

TOOLS, TECHNIQUES, AND GAMES

The following items make up a helpful collection of reminders and descriptions of useful tools, techniques, and games. They are referenced in the “Being With Youth” and “Promising Activities” sections of this manual (p. 7-18 and 113-218, respectively).

They are divided into five categories: Assessment, Planning, Implementation, Evaluation, and Games, Songs, and Other Activities or “60 Things to Do on the Spot.”

ASSESSMENT TOOLS⁶⁵

FOR VOLUNTEERS...

In addition to these assessment tools, consider adapting the tools for youth that begin on page 89.



YOUTH DEVELOPMENT ASSETS IN YOUR COMMUNITY

Growing up is more than a matter of getting older. Childhood and adolescence are a process of becoming a part of a society. It is the process of learning the values and mores of a particular way of life. As U.S. Americans, we have grown up to value such ideas as independence, self-reliance, and personal freedom. We believe that “all men are created equal” and that “anyone can grow up to be president.” We learned these and other values from our families and our teachers. We learned—and practiced—them in the clubs and teams of which we are a part. We learned them consciously and unconsciously. As you certainly know by now, not all societies put the same emphasis on these values as we do.⁶⁶

Adapting the 40 Assets to Your Host Culture

The 40 assets identified by the Search Institute and described in the table on the next page have been found to be important to youth in the United States. The eight asset types into which the 40 assets are grouped are described in detail on pages 45-59. They are:

- Support
- Empowerment
- Boundaries and expectations
- Constructive use of time
- Commitment to learning
- Positive values
- Social competencies
- Positive identity

While the eight asset types seem to be widely accepted, the specific developmental assets needed to support each asset type may vary in different cultures. For example, spending time at home (asset 20) may not be as important in many cultures as spending time with family and community members who are engaged in farming, microenterprise, or other economic or social activities outside the home. Achievement motivation (asset 21) and placing a high value on promoting equality (asset 27) may not be assets and may even be liabilities in cultures where status is ascribed. Cultures that value saving face may not value honesty (asset 29). Planning and decision making (asset 32) may be less important in cultures that do not share our linear concept of time. Holding a positive view of the future (asset 40) may not be helpful in cultures that see the future as in the hands of a higher power or fate. Finally, it is important to note that the framework focuses heavily on relationships with schools and parents, either of which may be absent for the youth with whom you work.

For each of the eight asset types consult with your Counterpart, other local adults, and local Peace Corps staff to answer the following questions as you plan your activities with youth in your host community:

- ▶ Are the developmental assets that support this “asset type” important in your culture? If not, are there others that might be substituted?
- ▶ Do these assets already exist in your community?
- ▶ Without spending a lot of money or starting up new programs, how can you work to provide them or to strengthen those that already exist?
- ▶ How do the assets affect boys and girls differently?

ASSET TYPES

- Support**
- Empowerment**
- Boundaries & Expectations**
- Constructive Use of Time**
- Commitment to Learning**
- Positive Values**
- Social Competencies**
- Positive Identity**



40 Developmental Assets

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EXTERNAL ASSETS

| ASSET TYPE | ASSET NAME | DEFINITION |
|------------------------------------|----------------------------------|--|
| Support | 1. Family support | <ul style="list-style-type: none"> • Family life provides high levels of love and support • Parent(s) and young person communicate positively and young person is willing to seek advice and counsel from parent(s) • Young person receives support from three or more non-parent adults • Young person experiences caring neighbors • School provides a caring, encouraging environment • Parent(s) are actively involved in helping young person succeed in school |
| | 2. Positive family communication | |
| | 3. Other adult relationships | |
| | 4. Caring neighborhood | |
| | 5. Caring school climate | |
| | 6. Parent involvement in school | |
| Empowerment | 7. Community values youth | <ul style="list-style-type: none"> • Young person perceives that community adults value youth • Youth are given useful roles in the community • Young person serves in the community one hour or more a week • Young person feels safe at home, at school, and in the neighborhood |
| | 8. Youth as resources | |
| | 9. Service to others | |
| | 10. Safety | |
| Boundaries and Expectations | 11. Family boundaries | <ul style="list-style-type: none"> • Family has clear rules and consequences and monitors the young person's whereabouts • School provides clear rules and consequences • Neighbors take responsibility for monitoring young person's behavior • Parent(s) and other adults model positive, responsible behavior • Young person's best friends model responsible behavior • Both parent(s) and teachers encourage the young person to do well |
| | 12. School boundaries | |
| | 13. Neighborhood boundaries | |
| | 14. Adult role models | |
| | 15. Positive peer influence | |
| | 16. High expectations | |
| Constructive Use of Time | 17. Creative activities | <ul style="list-style-type: none"> • Young person spends three or more hours per week in lessons or practice in music, theater, or other arts • Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations • Young person spends one or more hours per week in activities in a religious institution • Young person is out with friends "with nothing special to do" two or fewer nights per week |
| | 18. Youth programs | |
| | 19. Religious community | |
| | 20. Time at home | |

40 Developmental Assets

(continued)

INTERNAL ASSETS

| ASSET TYPE | ASSET NAME | DEFINITION |
|-------------------------------|--|--|
| Commitment to Learning | 21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure | <ul style="list-style-type: none"> • Young person is motivated to do well in school • Young person is actively engaged in learning • Young person reports doing at least one or more hours of homework every school day • Young person cares about her or his school • Young person reads for pleasure three or more hours per week |
| Positive Values | 26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint | <ul style="list-style-type: none"> • Young person places high value on helping other people • Young person places high value on promoting equality and reducing hunger and poverty • Young person acts on convictions and stands up for her or his beliefs • Young person “tells the truth even when it is not easy” • Young person accepts and takes personal responsibility • Young person believes it is important not to be sexually active or to use alcohol or other drugs |
| Social Competencies | 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution | <ul style="list-style-type: none"> • Young person knows how to plan ahead and make choices • Young person has empathy, sensitivity, and friendship skills • Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds • Young person can resist negative peer pressure and dangerous situations • Young person seeks to resolve conflict nonviolently |
| Positive Identity | 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future | <ul style="list-style-type: none"> • Young person feels he or she has control over “things that happen to me” • Young person reports having high self-esteem • Young person reports “my life has a purpose” • Young person is optimistic about his or her personal future |

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OBSERVATION⁶⁷

Observation means gathering information through all five senses. Our observations are always colored by our culture, upbringing, and personal experience. Because we put our own interpretations on what we notice, observations can be used as a reliable source of information only when they are directed at what we want to know, learn, and understand and when they follow a fixed plan so that things are observed in a thorough, efficient, and unbiased way. Observation is a skill that must be learned.

