

# **PROMISING ACTIVITIES**

## **ACTIVITIES**

### **SOME THOUGHTS ON HOW TO READ THIS SECTION**

In these pages of *Working With Youth: Approaches for Volunteers*, we share with you activities created by Volunteers in various sectors and countries. We hope that you will find in them inspiration to create an activity of your own with young people in your community.

This part of the manual is designed to provide some concrete ideas and some lessons learned to help you start thinking about what is possible. It is not intended as a cookbook with recipes that guarantee delicious dishes as long as you measure the ingredients precisely and follow the instructions exactly. Anyone who has tried to follow favorite recipes in a kitchen far from home knows that this can yield good results, but can also be disastrous. Ingredients aren't the same, if they can be found at all, utensils may be unavailable, and tastes differ. Each "chef" will need to adapt the activities to the local market and taste...and provide his or her personal touch.

The activities highlighted here include those that may affect only a Volunteer and the kids next door as well as more complex ideas involving many youth and adults in multiple communities. The bigger projects can be the result of years of Peace Corps presence in one location. The goals of your Peace Corps Project Plan may include building on the familiarity and trust developed in part by other Volunteers to implement activities that quickly reach many young men and women. These pages include ideas for Volunteers whose primary responsibilities make it unrealistic to be involved in a large activity for young people. Some activities touch a small number of youth in significant ways; others plant a few seeds for activities that will be tended and nourished by others as they grow and flourish. What's important in each example is the effort made

<b>Promising Activities Reference Table</b>														
Activity	Page	Ages		Content					Preparation Time		Length of Activity		Good for out-of-school youth?	
		10 to 14	15 to 19	Life Skills	Health	Literacy	Employability	Environment	Leadership	One week	Weeks or months	Single Event X=Day or Less XX=Many Days		Daily or weekly
Adolescent Community Baseline Needs Assessment	117	X	X		X				X		X	XX		Yes
After School Theater Group	119	X	X	X		X					X		X	Yes
Big Buddies Club	122	X	X	X					X		X		X	Yes
Bus Tour	125		X	X							X	XX		
Camp GLOW: Girls Leading Our World	127		X	X		X			X		X	XX		Yes
Camp Peace Corps	130	X	X	X							X	X		Yes
Comprehensive Language Improvement Plan (CLIP)	132		X			X					X		X	Yes
Computer Skills Training	135	X	X				X				X		X	
Earth Day on the Street	138	X						X			X	X		Yes
English Language Drama Festival	141		X			X			X		X	XX		
English Language Summer Camp	143		X	X		X					X	XX		
Environmental Camps for Youth Leadership	146	X	X					X	X		X	XX		Yes
Expressive Art: Communicating and Connecting	151	X	X	X		X					X		X	Yes
First Aid Workshop	153		X		X				X		X	X		Yes
Future Farmers Club	155	X					X	X			X		X	Yes
Geography Game	157	X		X		X				X	X		X	Yes
Girls' Community Basketball Training	160	X		X	X					X	X		X	Yes
Girls' Empowerment Workshop	162	X		X					X		X	XX		Yes
Girls' Magazine	165	X	X			X			X		X		X	Yes
Healthy Bodies, Healthy Schools	167	X	X		X	X					X		X	
Health Newsletter	168	X	X		X				X		X		X	Yes
Holiday Carnival	170	X		X								X		Yes
Library Club	172		X			X			X	X			X	Yes
Life Skills Training	173		X	X	X				X		X	XX		Yes
Making Wooden Trash Bins	175	X	X					X			X	XX		Yes
Men's Health Clinic	177	X	X		X						X		X	Yes
Mural Painting With Youth	180	X	X	X		X			X		X	XX		Yes
Peer Training Seminars for Reproductive Health Education	183	X		X	X				X		X	XX		Yes



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		10 to 14	15 to 19	Life Skills	Health	Literacy	Employability	Environment	Leadership	One week	Weeks or months	Single Event X=Day or Less XX=Many Days		Daily or weekly
Produce and Sell Dolls	188	X					X		X		X	XX		Yes
Reproductive Health Football Camp	190		X	X	X						X	XX		Yes
Take Our Daughters to Work Day Conference	192	X		X			X				X	XX		
Take the Students to Work Day	195	X	X	X			X				X	X		Yes
Volunteer Open House	198	X		X		X			X				X	Yes
Water Restoration Project	203	X	X					X	X		X	XX		Yes
Women's Essay Contest	206		X	X		X					X	X		
Youth Credit Union	208	X	X	X			X				X		X	Yes
Youth Football Tournament	212	X	X		X				X		X	X		Yes
Youth Leadership Conference	214	X	X	X			X		X		X	XX		Yes
Youth Mountain Club	216	X	X	X				X	X		X	XX		Yes



to use one’s own talents and skills to create formative experiences, to nurture, and to think and plan for leaving something behind. Your example and your spirit, more than anything else, will educate and move people to adopt new techniques, systems, and behaviors.

We invite you to browse through this section of the manual, read between the lines, approach the “recipes” with an open mind, and then use them as yeast to expand your imagination.

## **Structure of the Activity Write-ups**

Volunteers provided detailed descriptions of how they planned for and implemented the activities in this section. We (the authors) edited the information and organized it into a standard format. We added a small table to each write-up to give you an easy way to determine which of the asset types the activity supports (see pages 45-59 for more detailed descriptions of these assets). We have also provided information about the youth development area (Family Life, World of Work, and Active Citizenship) into which each activity fits best (for more information on these categories see pages 39-44). At the end of many submissions, we also offer some options for adapting the activity. For a quick reference, be sure to consult the matrix on the next page.





## ADOLESCENT COMMUNITY BASELINE NEEDS ASSESSMENT

### IDEA/CONCEPT



Young men and women conduct a needs assessment on health issues in their community. The assessment is the beginning of a larger youth-to-youth health program. Everyone can see clearly certain strengths and weaknesses of the community. Writing it all down gives the Volunteer a chance to learn about personal attitudes and practices of the community and evaluate how to manage follow-up action.

### GOALS



To train at-risk rural adolescents in the process of doing a community baseline needs assessment on sex education, sexually transmitted diseases (STDs), and drug prevention, to facilitate open communication between youth and adults about these topics, and to inform the design of a youth-to-youth health program.

### YOUTH DEVELOPMENT AREA

Active Citizenship

### TARGET YOUTH

Twelve-to-18-year-olds. It is important to have at least one community adult volunteer or educator who can help monitor and guide.

