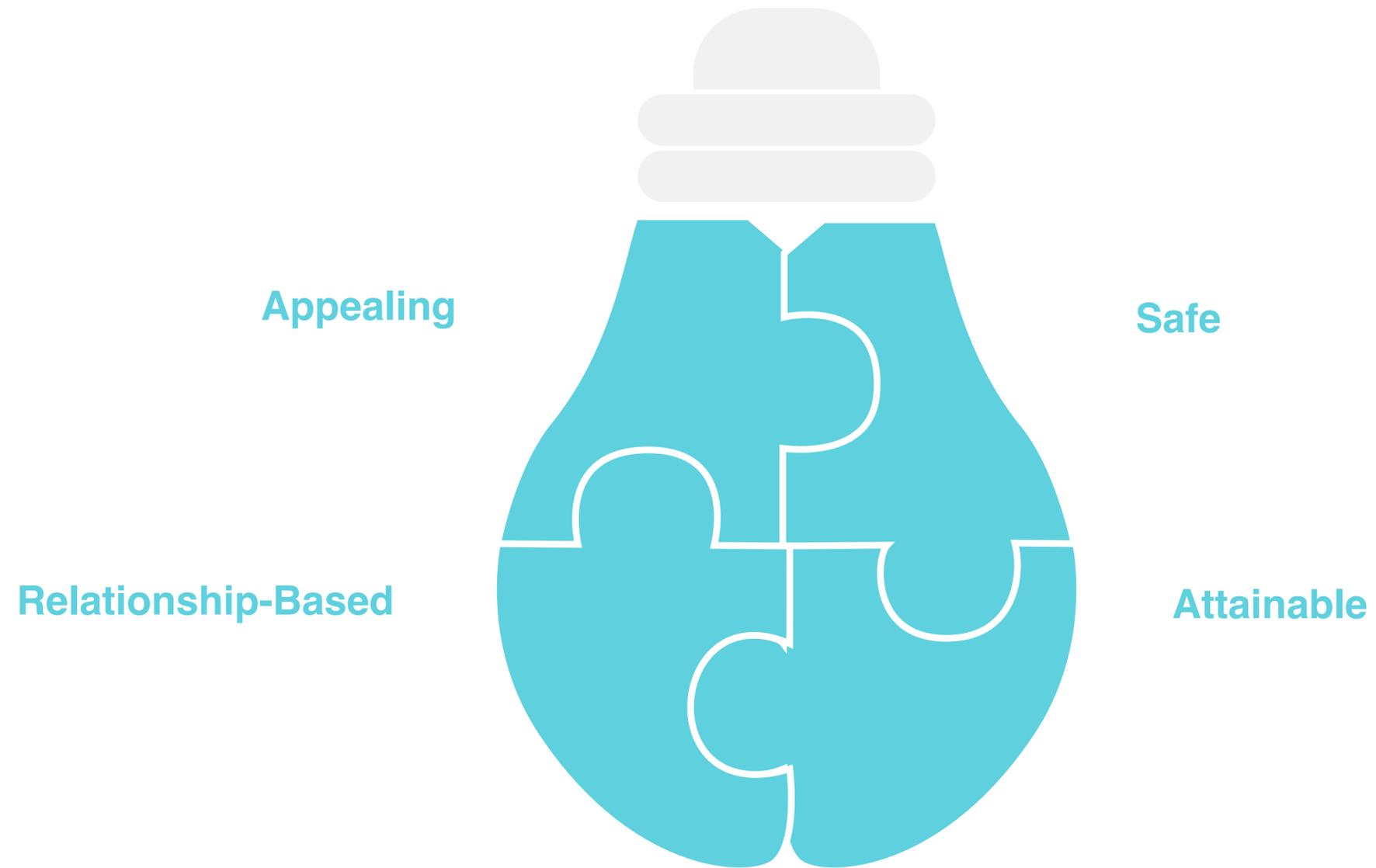
## Attainable

The activity must be logistically realistic. Transportation, entry fees, and time away from work/school/family must be taken into account.