Open or Unstructured Observation

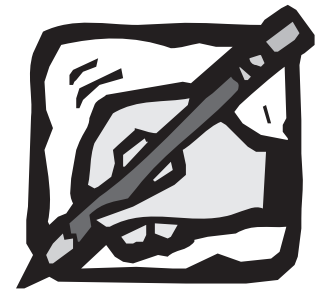
As a Volunteer living in a community, generally you will be doing what is called “participant observation.” In participant observation, the observer shares the life and activities of the people in the community. Through participation, you will get an insider’s view of what is happening. You can consider almost everything you do with community members as an opportunity to conduct participant observation and to learn about the culture and community in which you live. You might use participant observation to learn about “coming of age” rituals, how youth spend their time, what formal and informal educational opportunities exist for boys and girls, or whether participation in certain youth activities varies with gender, ethnicity, or socioeconomic status.

To make your observations focused and systematic, you need first to decide what you are going to observe; you then need to record what you have observed for later reference. In fact, the difference between participant observation and casual observation is the recording of what is observed. Don’t trust your memory! Record your observations daily in a journal; this journal can be a useful reference for you, as well as other Volunteers who come to your site after you leave.

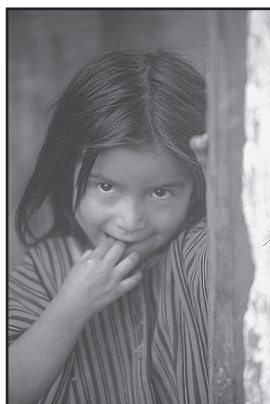
There is only one important rule about making observations and taking notes: Beware of adjectives! For example, instead of writing, “The daughter spent *less* time on her studies than the son,” write, “She studied for approximately an hour after she had cleaned the kitchen. He studied for about an hour before and an hour after the evening meal.” Be concrete in your descriptions. While you are writing, ask, “If someone else read this, would they be able to visualize exactly what I observed?”

Structured Observation

Observations are described as structured when a list that contains a fixed number of points to notice is used and applied in a predetermined number of situations or with a predetermined number of people. Structured observations generally provide quantitative information. Perform structured observations only after you have done quite a bit of unstructured observation so you can understand exactly what you want to measure. You can observe performance (e.g., tasks



like completing math problems or describing healthy behaviors). You can gather information about duration, such as how long a person spends waiting for a bus or cooking a meal. Structured observations can measure frequency, such as how often boys and girls speak at a club meeting. They can also measure products such as the number of chairs, books, or pencils in a school.



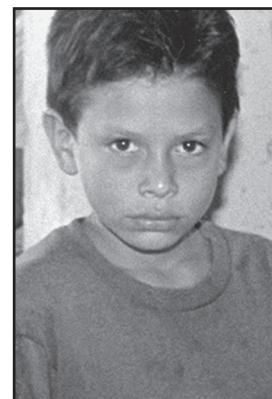
ASKING QUESTIONS⁶⁸

Knowing how to ask questions is one of the most important skills a Volunteer can learn. What questions you ask and how you ask them will determine what and how much you are able to learn from and communicate with community members. Some question forms may be more acceptable than others; some may be offensive. You will be able to learn and communicate just about anything if you ask the right questions in the right way! If you have set up an interview with a youth or adult in the community, prepare a list of questions in advance, but be ready to allow the conversation to take a different turn. If you are not formally interviewing someone, be careful to ask no more than two questions in a row. Rapid-fire questions in the context of an informal conversation can feel like an interrogation and shut down communication.

Some types of questions you might ask include:

- ▶ Experience/behavior questions help you find out about what a person does or has done. They help you to obtain descriptions of experiences, behaviors, actions, and activities that would have been observable if you had been present. *If it were Tuesday after school, what would you be doing?*
- ▶ Opinion/value questions help you understand people's goals, intentions, desires, and values. *What would you like to see young people doing more of? Less of? What would you like to see the community doing for young people? What would you like to see young people doing for the community?*

- ▶ Feeling questions help you understand emotional responses to a person's experiences and thoughts. *How do you feel about your experience at the health clinic?*
- ▶ Knowledge questions help you find out what factual information the person knows. *How many children or young people in your family attend school? Where do young men and women get together with their friends?*
- ▶ Background/demographic questions help you understand the person with whom you are speaking in relation to other people. They might include questions about a person's age, education, occupation, place of birth, and relatives in the community.
- ▶ Ask closed-ended questions that can be answered with a "yes" or "no" or another one-word answer such as: *What school do you go to? Who is your favorite singer? How many of you walked to this meeting today?*
- ▶ Ask open-ended questions that encourage people to talk about what they think, do, and feel such as: *Would you tell me about what kind of work girls do? Can you explain why you think participating in sports is a good idea? Could you describe your typical day? Can you say more about why you look up to her?*
- ▶ Remember never to ask a leading question or one that suggests a specific answer if your goal is to encourage young people to discuss an issue and make their own decisions. Some examples of leading questions: *Don't you think it's bad for young people to drink alcohol? Isn't it true that having a party is the best way to get everyone involved?*
- ▶ Use probing techniques, including being silent, repeating a sentence or part of it, nodding your head, and maintaining culturally appropriate eye contact and body position, such as avoiding crossing your arms or legs.



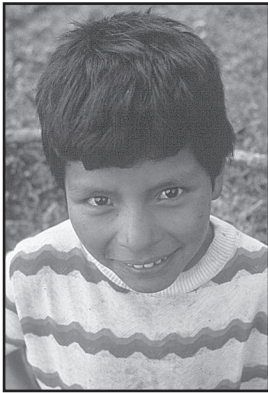
INFORMAL INTERVIEWS

One of the best ways to get to know the youth's world on their terms and from their perspective is to spend time with youth where they spend their day. Go to a school or youth program and talk with the young people there. Youth may not be open to a stranger coming in and interviewing them at first. It will take some time to get to know the youth and become acquainted with them. Don't intrude; try to stay in the background and observe. Go to listen and learn, not to teach or advise. This cannot be done in one visit. Eventually you will be able to ask them about their needs, interests, hopes, aspirations, and everyday life. Listen with an open mind. Try to really understand (not necessarily agree with) what their views are and what their life is like.

Once you have gotten acquainted with the youth, one good discussion strategy is to ask them how they spend their day. This will give you a good feel for what their life is like. (Make sure they are telling you what they really do, not what they think you want to hear.)