### TIME



Up to a few months to prepare and several days to conduct the assessment

### PLANNING IT



The first and most important step to getting started is getting community and parent approval. This requires that the Volunteer be well known in the community and recognized as a responsible and professional person. Typically, community meetings are ideal forums for the Volunteer to present the idea and get immediate feedback, though this depends on the culture. One may also do house visits in order to create a more comfortable atmosphere in which parents can tell the Volunteer how they feel.

Gather materials: Tape recorder, cassette tapes, pens, paper, large sheets of construction paper, markers, rulers.

## ADOLESCENT COMMUNITY BASELINE NEEDS

### ASSET TYPES

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

Organize an orientation meeting with the youth group so that everyone is clear about the activity.

## **DOING IT**

*(See “Assessment Tools” on p. 81 for detailed descriptions of these activities)*

*In any activity that involves youth and sensitive topics, the first and most important step is getting community and parent approval. This requires that the Volunteer be well known in the community and recognized as a responsible and professional person.*

- 1.** Identify a group of approximately five young men and women who are willing to participate actively and learn.
- 2.** Have the group draw a community/neighborhood map that identifies houses, especially those where youth live, major buildings and centers, streets, and gathering places to demonstrate where there are concentrations of youth and to see where one might focus attention when carrying out a health program.
- 3.** Have them draw a Venn diagram of their community using intersecting circles with each circle representing a different group. This will demonstrate which community organizations and clubs are involved actively in the lives of the youth and their families.
- 4.** Have the group brainstorm and write up a list of important questions that are relevant to sex education or drug prevention and that will be used during general interviews with large groups of youth in their communities/neighborhoods and in-depth interviews with select youth volunteers.
- 5.** Have the group organize a one-hour session with 12-15 youth in their community/neighborhood to do a general survey/interview using the questions they developed previously. Alternatively, they may do two sessions, one for young women and the other for young men.
- 6.** Have a male and a female volunteer from the group organize two hour-long in-depth interviews with a male youth and female youth from their community/neighborhood using the questions that the group developed previously.
- 7.** Have the group analyze the information from their surveys/interviews and write out the results on large sheets of construction paper.
- 8.** Have the group organize a community meeting to present the results of the needs assessment and discuss plans for future action.



- Forming the youth group that will do the needs assessment is sometimes difficult because the group should be small and dedicated. I took advantage of my local high school and used student leaders who volunteered to participate. This ensured that I got a group of youth who knew how to write and were less afraid to speak in public.
- If there are other youth who wish to participate, the Volunteer can always explain to them that they can participate in the interview/survey.

— A Health Volunteer in Ecuador

## OPTIONS

- ▶ To facilitate open communication between youth and adults about these topics, they can be invited to participate in short small-group discussions after the presentation of results.
- ▶ Some gender considerations:<sup>74</sup>
  - When mapping the community, be sure that young people consider that young men and young women may typically spend time in different locations. Have participants go into the community in same-sex pairs and come back to make maps in larger same-sex groups.
  - Consider same-sex group interviews.
  - For the in-depth interviews, be sure that you have young men and women as interviewers and interviewees.

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## AFTER SCHOOL THEATER GROUP

### GOALS

To provide cultural experiences and a space to help children and adolescents build their self-esteem, communication, and self-control skills in a fun creative atmosphere.

### YOUTH DEVELOPMENT AREA

World of Work

## TARGET YOUTH

Eight-to-12-year-olds or 13-18-year-olds in an orphanage/school. It is important to separate groups according to their reading, memorization, and maturity levels. Put no more than 15 members in one group.

## TIME

One to three months. Meet at least once a week—twice is better.

## PLANNING IT

**A fun way to develop literacy skills!**

## THEATER GROUP

### ASSET TYPES

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

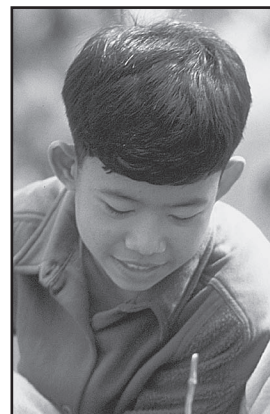
1. Collect materials:
  - Scripts in the language of your country, or books that you or your group can turn into scripts. Any children’s story or story that tells a message you would like to teach can be presented with a narrator(s) and the rest of the members acting out the story.
  - Depending on the play and on your budget, set and costumes will vary. Many wonderful costumes and sets have been made out of cardboard boxes, paper, glue, and paint.
  - Ask your group members before you start a play if they have some set, prop, or costume materials in their homes. This will help save money.
  - If you would like to give rewards for positive behavior, this will be a small additional cost. Sample rewards are copies of coloring books and colorful pencils.
2. Find a space big enough for all members of your group to move around at one time for warm-up activities. If you have a school space, great! If not, try to find a principal who will let you have a school space so you will have continuity of space for group meetings.
3. Try to get an interested adult to be your permanent helper. Ask him/her to help control behaviors. This will also help to keep the drama group going when you are done with service. If you have a teenage group, one member can be a captain and can help keep the group going when you leave your post.
4. Ask for a group meeting with the teachers to get a list of possible group members. Then ask for a meeting with the prospective group members. Sell the group as really fun, but challenging. When you have members who want to commit, ask them to sign their names on a list, and set a date and time to begin.
5. Contact parents and urge them to participate.





## DOING IT

1. On the first day of the group, ask the members to make a poster of group rules. Tell them you expect them to stick to these rules. Consider developing a point or grade system.
2. Do a warm-up. Teach your group members that warm-ups are used to get ready for rehearsal times and before they do their shows in order to clear their minds of outside stimuli, warm up their voices so the audience can hear them, and unite them in a group that is ready to work. Explain that the warm-ups will be like games or activities that people play all the time: “Simon Says,” “Follow the Leader,” say name with a movement, or say name with an animal; any activity that includes movement and voice can be used.
3. If you have a script, you can read it during the first group meeting. If not, ask the group to bring stories to the next meeting, or you can take a trip to the library. Then the group can choose which show they will do. A group decision will help the members feel more invested in the show. You will probably have to do some work outside of the group to cut the script and make it work for the number of people you have in your group.
4. Work on sections of the play until the lines are memorized, then practice the whole play, and present the show.