## Quick Tip

**At their core, activities communicate the culture of a community to the students who call it home.**

# WHAT MAKES UP A GREAT SCHOOL?



# Take-Home Activity!

**Groups of 10!**

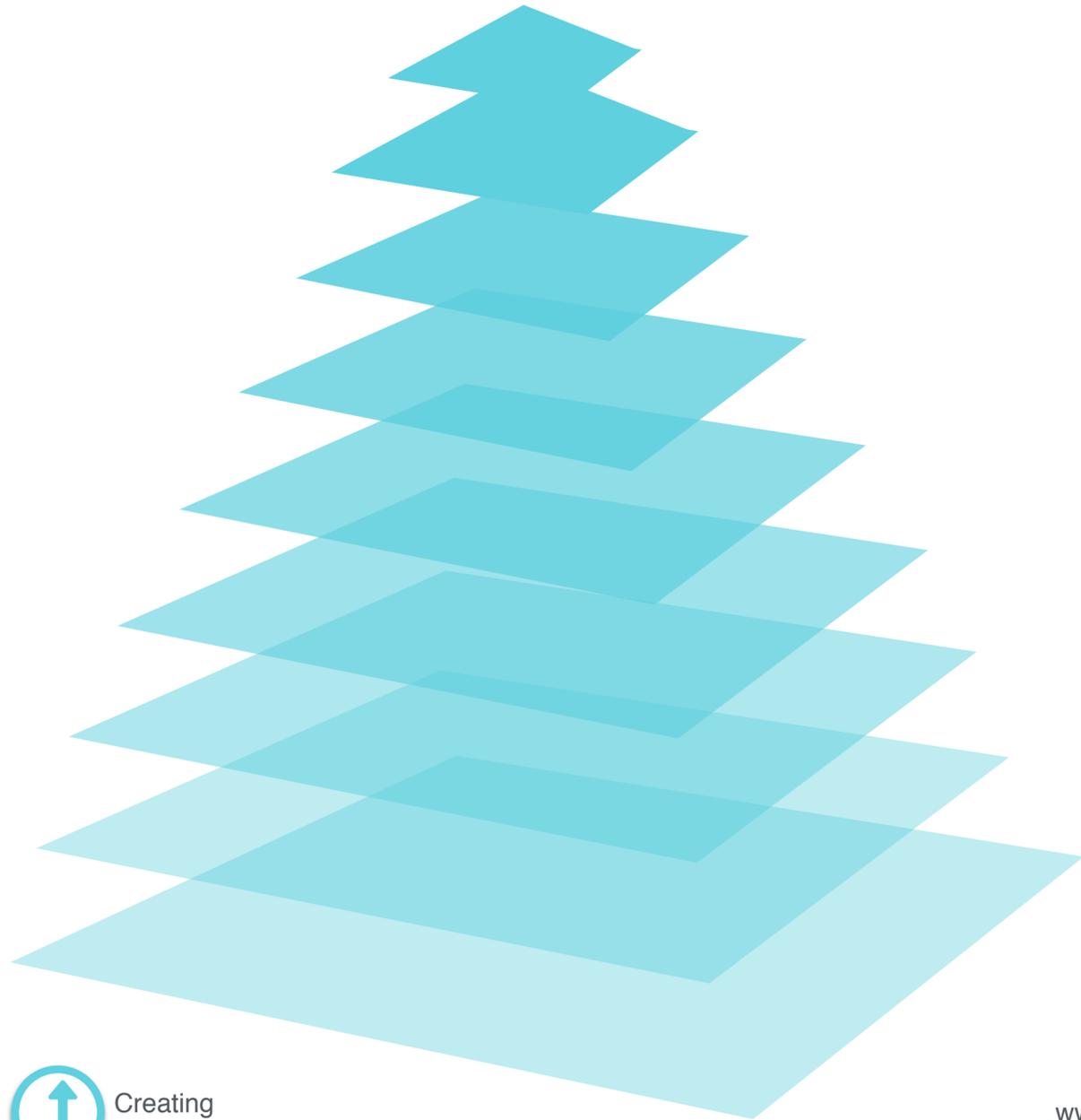
## Step 6

**Successful students begin to understand the prejudices that they hold.