This exercise is especially useful with youth you begin to work with. After talking with them, write down their answers and note the date the discussion took place. Repeat this discussion several months later and compare notes. In this way, you can judge what kind of impact you are having on the youth you work with. If you see a change over time from aimless, destructive, or unproductive use of time to time spent in working toward a goal (job, education, constructive activities, etc.), you can conclude there has been some positive change for the youth. (Be sure you look at this through the values of the local culture and not through American values concerning goal-directed behavior.)

Think about a specific youth (or youths) you know and write a brief description covering the following points:



- ▶ Youth's role in the community: youth's perception and adult community's perception
- ▶ Expectations adults have of this young person
- ▶ What his or her family/home life is like
- ▶ Who the authority figures are and how he or she relates to them
- ▶ Strengths and challenges as a potential employee and/or student
- ▶ Lifestyle: how this young person spends the day and who he or she spends time with
- ▶ Music, dress, or language that is unique
- ▶ Needs of this young person: as he/she sees them and as the community/family sees them
- ▶ Hopes or goals for this youth for the future: youth's perspective and family/community perspective

FOR YOUTH...

(From “Adolescent Community Baseline Needs Assessment,” page 117)



THE COMMUNITY MAP

Community mapping can be used to orient a group of youth with regard to their surroundings. They know their community very well but may never have tried to describe it, let alone draw it. Divide the group into pairs and send them out to draw certain sections of their community. Ask them to include as much detail as possible, such as houses, streets, landscape, parks, where youth live, where community leaders live, where clubs or social groups gather, and major buildings. Then ask them to come together and draw one large community map on construction paper. Or try this in single sex groups first, then bring them together to discuss the two maps. Try the same with groups of youth and groups of adults. Ask them to indicate places that are good for young people and places that are not. Discuss the similarities and differences between the maps. Use this visual representation of the community to determine what kinds of health (or other) services are needed and where they should be located.

NOTE: *You can use community mapping to orient yourself to your host community. Plan a walking tour early in your stay. Take a child or other community member with you. Ask your companion to point out where leaders live, where important community centers are located, and any other places he or she thinks you should know about. Try this a few times with men and women and with boys and girls of different ages or backgrounds.*



THE VENN DIAGRAM

Use this activity to orient the youth group. Have them draw a symbol for the community's youth in the center of a piece of construction paper, then draw symbols for each community organization, social group, or institution, and locate the symbol depending on how involved that particular organization/group/institution is in the lives of the youth in the community. The symbols that are placed close to the center of the construction paper are more involved than those placed away from the center. The youth group can do this same exercise with other topics also. This activity helps the young people see possible sources of support for future activities. The diagram may also help them see where they might want to focus some attention in order to improve communication between youth and certain organizations of the community.

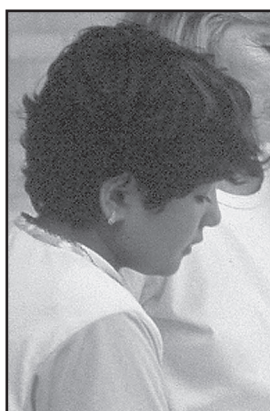


BRAINSTORM

This activity provides the meat of the needs assessment. The youth group brainstorms about what types of questions are appropriate for the needs assessment. They also make a list of the questions they will ask the community's youth during their interviews. First, allow them to suggest any questions that come to mind related to the topic (this is the brainstorming part). After they have made a list, ask them to identify the questions that are relevant to the objectives of the needs assessment. They should be questions about how the youth feel, what they know, and how they think the problem can be addressed.



GROUP INTERVIEWS WITH COMMUNITY YOUTH



These interviews are a lot of fun because they bring many opinions out into the open. It is important that the youth group understands and explains to the 12-15 community youth that this is a session to record opinions and thoughts and *not* to judge or discuss the topics. This is a survey type interview, not a dialogue. The whole youth group should be involved in this activity. One person is in charge of talking and asking the larger group of youth questions. This person is also responsible for the tape recorder. Recording the sessions is important so that the information can be reviewed in case something is missed. It is important that the interview be recorded anonymously. The rest of the youth group is in charge of writing down what the participants say to the questions without intervening in the interview. Each person should be in charge of writing the responses of three to four participants. Before the interview, the youth group should decide who will record which participants.



IN-DEPTH INTERVIEWS WITH YOUTH

These interviews are run with two to four individual youth from the community. The purpose of in-depth interviews is to delve into the topic. These interviews are also recorded and are anonymous. Only one or two youth group members should be involved in the interview to ensure a comfortable environment for the person being interviewed. (See "Asking Questions" and "Informal Interviewing," pages 86-87, for more on this topic.)



COMPILING INFORMATION

This is where a lot of the work comes in. The youth now divide up the information and compile the results. Each question should be presented and the individual responses written out, along with the statistics of how many females or males responded a certain way to each question. This requires a lot of writing, so it helps to find a computer.



PRESENTING THE INFORMATION

This forum with the community should be fun and festive. It should be a chance for the youth group to impress the community with the information they have collected and analyzed. The Volunteer can decide with the group how they want to organize this presentation.



PLANNING TOOLS

(From “Planning, Implementing, and Evaluating a Youth Development Activity” pages 60-74.)



SOLUTION TREE⁶⁹

The purpose of this exercise is to help people involved in planning to formulate connections between their resources and their goals, discuss the concept of “winnable victories,” and describe what incremental steps they will use to achieve their goals.

Begin this exercise by selecting a local plant and drawing a picture of its *seed* under the ground. Explain that this seed symbolizes the participants’ hidden skills and knowledge. Draw a *stem* breaking through the ground and putting forth *leaves*—representing the means of achieving their goals, and their goals/dreams/hopes, respectively. Then draw *roots* leading from the seed down into the ground. Explain that these help to nourish the seed and allow the plant to develop. The roots symbolize resources within the community. Ask the participants what might be some of the resources necessary to support activities in their community. Examples might be verbal encouragement, community recognition, human resources, material resources.



Finally, draw the plant giving off *new seeds*. This symbolizes empowering others or giving something of value back to the community; providing an example of success encourages others. Discuss the fact that all parts are necessary, even the seeds the plant gives off, if it is to regenerate itself. Make an analogy between the plant and a community—that both need to be nourished and grow in order to flourish. Now, introduce Saul Alinsky’s concept of “winnable victories,” or the idea that in order for people to gain self-confidence, it’s necessary to start small and “win” with small achievements or “victories.” If people try to tackle something too big, they may not be able to see the progress they’re making and become discouraged, thereby damaging their self-esteem. Ask the group: “What are some goals that you’ve been able to achieve in the past?” “What were some of the incremental steps, the ‘winnable victories,’ that inspired you along the way?” List these on large paper.