- Make notes of positive and negative behaviors for consistency. Your group members will take your group more seriously if you are consistent about behavior management.
- Ten-to-12-year-olds need about two months to memorize a short half-hour show. Remember to cut your script down if you are working with younger children. This will relieve everyone’s stress level immensely!
- Have the members read the rules at least once a week.
- Mark down positive and negative behaviors at every group.
- Do a warm-up activity every group, and before shows.
- Consider charging a small fee so that you have some funds for your next show, or a party to celebrate!
- Start off small, do not expect a Broadway performance right away, and BREAK A LEG!

— A Youth Development Volunteer in Ecuador

## OPTIONS

- ▶ Try processing positive and negative behaviors with the group.
- ▶ Look for ways to involve other adults in managing the group with you.



## BIG BUDDIES CLUB

### IDEA/CONCEPT



High school student volunteers are organized into a service club of about 30 members. The students, Big Buddies, team up with one or two children from an orphanage in the community.

### BIG BUDDIES CLUB

#### ASSET TYPES

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

### GOALS



To give area high school students the chance to broaden their leadership skills and develop a sense of responsibility; to offer the boys and girls at the local orphanage positive role models and valuable one-on-one attention; to deliver fun, structured activities and friendship; and to build bridges across the gap that isolates orphaned children from the outside community, thereby raising community consciousness.

### YOUTH DEVELOPMENT AREA

Active Citizenship

### TARGET YOUTH

Orphaned youth (ages seven-14) and secondary school students in the community

### TIME



Two hours per week during the school year

### PLANNING IT



The club was modeled on the idea of the Big Brother/Big Sister<sup>75</sup> organization, whose purpose was grounded on the philosophy of **heliotropism**. Just as flowers grow toward a single constant ray of light despite the darkness that surrounds them (heliotropism), so do children grow in a healthy manner toward a constant positive role model, even when immersed in much negativity.



## DOING IT

Students were expected to devote at least two hours per week to playing games, going on walks throughout the town, taking the children to their own homes for dinner, or helping them with their studies. Part of the goal was simply to get the children out into the community in order to raise local awareness of the problem. In the process of helping the children out, the students gained insight into activism, leadership, and self-empowerment.



Despite its short life, a lot of good seemed to come out of “Big Buddies.” The high school students were so interested many of them spent more than the required two hours per week. Many went almost every day. In a couple of cases, students’ parents became involved once they got to see what these kids were really like.

The project branched out into other activities. The students took initiative in organizing a Christmas toy drive. They also invited the children to participate in an Earth Day cleanup. The local radio broadcast the news of the cleanup and the spirited participation of the children. Some articles were written in local newspapers, and one story was published in a national paper.

— A TEFL/Education Volunteer in Romania



Don’t be afraid to make a bigger budget than you think you’ll need. Taking care of 30 high school kids for a week in tents without refrigeration, electricity, or a weatherproof meeting place was more of a challenge than we needed. We should have raised enough money for a cottage with a kitchen.

I came up with only one Romanian adult who was willing to chaperone. The other three adults were Volunteers. I tried hard to find other interested local adults, but failed. If I had it to do again, I would have *obsessed* over finding other interested Romanian adults. It’s the only way to ensure the continuation of your activity locally after you leave.

*“The high school students were so interested many of them spent more than the required two hours per week [with children from the orphanage]. Many went almost every day. In a couple of cases, students’ parents became involved once they got to see what these kids were really like.”*

## Important Lessons Learned From Big Buddies Summer Camp

One of the activities that grew out of the club was a summer camp. During the summer months, 60 orphaned children are sent to a summer residence in a village near a lake. There they are looked after by a handful of untrained caretakers. Except for the daily meals, there is no structured activity for the children. During two summers, our club brought 30 high school students to the lake for five days. The Big Buddies Camp was designed to provide orphaned children with positive role models, one-on-one attention, fun structured activities, and friendship. It also gave high school students a chance to broaden their leadership skills.

Students sought funding from local businesses. The local police department donated transportation to and from the lake. Despite the difficulty in securing local funding, I think it was necessary to truly make this a community project. We stayed in tents. Ideally, we would have liked to rent a cottage, but funds didn't allow for it. We arranged with the orphanage director to share meals with the children.

From early morning to late afternoon, we divided the children into smaller age groups, each led by students and at least one adult staff member. This high child-to-mentor ratio was imperative because of our goals and necessary for behavioral purposes. Not being accustomed to structure, the children required constant one-on-one attention. The activities

we planned included art, sports, games, nature walks, and English lessons. All were geared toward developing a sense of togetherness and self-esteem. The evenings were spent with the students doing some confidence-building activities of their own and campfire talks to give students a chance to voice their reaction to daily events and plan the details of the next day.



*“Heliotropism—just as flowers grow toward a single constant ray of light despite the darkness that surrounds them (heliotropism), so do children grow toward a constant positive role model, even when immersed in much negativity.”*

### OPTIONS

This kind of activity can be adapted for other groups of disadvantaged young people: out-of-school youth, boys and girls with disabilities, and street children. See page 29 for more information on mentoring.

# Activity **BUS TOUR**

## IDEA/CONCEPT



Educational bus tour

## GOALS



The primary purpose of this activity was to educate grade 12 students about the cultural and geographical diversity of their country and region. The secondary purpose of this activity was pure enjoyment.

## YOUTH DEVELOPMENT AREA

Family Life

## TARGET YOUTH

Secondary school students

## TIME



Planning it: one year; doing it: 10-14 days

## PLANNING IT



**Good fund-raising ideas**

Our students selected the most distant destination that we could reasonably get to. Of course, we needed to figure out if this trip was possible based on the finances available. It was up to the teachers to plan an interesting route with reasonable distances each day. It was important to have each evening's accommodation planned even though not all worked as expected.

The grade 12 students started raising funds for this tour while they were in grade 11. They opened up a snack shop at the school, selling soda, chips, and candy. It was very successful and helped to raise a big portion of the money needed. Several of the teachers spent a lot of time writing letters and visiting companies in the area seeking sponsorship of the tour. The school is lucky to have sizable fish and diamond industries willing to sponsor us. Local shops donated food and many other supplies.

## DOING IT



Hop on the bus and enjoy the scenery! On a trip such as this, the travelers are constantly and painlessly learning about their surroundings. What a great way to learn about your own country and your neighboring countries. (See box for details.)