**

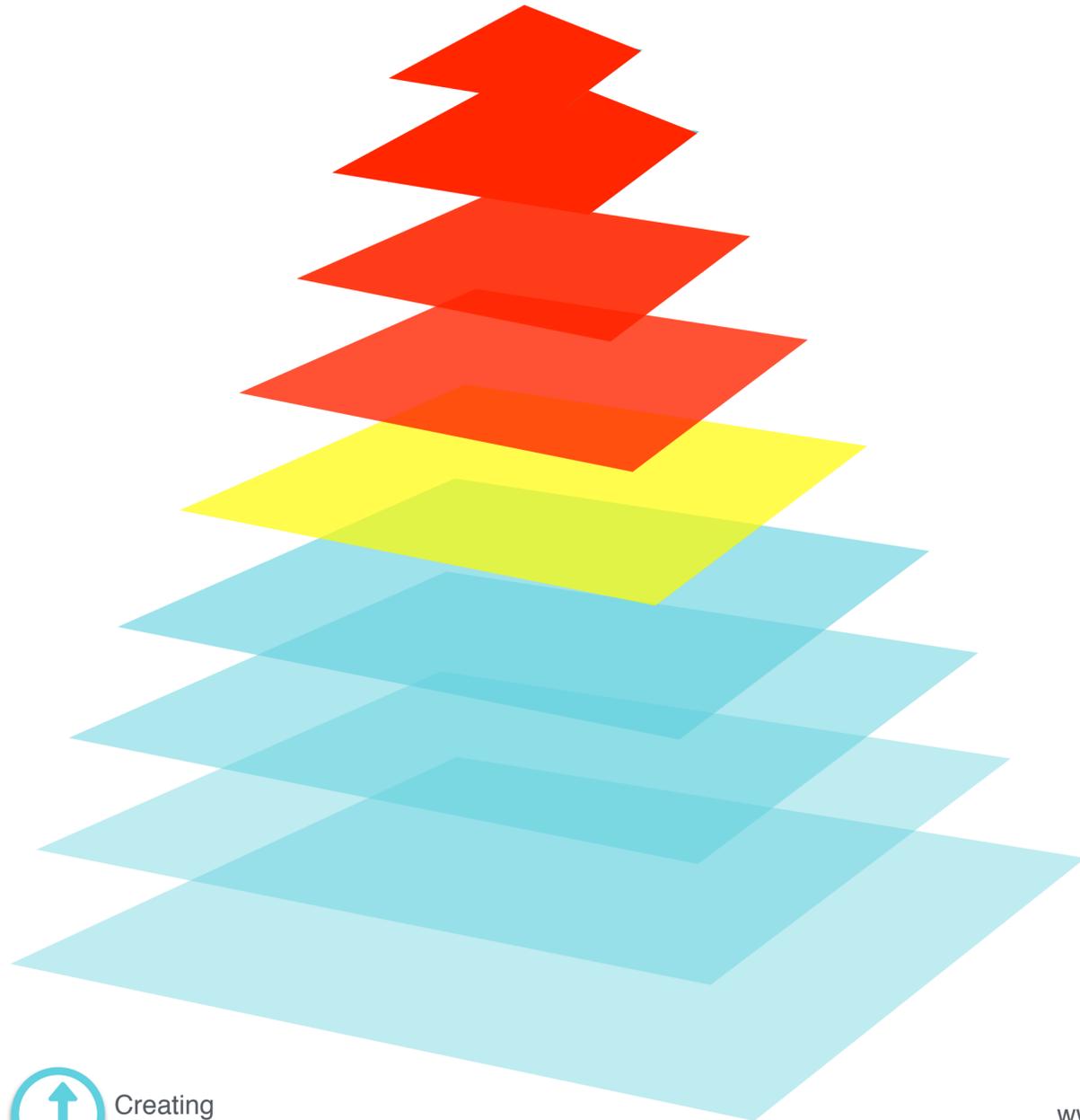
## Step 7

**There are 9 categories of student activities.**

# HOW DO OUR ACTIVITIES CONNECT?



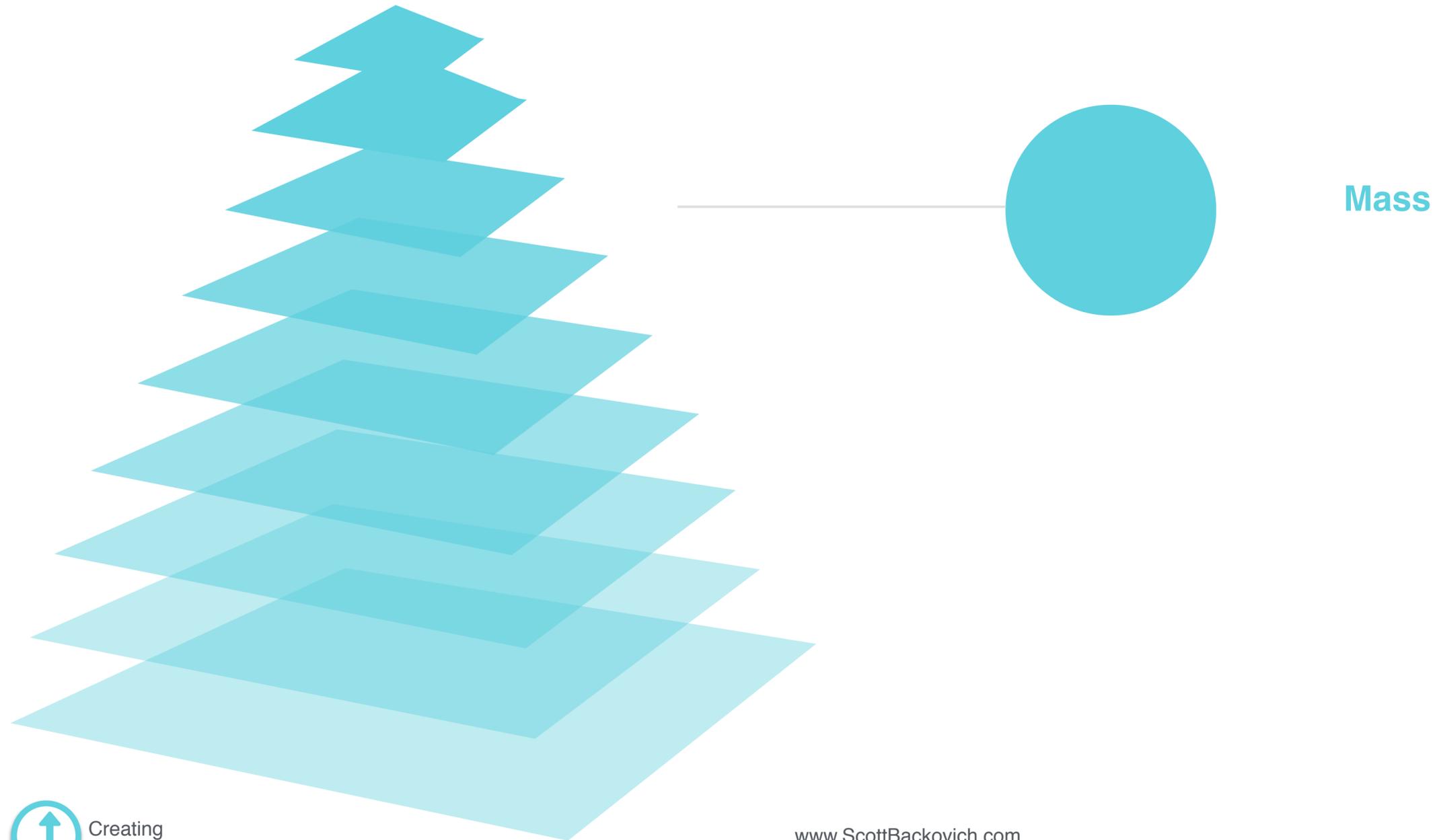
# THE ACTIVITY SPECTRUM



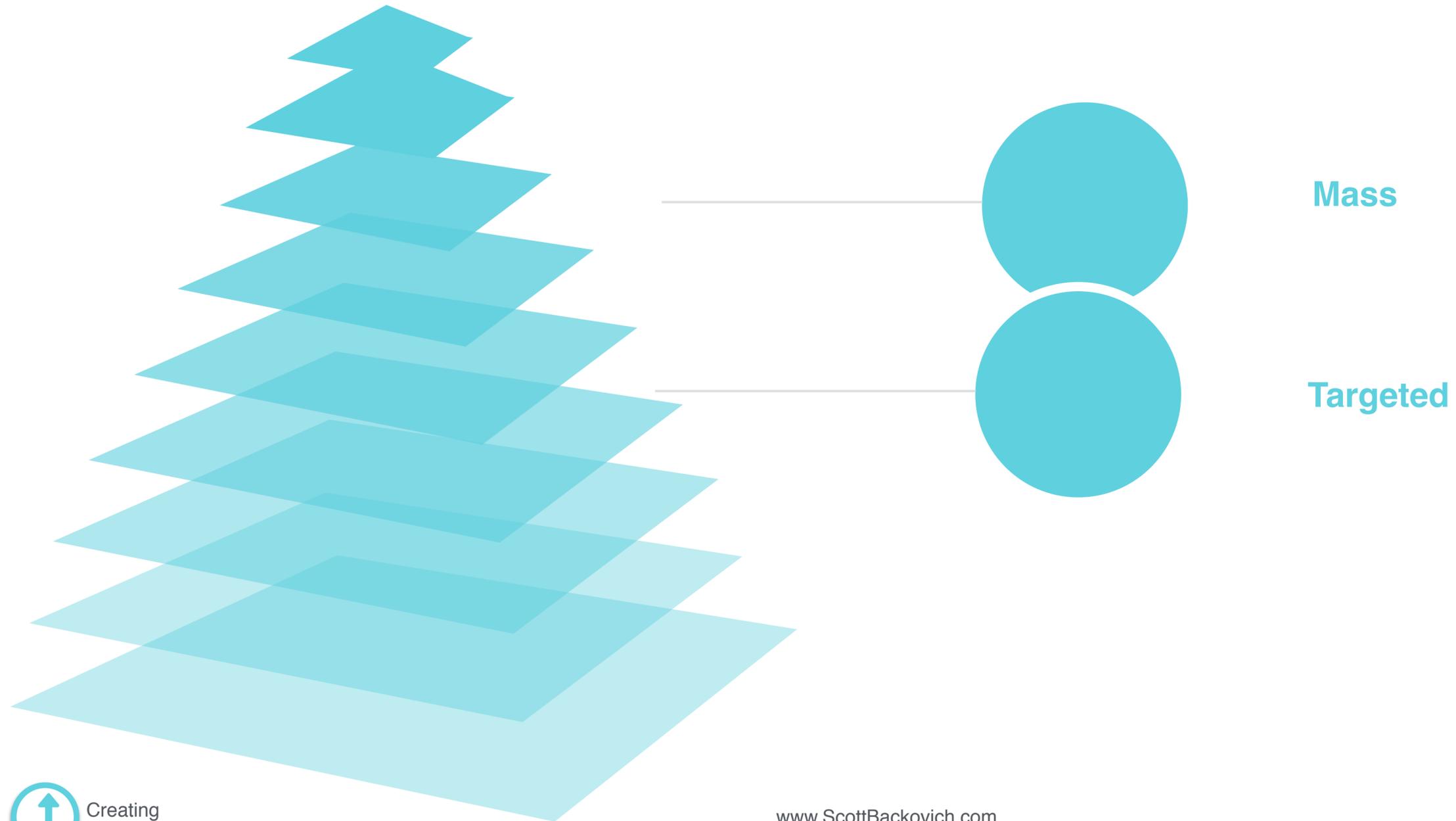
## Step 8

**They learn how to use various forms of activities.**

# HOW DO OUR ACTIVITIES CONNECT?



# HOW DO OUR ACTIVITIES CONNECT?



# TARGETED ACTIVITIES

WE CAN TARGET...

## GROUPS



# TARGETED ACTIVITIES

WE CAN TARGET...

GROUPS



TIMES



# TARGETED ACTIVITIES

WE CAN TARGET...