Have each group draw a large tree on paper or a chalkboard. Have them write in a number of their skills and knowledge to represent their “seed” and their selected hopes and dreams as the leaves. It’s okay if it’s a very *large* seed! Have them also list what stems (the *means*) are necessary to go from skills to dreams, and what roots (the *resources*) may be needed to support their activity. Just as a plant has leaves at different heights, the groups should consider what “winnable victories” they will go for before reaching out for the upper heights of their hopes and dreams.

Have each group share its drawings with the large group and explain the different parts.



CHOOSING A “WINNABLE VICTORY”⁷⁰

For some groups the one “winnable victory” may be obvious. For others, a choice may need to be made among a number of options. When the group is large or there seem to be a number of “winnable victories” on the table, consider the process below to help the group make its decision.

Write these criteria for effective youth activities on large paper or a chalkboard. Invite the group to consider the list and ask if anyone has criteria to add.

- ▶ Can include youth in the planning, implementation, and evaluation of the activity
- ▶ Can have an immediate and visible impact on youth
- ▶ Is easy to do
- ▶ Is not costly in terms of money, time, energy, or status
- ▶ Is compatible with cultural beliefs about youth
- ▶ Is already a priority of other individuals, agencies, and organizations in the community involved in youth work
- ▶ Other



Ask participants to propose “winnable victories.” List a maximum of five on a large sheet of paper and number them. Invite participants to discuss them in light of the criteria you have selected. Invite them to use the criteria to evaluate each of the suggestions. Ask participants to write yes or no under each action for each criterion. Add up the number of yes answers for each suggestion. This will provide you with the “winnable victory” that this group feels best meets the criteria.

NOTE: *If two solutions are tied or very close, you have some options for how to proceed. Consider doing both of them if you have the resources and skills; if that is not an option, discuss them again. If there is more energy or enthusiasm for one than the other, choose that one—it is more likely to get done!*

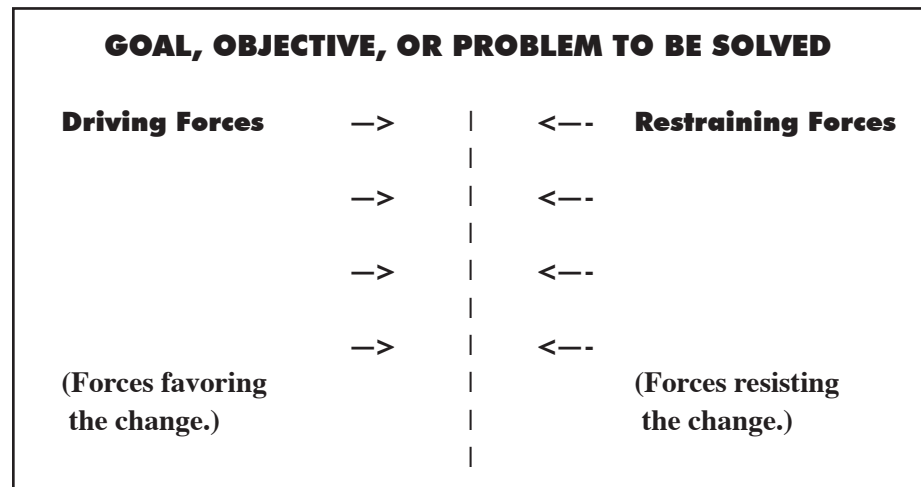
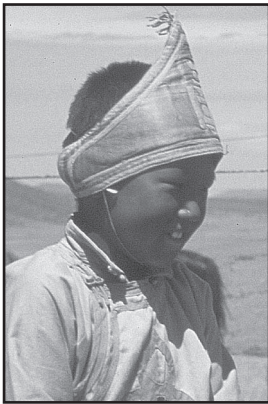


FORCE FIELD ANALYSIS:⁷¹ ASSETS AND OBSTACLES

This exercise is designed to help participants identify both driving and restraining forces that might have an impact upon achieving a particular solution.

Begin by acknowledging that even achievable solutions or “winnable victories” will encounter many forces that contribute to their success or failure. Say that one of the ways of analyzing potential activities is looking at *all* of the forces that come into play.

Diagram and explain the force field analysis concept:



Have the group consider and record a list of driving forces and restraining forces that can contribute to the success or failure of the activity.

Questions to consider:

- ▶ What strengths within the community will help the community or the activity to go forward?
- ▶ What key barriers exist that need to be addressed?

Have them break into small groups with each group selecting one of the restraining forces mentioned. With the goal of “How can we overcome the problem of _____?” have them do a second analysis on their own particular restraining force. Groups will then report their findings back to the large groups.



TASK ANALYSIS

This activity is designed to determine who might be best suited to fulfill a particular task so as to fully utilize the available skills within a group.

Have the group brainstorm different tasks that would be necessary to achieve the overall goal they have chosen. With the tasks listed on large paper, have the participants pair up with each other and ask, “What skills would you need to complete task #1?” Have the pairs work through the entire list and come up with a related list of required skills, which they will report to the others. List the skills on a separate sheet of large paper and have the teams match them with the individual(s) most likely to be able to provide those necessary skills. Consider also pairing people who want to learn a new skill with those who already have it.



ADVISORY BOARDS

Advisory boards are helpful assets to outside groups who are interested in promoting development activities within a particular community. They can also be assets for a community group, within an activity setting, that wishes to broaden its base of support for or understanding of developmental activities.

Discuss what characteristics might be helpful in selecting individuals to serve on the advisory board. For example, you might want people who are good liaisons between the community and outside groups, people who have a good idea of the inner workings of the community while at the same time are knowledgeable about how NGOs/government ministries operate. Have each person write down as many characteristics as he or she feels are important. Ask a few volunteers to share their lists with the large group and then have the group select their top 10 components. Taking the top 10 list, have each person write down individuals within their communities whom they feel possess these characteristics.

Ask a few participants to share the names and occupations of the top five people on their lists, requesting that the group listen for any patterns that might exist (e.g., schoolteachers, mothers, religious leaders, etc.).

Make a list of people the group agrees would be good to have on the advisory board and decide how you will invite them to do so.