## BUS TOUR

### ASSET TYPES

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

## **Impacts and Results: Many Lessons Learned**

Twenty of the grade 12 students of the Luderitz Secondary School traveled through the majority of Namibia to see its natural and cultural wonders. The tour also included visits to Zambia, Botswana, and our farthest destination, Victoria Falls in Zimbabwe. Participants gained an appreciation for the wildlife, cultural groups, and distances within these countries and also learned lessons in everyday life: budgeting, preparing meals, socializing, planning a travel itinerary, exchanging money, and mechanical maintenance, just to name a few. In all, we traveled about 3,400 miles. We visited the capital of our country, Windhoek, which many saw for the first time.

In Swakoppmund, we saw a different ocean town. Here, we also spent a lot of time getting passports and visas for the students, all of which was a learning experience.

We visited the Etosha National Park and saw a number of animals, classic African wildlife such as elephants, giraffes, and kudus. Here we also lost the brakes on the bus and, after a hair-raising crash through the front gate of the park, learned about auto maintenance.

Near Grootfontien we saw a meteorite, and I gave a short lesson on the science of the meteorite. We crossed into Zambia for a few hours and the students explored the world of changing money in a country whose economic state was worse than that of Namibia. In contrast, crossing into Botswana gave the kids a view of a country with a slightly better economic state than Namibia.

When we went into Zimbabwe, we got another lesson in mechanical repair when a broken throttle cable forced us to improvise with a piece of rope. Viewing Victoria Falls was pure fun, but seeing such wonders is also educational in a way no lesson in class could equal.



Returning to Luderitz after so many miles on the road was a relief and gave us all a new sense of home.



A tour such as this is no small undertaking and takes a lot of preparation. To say that this was my project would be false. It took the dedicated time of three other teachers as well as every student in grade 12.

— An Education Volunteer in Namibia

**OPTION**

Students could be involved in the planning of the travel itinerary too.



**CAMP GLOW:  
GIRLS LEADING OUR WORLD<sup>76</sup>**

(See *Camp GLOW Handbook [ICE No. M0056]* for more information.)

**IDEA/CONCEPT**



A weeklong summer camp for English-speaking female secondary school students, run by Volunteers and English-speaking Counterparts

**GOALS**



To empower young women to learn about themselves, to provide a safe environment where young women build self-confidence, gain leadership skills, and practice their English skills during the summer, and to have fun!

**YOUTH DEVELOPMENT AREA**

Family Life, Active Citizenship

**TARGET YOUTH**

Female secondary school English students, ages 14 to 18

**TIME**



Several months to plan it, one week to do it

**CAMP GLOW**

**ASSET TYPES**

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

## PLANNING IT



You will need:

- ▶ Dormitory, cabin, or some other location with room and board and a large room for sessions and appropriate outdoor spaces for games
- ▶ Programming materials for sessions
- ▶ Flip charts, markers, name tags, colored pencils, workbooks for staff and students, journals

### How to Get Started

*“Divide them up into small groups, and plan on being in the large group about half the time, and in small groups about half the time. This provides a smaller forum where girls can get to know each other better, and where the quieter ones feel more comfortable speaking up.”*

1. Identify a Counterpart who is dedicated to the idea and will help you. It will make a big difference when you arrange the logistics.
2. Identify the geographic area you want to cover with one camp. For Slovakia, we did the whole country with one and then two camps.
3. Develop a budget. The biggest portion of the budget will be room and board. Many of the supplies, such as paper, pens, envelopes, and copying, can be donated by local businesses. This is especially true if you work through a school, because schools are often used to requesting donations of such supplies. There will be postage and copying costs to send materials to schools, to solicit participants, and to further communicate with participants. We also charged students a fee. We paid transportation for staff and guests, but not for students.
4. Identify the facility where the camp will take place and make appropriate arrangements.
5. Open a bank account.
6. Secure funding.
7. Prepare informational/registration materials and send them to the schools in your target area.
8. Identify the staff.
9. Prepare program materials for the week and gather other needed supplies.
10. Go to camp!

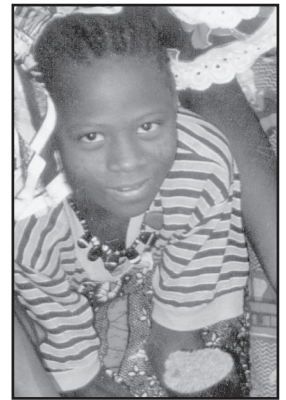


## DOING IT

You can present many sessions for young women. What you specifically choose will depend on the needs and interests of the community. Some possibilities: attitudes, values, goal setting, decision making, assertiveness, family planning, skills and career planning, health, and self-esteem. You can choose from a variety of creative activities and outdoor team-building games. You can have a panel session with working women to talk to the girls about education or work or families. You can give out journals and have a question of the day for personal reflection. You can have a talent and/or awards show and give prizes to each camper.



- A good Counterpart makes a world of difference.
- If you charge registration fees, get the money from the students as soon as possible; otherwise you run the risk that students you thought were coming do not.
- Do not include boys. It will distract the girls, and discourage quiet ones from speaking up. That is not the goal of Camp GLOW. A male staff member or two can be included to provide a different perspective.
- Keep the students active. No one likes to sit in lectures all day.
- Divide them up into small groups; plan on being in the large group about half the time and in small groups about half the time. This provides a smaller forum where girls can get to know each other better, and where the quieter ones feel more comfortable speaking up.
- Skits are a great way to keep students moving, have fun, and reinforce the session's message.
- Do not forget to plan some free time too.
- Set expectations for behavior and consequences when the rules are broken. Follow through.
- Be aware of the time when families take vacations in the summer in your host country; try to plan GLOW around that time so girls will still come.
- Have a positive attitude, and have fun!



— *Education Volunteers in the Slovak Republic*

## Why “Girls Only”?

“Camp GLOW” and the “Girls’ Empowerment Workshop” (pages 127 and 162) are designed exclusively for girls to give them an opportunity to develop their skills and confidence away from the immediate pressures of the coeducational world. Volunteers have generally felt strongly that including boys defeats this purpose. “Girls Only” workshops make it easier to maintain a safe, nonjudgmental environment in which girls can speak freely about issues related to their own empowerment. The presence of boys can easily make the girls feel shy or threatened and discourage them from speaking up because in mixed environments, boys often take over. Some camps have included men as counselors and guest speakers. As long as the environment is safe for the girls, men can provide positive male role models.

Because it is also important for young men and young women to learn to communicate with each other, you may want to consider doing a similar camp for boys. Boys and girls can then be brought together to practice skills that they have strengthened in single-sex environments. This can be an effective way of promoting gender awareness issues; however, it requires careful facilitation so that the dialogue remains open and everybody feels comfortable.