GROUPS



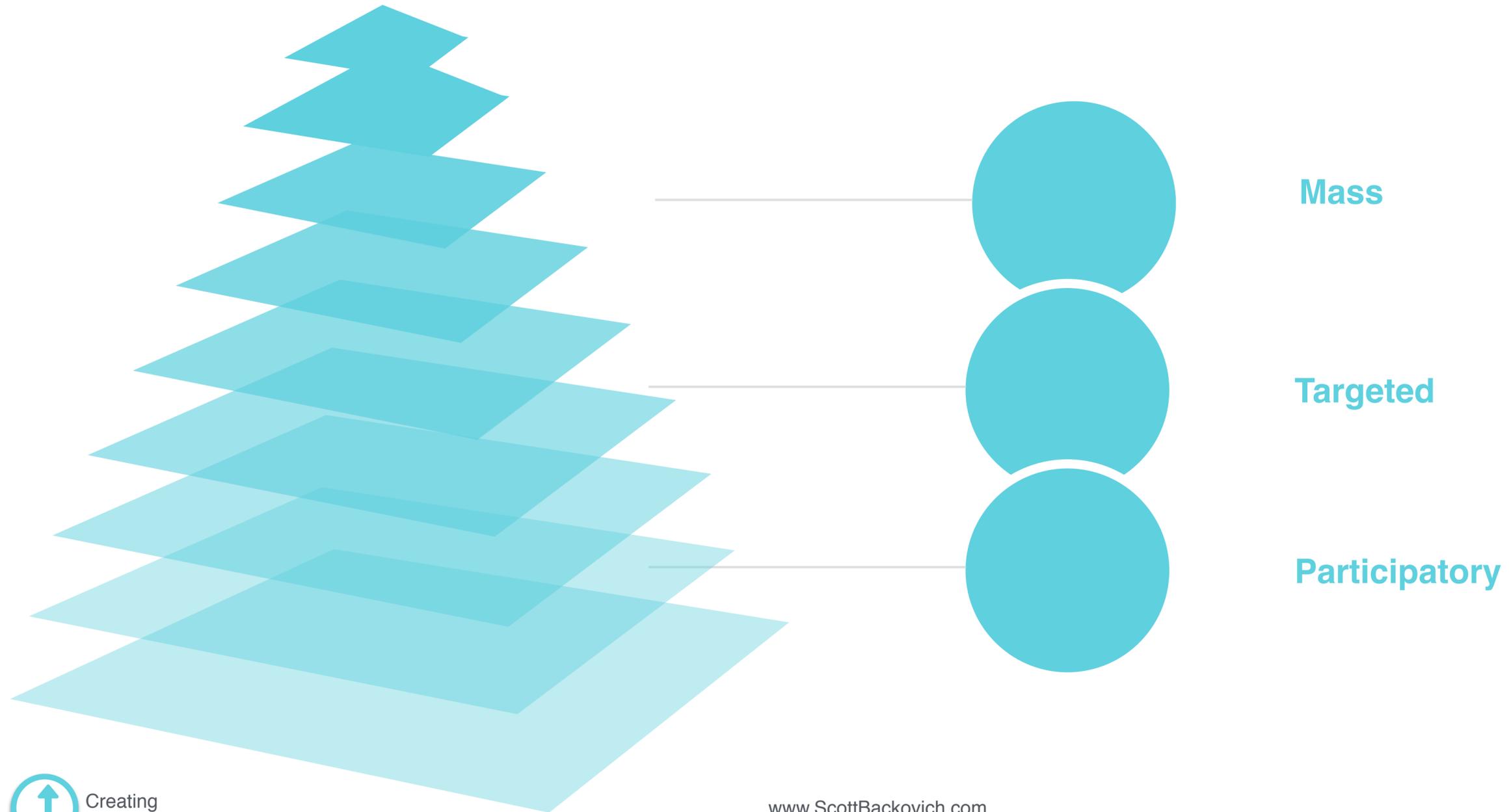
TIMES



TYPES



# HOW DO OUR ACTIVITIES CONNECT?