IMPLEMENTATION TOOLS

MANAGING GROUP DYNAMICS



FACILITATING GROUP DISCUSSIONS

As a Volunteer, you may be in the position to facilitate meetings and discussions. Learning group facilitation skills will be useful for you, your Counterparts, and the youth you work with. Here are some tips for successful meetings.

1 Getting Started

Create a comfortable environment. Choose a location that is free of distractions. Set up chairs and/or tables in a circle or semicircle. Provide refreshments if possible. Greet people as they come into the room. Wait a culturally appropriate amount of time for the participants to arrive, and then open with an explanation of the purpose of the meeting, how long it will last, and the agenda. Consider using an icebreaker to motivate or involve young people in the discussion.

2 Setting Ground Rules

All groups benefit from establishing ground rules for how they will work together. Agreeing on ground rules at the beginning of a group's work together can help the group manage conflict later. Ask the young people to work in pairs or small groups to come up with answers to the question "What can we do to help this group work well together?" (Then make a common list.) Some useful ground rules might include:

- Avoid interrupting
- Be respectful
- Encourage others
- If you have a problem with someone, speak directly to that person
- Participate
- Listen openly
- Speak for yourself
- Have fun (but not at the expense of another)



3 Managing the Discussion

Your role as facilitator is to ask questions that help the group talk about the topic they have come together to discuss (see “Asking Questions” on page 86 for more on this), to encourage everyone to be involved in the discussion, if necessary, and to remind participants of the ground rules.

If you are facilitating a youth group or a group that includes youth and adults, it is particularly important to make sure everyone feels free to speak. In every group, there will be quiet members and those who are eager to speak up. Your job as facilitator is to make sure that everyone who wants to contribute has the opportunity to do so. Following are some “typical” kinds of participants and tips on how to manage their participation.

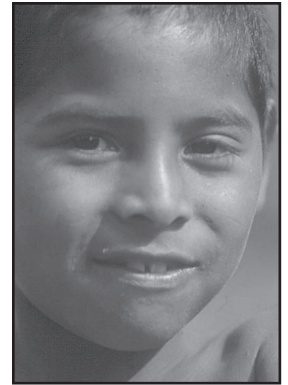
- **Dominant participants**—Avoid eye contact, turn away slightly, call on others, and politely explain to the talkative participant that you’d also like to hear from other people.
- **Shy participants**—Use eye contact to encourage their participation, observe them closely for signs that they want to speak, ask them easy questions.
- **Leader participants**—Be aware if one member seems to be an informal leader that others look to before they make decisions. Draw out other participants, but be sure not to insult the leader. He or she can be helpful in moving the group forward.

Be sure to consider any cultural issues that might be affecting participation and work with your Counterparts or other adults to determine how to address them. If it is inappropriate for males and females to discuss certain topics together, for example, you may want to break the group in two.

Don’t worry too much if the discussion moves into areas that were not on the original agenda. Part of creating a supportive environment involves allowing young people to talk to each other freely. A group may need to do this in order to feel comfortable together, particularly in the early stages of its development. Toward the end of the meeting time, gently pull the group toward a discussion of agreements or next steps. Groups can be very efficient if they have been given the time and freedom to get to know one another and develop trust.

4 Closing the Meeting

Be sure to close the meeting. Ask participants to summarize their decisions and what they will do next. Choose a date and time for the next meeting or activity and thank everyone for participating.





SOME ICEBREAKERS

1 Human Knot

Tell the participants to form a big circle facing inward and to stretch out and cross their arms in front of themselves. Then ask them to close their eyes, slowly advance toward the middle of the circle, and grasp one other participant's hand with each of their own hands. Be sure that three hands do not join and that participants are holding hands, not wrists. Tell participants to untangle the knot without letting go. They may end up in two or more circles.

2 All Aboard

Choose a tree stump or another item that is heavy and stable. Explain to participants that it is their job to get everyone onto the tree stump and stay there for 10 seconds, or fewer if you have a big group and a small stump.

3 Spider Web or Cobweb

Have participants form a circle. Give one a ball of string, yarn, or cord and ask this participant to say his or her name and share one other piece of information, such as a hobby or favorite food, then toss the ball to someone else. When everyone is connected, you can disentangle the web in reverse order. This time, before returning the ball of string to the one who passed it to him/her, have each person try to repeat the information that was presented by that person. You can structure this activity to fit the objectives of the workshop by asking participants to share an expectation or a question about the topic at the beginning, for example, or an action that will take place after the workshop is over.



4 Processing Icebreakers or Group Dynamics Exercise⁷²

Use the questions below to help participants examine how they work together and what might be getting in their way. The following questions can help your group process the experience:

- ▶ Did everyone contribute some suggestions toward the solution? Why or why not?
- ▶ Did anyone take on the role of group leader? What did that person do to cause you to identify him or her as the leader?
- ▶ What were some examples of helpful leadership?
- ▶ Did conflicts arise in the group? How were they handled?
- ▶ In what ways did working as a team make you more successful? In what ways did it hinder success?



MANAGING CONFLICT

Whenever people come together there is a potential for conflict. The fact that conflict exists is not bad in and of itself, for we can learn to communicate and work with people even when we disagree. Properly managed, conflict can provide opportunities for growth and learning. Young men and women will bring many experiences with conflict to their work with you; helping them to understand conflict and use it productively will provide them with a valuable life skill. Be sure to keep in mind that different cultures handle conflict differently. In the United States, we tend to value an open approach to handling disagreements. However, even in the United States, individuals vary enormously in their approaches to conflict. Keep this in mind and work with your Counterparts to understand your host community's typical conflict management style.

If you are in the position of mediating a conflict, consider using the following model:

Steps to Resolving a Conflict⁷³

1. Establish Ground Rules

Make sure that both parties agree to:

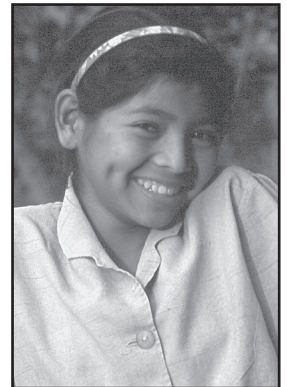
- Resolve the conflict using compromise or win-win strategies, not aggression or passivity
- Treat each other with respect
- Confidentiality—decide what will and will not be shared with others

2. Define the Problem

Begin by allowing each person to objectively state the problem or tell his or her side of the story. The mediator can ask, “What happened?” or “What is the problem?” or “What was the incident that brought you here?” Concentrate on facts, leaving out blame and shame. Separate the problem from the people who caused it. As the mediator, repeat back all stories for clarification and agreement before moving on.