## CAMP PEACE CORPS

### IDEA/CONCEPT



Half-day education camp that exposes schoolchildren to the various projects in Peace Corps/Togo through the use of educational games

### GOALS

To increase children’s confidence in learning, promote the ability to think independently, encourage collaboration between Volunteers, and create inroads for teaching new subjects in the host Volunteer’s village.

### YOUTH DEVELOPMENT AREA

Active Citizenship



## TARGET YOUTH

Secondary school children ages 10-18

### TIME

Three hours including set-up time

### PLANNING IT

- ▶ Have a regional meeting and discuss the idea with other Volunteers. You need to collaborate to pull this off. Have Volunteers in health and environment create one or two games for their projects.
- ▶ One example of a game we use is the “Reforestation Game” on page 104. To develop your own, come up with a hands-on activity or game that simplifies a message in your project. Once you have about eight games or so you can create a menu of the games in the local language. This will be used later to sign up area schools for the camp.
- ▶ Hold a two-day training in the regional capital for Volunteers who want to participate. Determine the number of camps you want to do as a group and hand out the menu and sign-up sheets to Volunteers who want to host a camp.
- ▶ You will need to train as many Volunteers as possible to be able to lead the games. Once trained any Volunteer can sign up for as many or as few camps as he or she likes.

### DOING IT

1. We run a camp with five Volunteers in the village of another Volunteer who hosts the group and handles logistics. The program is decided with the school director and the host Volunteer. They choose the date and the games they want taught. Once they have chosen the games they send their requests to me and I schedule five available Volunteers for the camp.
2. Our games are about 30 minutes long and are run in a round robin training session with groups of five to seven children. The whole camp takes about three hours with set-up. The best location is usually a soccer field or large open area that can be divided into five sections.

## CAMP PEACE CORPS

### ASSET TYPES

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



- Use locally available materials such as bottle caps or plastic pieces cut from PVC pipe.
- Try the games in small groups and work out any bugs before doing training.
- Make sure that your target age and group size will be able to participate and enjoy the games.
- It is important to get confirmation from the other Volunteers in your region that they want to participate. These games are springboards for the hosting Volunteers and allow them to gauge the interest level of students in their communities.
- This activity can be carried on by each new group of Volunteers that comes into your country.

— *A Volunteer in Togo*



## OPTIONS

- ▶ Training Counterparts and older students in the planning and implementation of the activities can increase sustainability and build leadership skills.
- ▶ Be sure to include out-of-school youth in Camp Peace Corps.
- ▶ In a similar activity in Armenia, a Volunteer organized a “Hike for Health and Environmental Awareness.” Six Volunteers hiked 220 miles across eastern Armenia, making stopovers in eight communities, where they conducted interactive seminars for children on topics such as deforestation, air/water pollution, recycling, and composting. Local Volunteers, their Counterparts, and youth conducted a survey in each community before the hike began to determine the topic to be covered in the seminars. They also planned follow-up activities.

## **COMPREHENSIVE LANGUAGE IMPROVEMENT PLAN (CLIP)**

### IDEA/CONCEPT

After school reading/writing classes



## GOALS

To improve secondary school students' literacy skills

### YOUTH DEVELOPMENT AREA

World of Work

### TARGET YOUTH

Secondary school students who have poor literacy skills but can answer content-related questions and have basic handwriting and grammar skills

## TIME

Once or twice a week after school

## PLANNING IT

Ask teachers to identify students for the class.

Gather materials: books of interest to teenagers, excerpts from self-help, motivational, or spiritual books, different colored pens for students to use to edit, a notebook and pen for each student.

## DOING IT

Format for a CLIP class:

**Clear description of a useful literary technique**

Read to the students from a book that fits their age and interests for 20-25 minutes.

1. Dictate a paragraph from a motivational source for the students to copy down in their books.
2. First, read the whole excerpt while the students listen.
3. Next, break down the paragraph and read it slowly while the students copy it down. Try not to repeat the small phrases. The students should be doing their best to listen, and will have time at the end to fill in any missing words.
4. The third time, read the whole excerpt for the students to hear where punctuation should be added.

## COMPREHENSIVE LANGUAGE IMPROVEMENT PLAN

### ASSET TYPES

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

5. Go through the entire excerpt letter by letter, and punctuation by punctuation, for students to correct their work. Ask students to put a dot under each letter, space, and punctuation to show that they have checked it. If they have spelled a word wrong, have them circle the word and write the correct spelling above it. You can come up with your own editing marks that all the students use when correcting their work.
6. Reread the entire excerpt a final time for the students to fill in any added information.
7. Have students rewrite the excerpt using their best handwriting.

Once students have gotten used to the dictation concept, there will be time left at the end of the class for “free-writing space.” Decide on a topic and have students write about it. This provides a good opportunity for them to use the skills they just developed.

*Students gained a sense of self-importance as they realized teachers were interested in them and that they got to stay after school for lessons.*



- There will be fewer distractions if the class takes place after school.
- Outcomes for this activity included improvements in handwriting, listening skills, punctuation, spelling, and grammar. Students gained a sense of self-importance as they realized that teachers were interested in them and that they got to stay after school for lessons. It was also an excellent classroom bonding experience.

— *An Education Volunteer in St. Vincent*

## **OPTIONS**

- ▶ Co-teach the class with a local teacher.
- ▶ Find ways to share the students’ work with the school and community. Post their work on a bulletin board, collect it in a book, or have participants visit other classes and read their favorite passages.





## COMPUTER SKILLS TRAINING

### IDEA/CONCEPT



Out-of-school youth attend computer-training classes at a community center

### GOALS



To introduce basic computing skills to youth who have little or no access to computers

### YOUTH DEVELOPMENT AREA

World of Work

### TARGET YOUTH

Youth ages 13 to 18 who work in the streets and live around the bus station

### TIME



We held classes on Monday through Thursday, with two classes per day, one from 8 to 10 and one from 10:30 to 12:30. I taught on Mondays and Wednesdays and my Counterpart taught on Tuesdays and Thursdays. The actual course ran for about 16 hours (one month), after which all participants who successfully completed the course received a certificate of completion.

### PLANNING IT



The infrastructure for the computer classroom was already in place when I arrived. The local government supplied the room, tables, chairs, and maintenance for the computers. USAID provided the hardware and basic software. I worked with the outreach commission at the community center located in a bus station. With their help, we planned and scheduled the use of the room in the mornings for these classes.