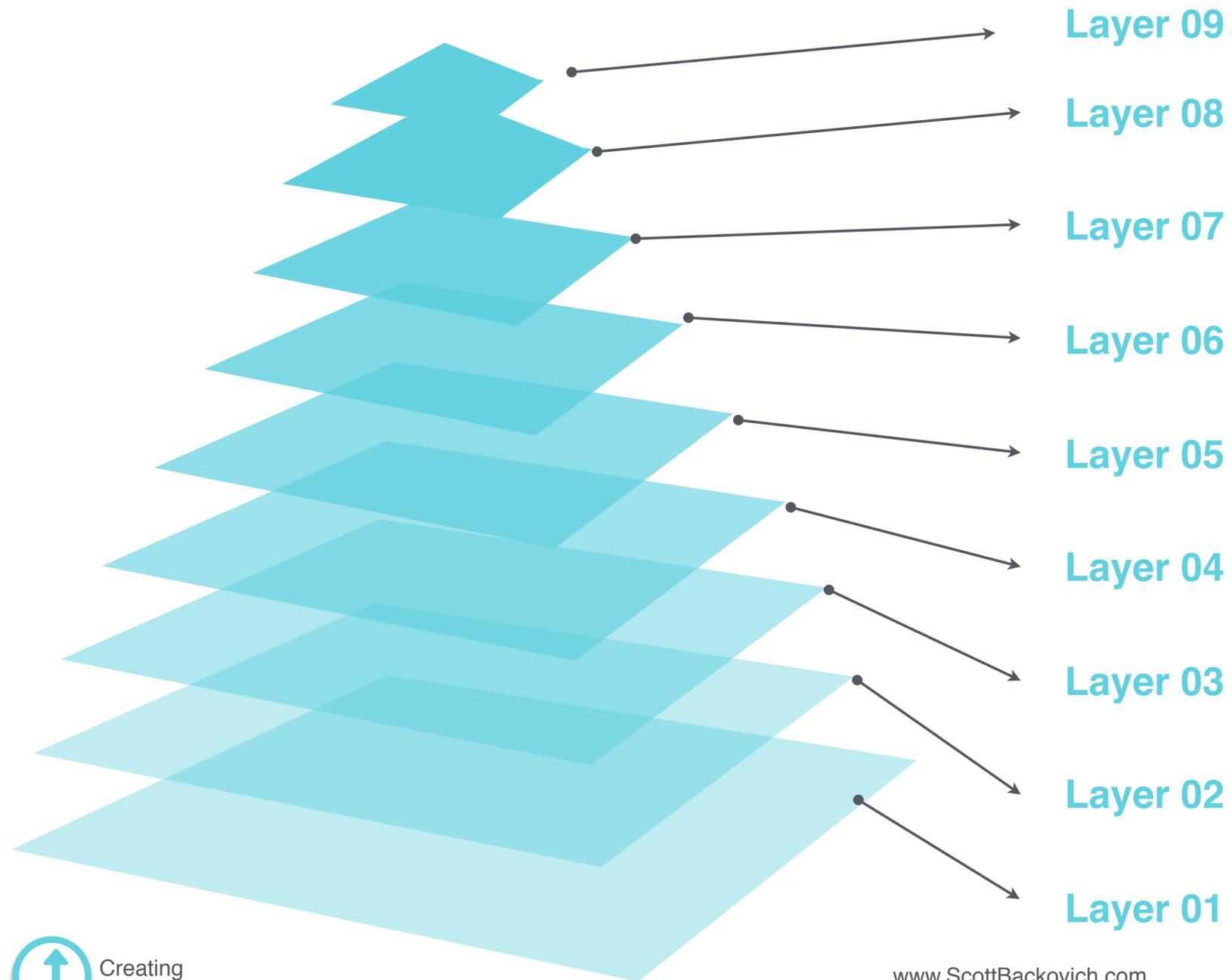


The best community cultures are  
personal in nature.