3. Express Feelings and Needs

Allow each person time to express feelings and unmet needs that relate to the problem. The mediator can ask, “How did you feel about what happened?” and “What did you need at the time of the conflict that contributed to the problem?” Encourage both parties to use “I” messages rather than blaming the other. Explore what might be at the root of the person's anger, such as past conflicts, fear, and hurt feelings. As the mediator, repeat back all that was said for clarification and agreement before moving on to the next step.



4. Create Options

Explore what can be done to resolve conflict. Invite the disputing parties to suggest solutions without evaluating them. Ask “What would you like to see happen?” or “What needs to happen in order to resolve this problem?” You can lighten the mood and encourage creativity by inviting silly, unrealistic solutions at first.

5. Bargain Toward Agreement

Allow disputing parties to bargain toward an agreement. Step in only if the ground rules are being broken. Remember that the solutions must come from the people involved or they won’t stick. Once they have reached an agreement, repeat it back to them to clarify. If they cannot concur after a reasonable period, acknowledge this and set up another meeting time to try again.

6. Set Goals

Help draw up a plan composed of very small steps toward the solution. These should be specific and not too demanding. When they are followed through in sequence, the goals will gradually dispel mistrust, create a feeling of success, and bring about a degree of cooperation. Set a timetable and meeting time to evaluate progress.



COMPUTER ACTIVITIES

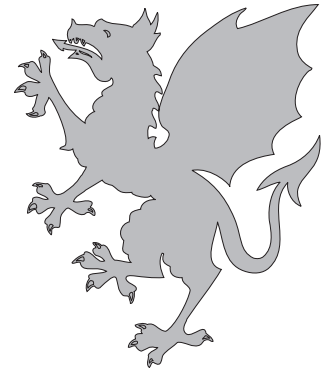
(From "Computer Skills Training" on page 135)



THE INCREDIBLE FLYING DINOSAUR!

Provide students with a handout featuring a short story of an amazing archaeological find: a feathered dinosaur. Ask them to type the story in Microsoft Word using a specific font and size. After they finish writing, discuss what the dinosaur looked like. As a group, brainstorm ideas. Then assign each to draw what they envision using **Paint**. Then, by using "copy and paste," have the students create an illustration for the story.

NOTE: *Story ideas can come from the news, periodicals, or folk tales.*



ON THE ROAD...IN _____

Distribute a handout with handwritten notes with the following information about the country you have chosen:

- Major towns
- Area codes
- Distance from the capital city
- Population
- Sites to see

Make sure that everything is jumbled!
Introduce the activity by saying:

A family from a faraway place is planning to visit your country for a vacation. Everyone in the family is very excited. The children quickly write down the places they want to visit. Unfortunately, it is all mixed up.

Use Microsoft Excel to create a chart and organize the data so that the family will have a great trip.

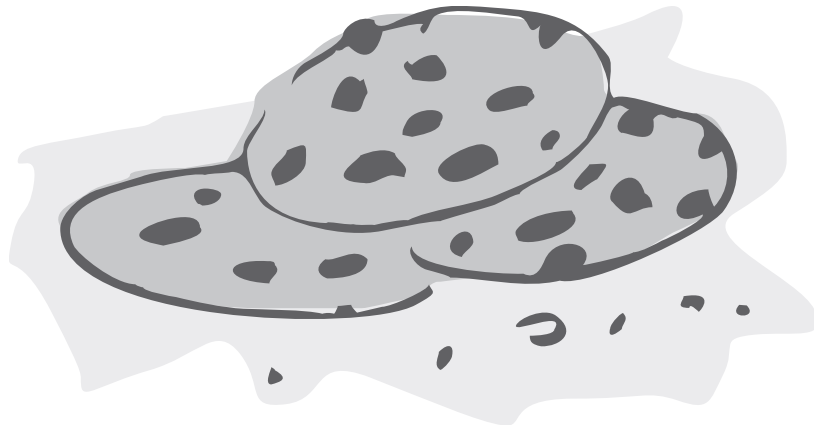
NOTE: *This is a great way to review local geography.*



COOKIES!



Why not create an activity where students type up a recipe for a tasty treat? Print up your favorite cookie recipe as a handout or write it on newsprint. Have students copy and organize. It's a great way to practice Microsoft Word features such as word art, bullets, numbering, font adjusting. It's also a chance to practice and use measurements. Of course, it's even better if the cookies can be prepared for eating after the class.



ECOLOGY LEADERSHIP TRAINING ACTIVITIES

(From “Environmental Camps for Youth Leadership” on page 146)



SENSORY WALK

Participants are asked to isolate the use of senses to experience their surroundings.



SNAPSHOT

Divide participants into pairs. Blindfold one of the two and have his/her partner lead him/her to an object or scene. Tell those wearing blindfolds to act as a camera by taking a mental picture of what he or she sees when the blindfold is taken off. Switch roles and repeat the activity. Have participants draw what they saw as a camera and present it to the group.



GREEN UMBRELLAS

Have participants place soil in their palms. Pour water over it, demonstrating the effect of rain on the forest floor when deforestation has eliminated the canopy cover and root system. Then ask participants to hold their empty hand over the hand containing the soil to simulate the effectiveness of the canopy cover and root system. Pour water again and show participants that the soil has remained intact. Follow this exercise with a discussion on soil erosion and deforestation.



HABITAT LAP SIT

Participants stand in a circle. Identify an ecosystem. Ask participants to brainstorm living things in that ecosystem. They can name the flora and fauna that they encountered during a hike or other experience. Compress the circle so that everyone’s shoulders are touching. Ask everyone to turn to the left (or the right) so that everyone is facing another person’s back. Ask participants to sit simultaneously so each person is sitting in another person’s lap. Explain the concept of interdependence. Each forest creature relies on another to live. Each creature is threatened when any one creature in the habitat is eliminated. Introduce an event into the circle, such as deforestation or poaching, that causes the elimination of a creature. Ask that person to leave the circle. This will cause the



collapse of the circle or habitat. Discuss habitats, niches, and interdependence. Ask the participants to consider local issues that could lead to the extinction or threatening of life.



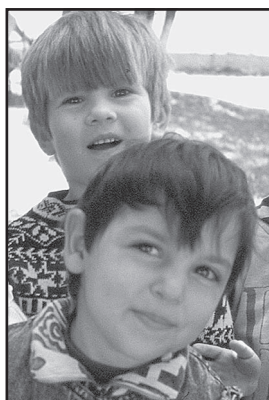
SOLID WASTE MANAGEMENT

Have participants clean an area nearby. Demonstrate that some pieces of waste, such as cans and sticks, can be used as instruments or to create a sculpture. Have participants turn the waste into instruments and create a song about trash, or a sculpture. Share these at the closing ceremony.