The course content that I used is a compilation of various materials I found in Spanish. The majority of the guide that I developed is based on a tutorial titled “*Lo Basico de Windows.*” I created the specific exercises using files and folders that I made for the students.

### COMPUTER SKILLS TRAINING

#### ASSET TYPES

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

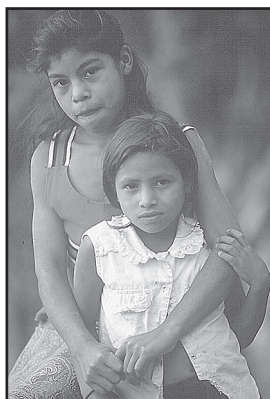
## DOING IT

Evaluating along the way

I tested the students to get a better sense of their knowledge base. I continued to quiz them throughout the course to measure their progress. At the end of the course, I gave them an exam, a simple exercise to see how much they learned.

For younger students, I created flash cards and a concentration game to help them remember the parts of the computer hardware. When I could, I would also bring in parts of a computer to show them what it looked on the inside and to further explain how the computer works.

I usually did not follow the guide precisely. I would change the order, or move more quickly through the material, depending on the ability and interest of the class. When there was free time at the end of the course, I would use a typing tutorial that was available to help them with typing.



Sometimes it is difficult to test the youth’s knowledge before the first day of class. I would use those who were more computer literate to help me explain to students with less computer experience.

One thing I would suggest would be to invite parents to visit the classroom toward the end of the course, or to the certificate ceremony, and let them see where and what their children have been doing. This was always difficult to do because most, if not all, of the parents of these children worked very long hours.

— A Youth Development Volunteer in Paraguay

## OPTIONS

An Education Volunteer in Belize offers these tips for running computer classes:

**Do...**

(See “Computer Activities” on page 101.)

- ▶ Have fun!
- ▶ Create a manageable course outline designed to meet the needs of your audience.
- ▶ Publicize about a month in advance through schools, community organizations, radio, newspapers, TV, fliers in shop windows, and the marketplace. Hold an “Open House.”





- ▶ Prepare all teaching materials in advance, including posters, game pieces, and handouts.
- ▶ Recognize your audience. Try to put yourself in their position and find things that are relevant to their interests.
- ▶ Gauge your audience's attention span. Engage youth with practice and activity rather than lectures. If you sense mounting frustration, change tactics or move on to practice time.
- ▶ Let them move around rather than staying at a computer station. Have them gather around a computer for a demonstration or get up and stretch periodically.
- ▶ Use subject matter that interests them (sports, fads, music, TV) but try to find topics that are not specific to one gender, ethnicity, or other group.
- ▶ Remember that many young people have been in school all day—keep it interesting and active.
- ▶ Keep in mind that playtime is productive. Give students time for activities of their own choice like game playing, painting, or Web surfing. Many use unstructured time as an opportunity for review or exploration.
- ▶ Build their confidence so that they feel comfortable enough to use these skills in their daily lives. Make them aware of the potential.



- ▶ Walk around the room while students practice. Use the opportunity to coach them one-on-one.
- ▶ Remember that the older the student, the more capable he or she is at learning multiple steps at once. Younger students might need to practice new skills or concepts one at a time before moving on.
- ▶ Mix instructional methods. Use lectures, handouts, white board or flip chart, small-group activities, individual activities, etc.
- ▶ Recommend or introduce websites that are geared toward the audience and their interests.
- ▶ Make sure that everyone gets equal attention.
- ▶ Talk to them about non-“IT”-related topics. Get to know them and learn about their interests and concerns. Casual conversation is a great icebreaker.
- ▶ Provide honest positive feedback. Serve as a cheerleader. Praise successes, both large and small—encourage them to greatness!



**Don't...**

- ▶ Lock yourself into a schedule or timetable. Completion of an activity or mastering skills may take more or less time than you planned.
- ▶ Overload them with information. Know when to stop for the day.
- ▶ Lead activities that you wouldn't do.

**Activity** **EARTH DAY ON THE STREET**

**IDEA/CONCEPT**



An Earth Day sidewalk chalk competition for children

**GOALS**



To involve the community in an Earth Day activity that raises awareness of environmental issues



## YOUTH DEVELOPMENT AREA

Active Citizenship

### TARGET YOUTH

Fourth-grade students



One-and-a-half hours of drawing time



**Low cost,  
high visibility**

- ▶ The activity was simple, inexpensive, and fun. We began by searching for sponsors. We knew that we had to find a small token of appreciation to give each child for his or her participation, prizes for the winners, and, of course, sidewalk chalk.
- ▶ We went to a branch of a soft drink company and explained that there was a soda-drinking American living in the city who would like to request a small donation for a good cause. We offered to display an advertisement for the company while the competition was underway in exchange for some sodas for participants. The company donated a half-liter bottle of soda for every child participating in the competition.
- ▶ A local resource center for NGOs donated environmental books to give as prizes to the winner, and a local bookstore donated all of the sidewalk chalk.
- ▶ We invited the fourth-grade children from three schools to participate.

## EARTH DAY

### ASSET TYPES

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



1. We held the competition on the promenade along the river. We got permission first from the City Hall and requested this area because of its high level of visibility.
2. The children were given an hour and a half to create their masterpieces. We also contacted the local newspapers and television to come and join in on the fun.
3. The children's drawings were creative, lively, and environmentally correct. Some of the children even wrote poems.



*“The pictures remained almost untouched for four or five days after the competition for everyone walking by to see and enjoy.”*

4. As the children created, four of the teachers from the schools judged entries. When the time was up, they selected 20 honorable mentions and the three top winners.
5. The pictures remained almost untouched for four or five days after the competition for everyone walking by to see and enjoy.



The activity is perfect for an organization that does not have a large bank account or a lot of experience, but wants to do something special for Earth Day. The children were extremely proud of their work and are already asking who will be participating in “Earth Day on the Street” for next year.

*— An Environment/NGO Volunteer in Romania*

## **OPTIONS**

Older students, such as participants from the previous year, can be invited to help by contacting sponsors, doing publicity, and judging the drawings.