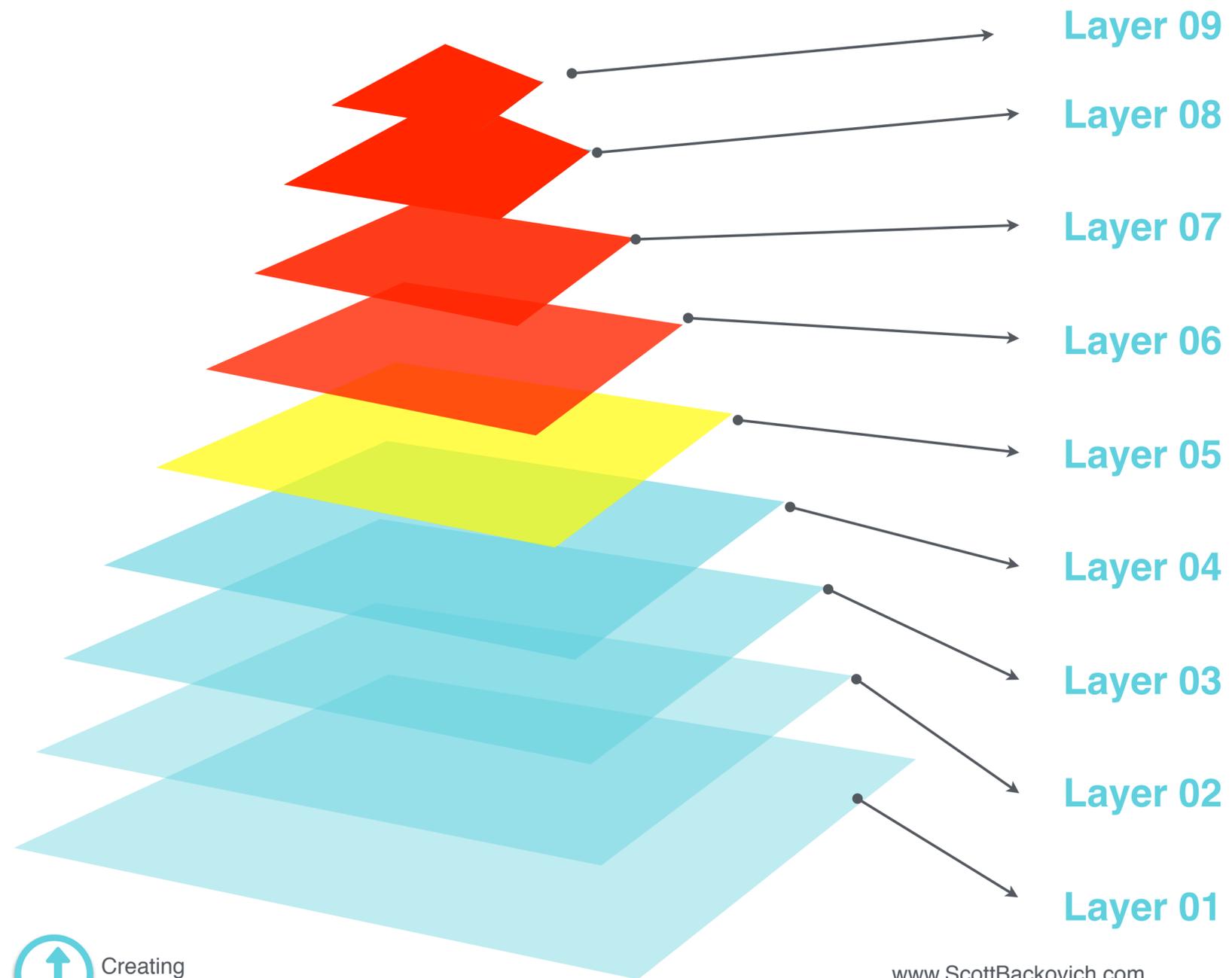
## Step 9

Successful programs begin to master the art of activity layering.