FISHING DILEMMA

This activity introduces a discussion on overfishing. Participants are divided into teams that represent fisher folk in a village. Tell them that they can sell their fish and receive points, but, with each round of the game, only a percentage of the fish sold will be returned. Play three rounds. The team with the most points wins. Follow this with a discussion of overfishing and environmental degradation, discussing ways to prevent this. Introduce the concept of advocacy and raising public awareness on the issues that affect their lives.



COASTAL TREASURE HUNT/SNORKELING

If you are near the water and can do so safely, take the participants snorkeling. Use life vests and make sure that you have a facilitator per two participants. Ask them to choose two or three creatures they see on the reefs and to identify their surroundings, actions, and physical descriptions. Discuss water safety, rules, and the use of the mask and snorkel with the participants.



REFORESTATION GAME

(From "Camp Peace Corps" on page 130)

The objective of this game is to show children how trees disappear from their community and how they can prevent deforestation by replanting. You will need to set up the area by placing about 30-40 small trees in a model forest near your teaching area. One method involves taking small wooden brochette sticks and attaching a heavy piece of green plastic to the top.

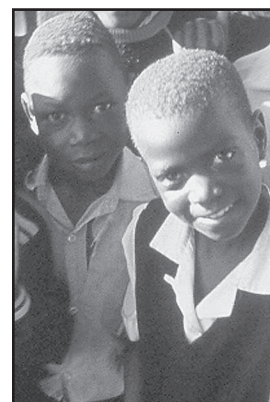


Sit the students in a circle. Discuss the types of trees they have in their area. Pass around a drawing pad and ask each student to draw something that his or her family uses trees for. Responses will include things like furniture, food, cooking, medicine, and shade. Ask them to tell you where they get all of this wood. They will say a forest. Using the cooking example, tell them that is good because you are rather hungry and you want to cook. Show them one of your model trees and then show them the forest. Now indicate that they will be allowed to take wood from your forest only one tree at a time and bring it back to your cooking area. Send them out to get as much wood as they can.

In about a minute they should have cleared the forest. Sit them down and ask them what they are going to do for wood now that the forest is gone. Point out that there is no more shade, and ask them if they notice in their own village how far the women go to look for wood. In some villages, they even have to buy wood from other villages.

Pick someone from the group and point out that this person has seen the problem and has decided to do a reforestation activity. Tell the player to take the trees one at a time and place them back in the forest. Give her a few seconds to get about 10 trees planted and then announce that you need more wood for the village and send out all of the other kids to bring back one at a time. The lesson is obvious. One person can't plant for the whole village. Discuss the work it takes to create a tree nursery and how it is better done by the community than individuals.

In the third and final round, make your message clear. Have every person but one plant trees in your village and then make the last person try to cut down the whole forest while five others are planting. It won't be possible. Tie up the lesson by showing the young people seeds from their local trees and suggesting how they might create a tree nursery themselves.



GIRLS' EMPOWERMENT ACTIVITIES

(From "Girls' Empowerment Workshop" on page 162)



GIRLS CAN DO ANYTHING! BANNER

This activity is designed to get girls to think about all the possible careers open to them and to create a banner as a memento of the workshop. This is a brainstorming activity and an art activity combined into one. First, the girls are divided into groups and challenged to come up with at least 100 different careers or jobs that a woman can have. When a group completes the list, each of its members is invited to dip her hand in paint and put her handprint on a banner that says **Girls Can Do Anything!** Below her handprint she writes any one of the 100 careers from the list and signs her name below it. Ask the participants: What do you want to do when you finish school? How did you decide? Who are your role models?



PARTICIPANT-LED DISCUSSIONS

This activity is designed to encourage participants to explore a variety of women's issues so as to expose the girls to different viewpoints concerning these issues. Before breaking up into small groups, everyone brainstorms to come up with a list of topics to discuss. Some popular topics are: Succeeding in School, The Woman's Body, Student-Teacher Relations, Girls in Science, Household Chores vs. Studies, Career Opportunities, Boyfriends/Sexual Pressure, Sexual Harassment, Girls' vs. Boys' Education, Women's Role in Society, Bride Price, Female Circumcision, Birth Control, Teenage Pregnancy, Effective Study Skills, Sexual Health/Sexuality, Peer Pressure, Marriage, HIV/AIDS, and Women's Place in Society.

Each topic is assigned a specific meeting space and students are asked to volunteer to facilitate. The girls then go to whichever discussions interest them. The discussion groups can be small or large. Students are free to move on to a different discussion group at any time. We refer to this as the two-foot rule. It means they are free to use their two feet to *walk*. After the allotted time, the students are given an additional half-hour to prepare presentations on the content of their discussions. They can compose songs, draw pictures, prepare skits, make magazine collages, or use any other method to convey their ideas to everyone else.





DEBATE

This activity provides a forum for discussing controversial issues and encourages the girls to speak out and express their opinions. A debate provides a well-structured opportunity for girls to formulate arguments and express their views. The session is introduced the night before so that the students have time to set some motions, organize teams, and prepare points. Examples of motions include:

- ▶ A schoolgirl who becomes pregnant should not be allowed to continue with her education.
- ▶ It is more important to educate a girl than it is to educate a boy.
- ▶ Bride price is a practice that should be abolished.
- ▶ Female circumcision is an important rite of passage and should therefore be preserved.
- ▶ Single-sex schools are better than co-educational schools for the education of girls.
- ▶ It is a woman's duty to keep house for her husband.
- ▶ Women have the sole responsibility for family planning/birth control.



The students are divided into teams of approximately six and decide on which motions to debate. A chairperson is chosen to call on speakers and act as moderator/timekeeper. After discussing the rules and guidelines, the first two teams begin, with the side proposing the motion speaking first. The first speaker on each team is allowed five minutes to make her team's points. Each subsequent speaker is allowed three minutes and the debate continues back and forth with the remaining speakers on each team elaborating and/or rebutting. The final speakers make the teams' concluding remarks after a brief discussion with their teammates. At the completion of the debate, the floor can be opened up for further discussion and debate from the audience. Informal voting by a show of hands can determine the winner based on the strength of each team's arguments. The teams then switch places with the audience and the new teams debate the next motion.