# ENGLISH LANGUAGE DRAMA FESTIVAL

## IDEA/CONCEPT



Drama, in school or after school

## GOALS



To provide children with a fun way to practice and improve English, teamwork, youth leadership, and public-speaking skills

## YOUTH DEVELOPMENT AREA

World of Work

## TARGET YOUTH

13-to-17-year-olds

## TIME



Two times a week after school for two or three months

## PLANNING IT



1. Introduce the idea to local English teachers. They must be willing to support the activities of the children because Volunteers are not allowed to help the children with translation of the plays.
2. Once Counterpart support has been gained, approach local businesses to donate funds for participant travel, if needed, and prizes. Ask the director of one of the local schools or cultural centers to donate the space for costume rehearsals and performance night.
3. Collect local folk plays that can be performed in 15-20 minutes or ones that can be condensed as well as any materials necessary to make performances believable.

## DOING IT



1. Announce the competition to your students. If several towns will compete, announce the competition via other English-speaking Volunteers from the

## ENGLISH LANGUAGE DRAMA FESTIVAL

### ASSET TYPES

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

U.S., England, Canada, Australia, and New Zealand. Let the participants know they:

- Will compete in ability-specific categories.
- Must select and translate a folk play that can be performed in 15-20 minutes or shortened to 15-20 minutes.
- Are allowed to ask their teachers specific grammar questions but must do the bulk of the work as a student team.
- Will be judged on four criteria: presentation (pronunciation, delivery—35 pts); technical (story line, flow, time—25 pts); acting (believability—20 pts); stage creativity (props, costumes—20 pts).

- 2.** Have a formal meeting with the other English teachers to determine the ability categories and which students should be assigned to them.
- 3.** Ask the students how much time they will need to practice and prepare. Set a permanent deadline and a schedule for practice times as a group.
- 4.** Select a panel of judges.
- 5.** Advertise the event, and give parents special invitations.
- 6.** Select a group of students and teachers to sell tickets for the competition. The money raised can be used to cover expenses.
- 7.** Make up an evaluation form for the activities.
- 8.** Hold the event, hand out awards, and celebrate all participants' accomplishments.
- 9.** After the event, bring the kids together and ask them what they learned while working on the play to determine if your goals have been achieved.

*Use non-English students to sell tickets, and help drama teams make props and costumes. You can even have narration in the host country language to make the activity more accessible to your audience.*



- Depending on your curriculum flexibility, this activity can be incorporated into regular classes or used as a part of an English club or voluntary after-school activity. The main role of the Volunteer is as organizer/supervisor/guidance counselor. Participants must do the real work.

- Start small, and get as many people involved as possible.
- Depending upon the size of your town, this activity can be done as a competition between schools or as a drama performance in your school. Our drama festival was organized as a competition among several schools in Mongolia.



- Use non-English students to sell tickets, and help drama teams make props and costumes. You can even have narration in the host country language to make the activity more accessible to your audience.
- Share copies of the plays your kids translate with your World Wise Schools partner.
- Consider teaching a song in English or doing another simple English language activity during the 10-minute intermission. This was helpful because most of our audience members were children.

— An Education Volunteer in Mongolia



## ENGLISH LANGUAGE SUMMER CAMP

### IDEA/CONCEPT



Secondary school students study English and learn other skills in a camp setting

### GOALS



To provide students with an opportunity to study English, learn about American culture, learn group work skills, take a week's vacation from their usual household responsibilities, meet friends (especially important for students who live in the countryside), and have fun in a safe environment

### YOUTH DEVELOPMENT AREA

World of Work

### TARGET YOUTH

Secondary school English students

### TIME



One week for fifth through ninth graders who have not studied English before (Camp 1); 10 days for sixth through eighth graders who have studied English for one year (Camp 2)

### ENGLISH LANGUAGE SUMMER CAMP

#### ASSET TYPES

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

## PLANNING IT



1. Talk to your director and others you think may be willing to help. My director was excited about the plan and approved it.
2. Decide on the number of students, the dates of the camp, location, and tuition. We had 23-24 students and held our camp in June. The tuition fee was waived for any student who had a strong desire to study at the camp but could not pay for it.
3. Determine staffing needs. I hired a 10th-grade student who excelled in my level 2 community English language class as an assistant director/instructor; this student used acquired language, communication, and organization skills to help out as a teaching assistant, a cook, and an assistant cook. For Camp 1, a Volunteer helped teach, and for Camp 2, an English language teacher taught at the camp.
4. Advertise the camp (i.e., posters in the school).
5. Plan camp activities.
6. Calculate the budget for food, staff salaries, rent of the English classroom, dormitory, and gym, copies to make books for the campers, notebooks, pens, tape, party supplies and prizes, and money for unforeseen expenses. This flexibility proved helpful because we needed to handle an onslaught of bedbugs.
7. Estimate revenue you need to cover the expenditures. Income was generated from tuition and donations.
8. Write funding letters to potential donors.
9. Determine roles and responsibilities of staff members.
10. Meet with the assistant director and teaching assistant to set camp rules and class curriculum, to generate ideas for afternoon and morning activities, and to finalize planning.



## DOING IT



1. Hold the camp.
2. Hold a ceremony, party, and dance at the end of camp. In addition to presentation of certificates of completion, we had a spelling bee, played games, sang songs, had refreshments, and danced.



3. Acknowledge the people who helped make the camp a success.
4. Evaluate the camp (the assistant director and I did this).

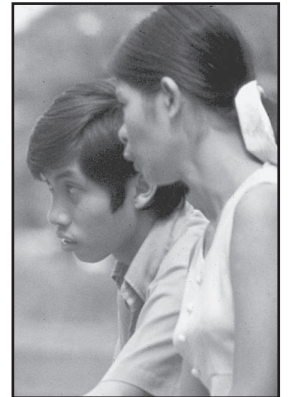


### What went well:

- The students came away from the camp with much better English communication skills than they had before the camp.
- The assistant director and teaching assistant were able to increase their level of English by leading, assisting, and preparing activities.
- Because the camp was overnight, students were always using or thinking about English. They may have even become a little more independent being away from their parents for a week to 10 days.
- Classes were small, so all the students had books and the student to teacher ratio was about eight to one.

### What we would change if we directed another English language camp:

- Write the letters to donors three to four months in advance to ensure that the funding arrives on time.
- Make each camp 10 to 14 days because the students may not want the camp to end.
- Incorporate evaluations of the camp by the students and camp staff into the evaluation procedures.
- Try to have the sign-up and tuition deadline close to the time when the main community institutions issue salaries. Then more parents can afford to send their children to camp.
- Think more about how this activity could be sustained throughout the years. The people of my community would need to be very excited about the camp. The funding would need to come from local resources.