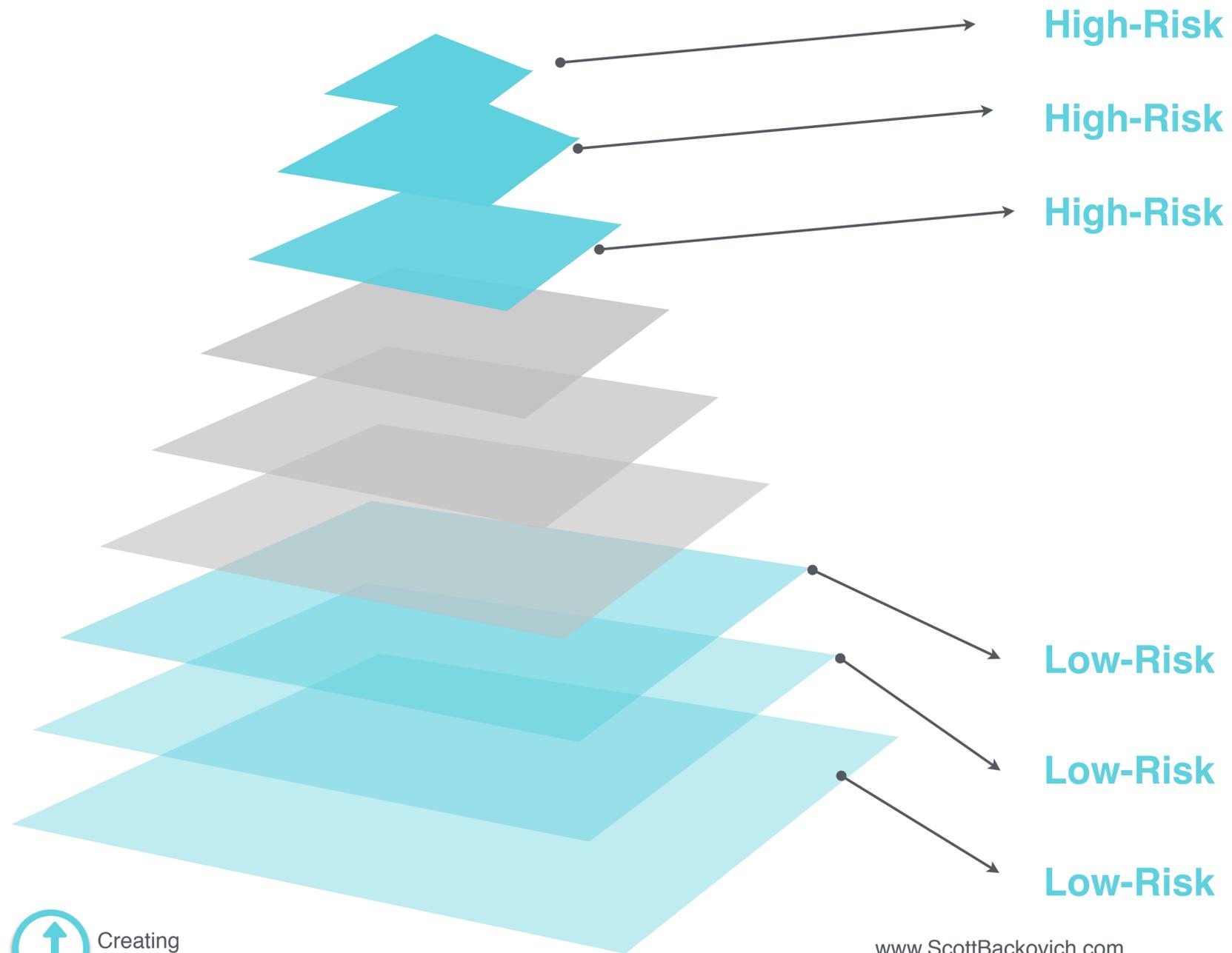
# THE ACTIVITY SPECTRUM



# THE ACTIVITY SPECTRUM



# THE ACTIVITY SPECTRUM



## Activity Tip

**A high-risk activity without a low-risk alternative is an open invitation for exclusion.**

## Activity Tip

**A high-risk activity without a low-risk alternative is an open invitation for exclusion.**

**A high-risk activity with multiple low-risk additions is an open invitation for community.**

## Step 10

**Adults are engaged in the same exact way that students are.**



## Activity Tip

**Adults experience activities the same way students do.**

**Their Risk/Reward Matrix is just different.**

# To The Board!

## Bonus Step!

**Students learn to take their service efforts to a larger audience.**



**SCOTT BACKOVICH**

**ENGAGE . CAPTIVATE . INSPIRE**

[www.ScottBackovich.com](http://www.ScottBackovich.com)



[www.ScottBackovich.com](http://www.ScottBackovich.com)