PANEL OF DISTINGUISHED WOMEN

The panel is designed to introduce the girls to successful and prominent women in the community, to motivate the girls to continue to work hard in their studies,

to encourage them to struggle through difficulties, and to answer any questions they may have concerning education and careers. A panel of five to 10 women from various fields of work is invited to come and spend a few minutes talking to the girls about themselves. Possible guests might include government official, police officer, NGO worker, business owner, doctor, accountant, postal clerk, engineer, banker, nurse, computer specialist, secretary, and homemaker.

Following the introductions, an informal question and answer session allows the girls to ask general questions addressing the entire panel or to direct specific questions to individual women. Early preparations are crucial in order to have a successful panel. Make the initial contacts several months in advance and follow up later to ensure their attendance. It is important to be clear with the guests about what the financial arrangements will be for transportation costs, meals, and other expenses.



CLOSING CEREMONY

To allow the girls to recognize what they have accomplished and to add formality and a sense of closure to the entire event, you can hold a closing ceremony. Ask the head of the host school or another guest to make a closing speech to end the festivities. To make things a little livelier, consider these creative ways to wrap up the event and celebrate the accomplishments of the weekend:

- ▶ Prepare and present certificates of completion of the conference to all participants.
- ▶ Tell each girl to tape a piece of paper on her back. Allow the girls to walk around and write positive things about each person on her back. At the end, have them take their papers off and read what others have written about them. This activity also gives the girls a chance to exchange addresses.
- ▶ Have each school present an original song about women's issues.
- ▶ Have a candle-lighting ceremony. Give each girl a candle, turn off the lights, and pass the flame from the first girl on to everyone else until the room is bright with candlelight. This signifies unity and cooperation among the members, and demonstrates that a candle has nothing to lose by lighting another candle.
- ▶ Organize a disco party with sodas and unwind after all the sessions.
- ▶ Videotape the entire event and watch the highlights over supper.

EVALUATION TOOLS



DAILY EVALUATION OF A WORKSHOP

The principal idea is to involve the participants, not the planners, in evaluating a workshop. Ask a few youth to interview different people in the group. To ensure diversity of feedback, organize the participants to be interviewed in different categories such as staff, local youth, youth from other areas, host country Counterparts, and presenters. Interviewers can use questions such as the ones below to conduct short interviews on a daily basis with members in each category. The notes from these interviews can be summarized and reported each morning to the entire group. The coordinator of the evaluations can also take some of the concerns to the planners for immediate adjustments.

Sample Questions:

- ▶ What skills have you learned or adapted that you will take back with you?
- ▶ What will you do differently?
- ▶ How are your expectations of the conference being met or not met?
- ▶ Any suggestions or recommendations?
- ▶ What has had the most impact on you?



MUSICAL QUESTIONS

Write a number of evaluation questions on sheets of 8x11 paper and spread them on the floor randomly. Play some music and instruct people to walk or dance around as music is being played. When the music stops invite people to go to the sheet nearest them and discuss the question with the other people there. Ask each group to report to the large group.

Sample Questions:

- ▶ What do the initials A-I-D-S mean?
- ▶ What are the activities you like the most so far?
- ▶ What have you learned?
- ▶ Do you like the food?
- ▶ Do you think we should be doing anything differently?

Options: Write the questions on small pieces of paper and fold them like fortunes in a fortune cookie. Have people select, read, and answer one question



each. You can use a hat or a basket to hold the questions and pass them while music is playing or until someone claps. The playful quality raises people's spirits and helps them relax while soliciting important feedback on the activity. It can be helpful to have an observer take notes on the responses.



EVALUATION POSTERS

Give out large sheets of poster board, markers, and a number of questions you wish to have addressed. Have small groups make posters representing what they have learned so far (content) and how they have learned it (process). After they are finished, ask them to describe the posters and, at the same time, give you important evaluative information.



LIKERT SCALE QUESTIONNAIRE

Write a series of positive statements about skills that have been taught or goals for the workshop. Ask participants to choose the response that fits their beliefs and experience in relation to the statement. The statements can be written on a questionnaire or read aloud while the youth write down their responses. They can also be instructed to stand in specially marked places around the room that represent the different answers. If answers are written down anonymously, you can add up everyone's response to summarize important information. If they stand at the place they agree with, you can facilitate conversations about the responses.

Example:

I feel I can make a very good five-minute speech to other youth about the need to write down goals as part of planning.

| | | | | |
|----------------|----------|----------|-------------------|------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | disagree | strongly disagree | no opinion |

GAMES, SONGS, AND OTHER ACTIVITIES

Looking for some quick ideas for things to do with young people? Here's a list to get you started.

| 60 THINGS TO DO ON THE SPOT | | |
|---------------------------------------|--|---|
| Indoor Games/ Activities | Songs | Other Activities |
| 1. Go Fish | 26. Follow the Leader | 42. Soccer |
| 2. Memory | 27. 60-Second Alphabet | 43. Basketball |
| 3. Twenty-one | 28. I'm going on a trip and I'm taking... | 44. Ultimate Frisbee |
| 4. Speed | 29. The Alphabet Song | 45. Scavenger hunts |
| 5. Spoons | 30. Good Morning to You | 46. Walks |
| 6. Liar | 31. If You're Happy and You Know It Clap Your Hands... | 47. Jump rope |
| 7. Telephone | 32. The Hokey Pokey | 48. Elastic jump rope |
| 8. Charades | 33. Head, Shoulders, Knees, and Toes | 49. Hopscotch |
| 9. I Spy | 34. The Happy Birthday Song | 50. Pin the Tail on the Donkey (or other animal...) |
| 10. Shagai | 35. This is the way (we wash our hands...) | 51. Red Light, Green Light |
| 11. Twister | 36. Brother John | 52. Tag |
| 12. Twenty Questions | 37. London Bridges | 53. Hide-and-Seek |
| 13. Pictionary | 38. Old MacDonald | 54. Freeze Tag |
| 14. Memory with pictures and words | 39. Poems | 55. Elbow Tag |
| 15. Scavenger hunt with magazines | 40. Jokes | 56. Red Rover |
| 16. Spelling bee | 41. Riddles | 57. Blind Trust Walk |
| 17. Origami | | 58. Trust Falls |
| 18. Cat's Cradle | | 59. Blind Square |
| 19. Dominoes | | 60. Capture the Flag |
| 20. Dice | | |
| 21. Musical Chairs | | |
| 22. Freeze Dance | | |
| 23. Limbo | | |
| 24. Simon Says | | |
| 25. Mother May I? | | |