— *An Education Volunteer in Mongolia*

## English Camp Curriculum

(See “60 Things to Do on the Spot” on page 111 for additional ideas.)

### Topics for Camp 1 (beginners)

- alphabet
- greetings
- classroom commands
- classroom objects
- names
- family vocabulary
- numbers
- age
- adjectives to describe people
- nationalities
- colors
- body vocabulary
- dates (days of week, months, seasons)
- birthdays
- hobbies
- food and drinks

### Topics for Camp 2 (one year of English)

- Side By Side 1<sup>77</sup>– pages 8-57
- Community content-based activities, which culminated in a community mapping activity (see “Community Mapping” in “Tools, Techniques, and Games,” page 89)
- Introduction of American pen pals
- Role plays that reviewed all the material covered in class



## Activity ENVIRONMENTAL CAMPS FOR YOUTH LEADERSHIP

### IDEA/CONCEPT



Youth and adults are invited to participate in camp sessions at one of eight sites nationwide, where they learn about self-esteem, leadership, teamwork, and environmental education. Each of the sites represents one of the natural beauties that the country offers and is equipped with a local team of trained adult and youth leaders who facilitate camp sessions.

### GOALS



To provide a motivating environment in which to address local environmental problems.

## YOUTH DEVELOPMENT AREA

Active Citizenship

### TARGET YOUTH

All youth can benefit from this activity



Three-day camp sessions



This is actually a two-part activity. The first step is to train local adults to become volunteer camp leaders. The second is to invite youth and community leaders from surrounding areas to participate in the camps. It is a big activity, on the national scale, involving a large amount of time and funding from an American foundation, U.S. and Canadian government agencies, and NGOs. The sites should plan to build permanent structures and own the land.

#### Camp Session Logistics

1. Find transport from the nearest urban area to the camp site or plan to hike in.
2. Find a cook, or the kids can take turns cooking.
3. Gather materials such as flashlights, tents, pens and paper, prepared activities, drinking water, bathing water, medical kit, buckets and pails for bathing and dishwashing, wood-burning stove in site, and toilet paper.
4. Ask the kids to bring their own blankets.
5. Plan a menu based on youth nutrition.

#### Cost

In Honduras it costs the equivalent of \$25/camper for three days, including health insurance, food, and transportation. Look for funding through NGOs in- country, Small Project Assistance (SPA), or other resources. We have been able to buy tents, sleeping pads, kitchenware, games, lanterns, and other necessary camp supplies as well as provide scholarships through the funds received.



Begin with activities that build self-esteem and work through future planning.<sup>78</sup> (See “Ecology Leadership Training Activities” on page 103 for detailed activity descriptions.)

## ENVIRONMENTAL CAMPS FOR YOUTH LEADERSHIP

### ASSET TYPES

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

## Sample Schedule

### Day 1

- 4:00 p.m. Arrival, welcome, introduction, and rules
- 4:30 p.m. Set up tents
- 5:00 p.m. Name game and icebreaker
- 6:00 p.m. Dinner
- 7:00 p.m. Form groups and either create a name and song with the group or spend time getting to know their environment

### Day 2

- 6:00 a.m. Shower and cleanup
- 7:00 a.m. Meditation depending on religion, or meditation on simple awareness of surroundings
- 7:10 a.m. Exercise—anything from yoga to bird walks
- 7:30 a.m. Breakfast
- 8:30 a.m. Manual labor. We've done trail building/maintenance, sign painting, and construction of camp facilities
- 10:00 a.m. Snack break
- 10:30 a.m. Group dynamics games
- 12:00 p.m. Lunch
- 1:00 p.m. Activities to develop self-esteem and leadership
- 2:00 p.m. Activities based on environmental education
- 4:30 p.m. Free hour for sports, art, or other activities
- 6:00 p.m. Dinner
- 7:00 p.m. Campfire skits or night hike
- 9:00 p.m. To bed

### Day 3

- 6:00 a.m. Shower and cleanup
- 7:00 a.m. Meditation
- 7:10 a.m. Exercise
- 7:30 a.m. Breakfast
- 8:30 a.m. Environmental art
- 10:00 a.m. Snack break
- 10:30 a.m. Nature hike
- 12:00 p.m. Lunch
- 1:00 p.m. Action plans. How will they apply what they learned?
- 2:00 p.m. Closing ceremony and evaluation

Every camp is based on the needs of the specific group.

*“Do not do this alone!  
Always work with a  
community leader who  
has credibility and whom  
parents trust. Teachers  
are great.”*



**SOME  
TIPS  
AND LESSONS  
LEARNED**

- Do not do this alone! Always work with a community leader who has credibility and whom parents trust. Teachers are great.
- Look for funding or get the kids to fundraise and then organize your group to find out what they're interested in learning.
- This would be a great activity to end the year, both as a gift to the kids and because you will have more trust within the community.
- Play a lot and talk little! Use the idea of practical learning; no educational lectures!
- Take into consideration things like the full moon, lunar eclipses, solstices, or other natural holidays when setting a camp date. It can make all the difference!

— *An Environment/Community Volunteer in Honduras*



*“Play a lot and talk little!  
Use the idea of practical  
learning; no educational  
lectures.”*

**MORE  
TIPS**

**Mural Painting**

A local artist facilitated a workshop on mural painting. He gave a 45-minute overview of drawing techniques, paint mixing, and color combinations. The participants were then broken into three groups and, within these groups, brainstormed slogans and images that would project the environmental message they felt most strongly about. One mural had the message “STOP Illegal Logging” with a painting of two worlds, one where there was no illegal logging and the other with illegal logging. The painting demonstrated the effects of illegal logging on erosion, water resources, and on marine life.

**Some tips on mural painting:**

- Having a local artist help the participants visualize and express their ideas in a painting was essential.
- During the mural painting, passing commuters stopped to observe. The mural is a positive contribution to the environmental awareness of the community and serves as a reminder to the participants to protect the environment.
- With the first group, the participants first painted a mini-mural on illustration board (24" x 36") and came back the following day to paint on the wall using the mini-mural as a reference. Some participants were natural artists and took charge during the painting. Painting on the illustration board allowed only one to three people to paint. This caused anxiety among the other participants and excluded the shyer participants. We decided to have the second group paint directly on the wall, which allowed more participants to be involved. This also allowed them to finish the mural before the closing ceremonies.
- Strict supervision was necessary to ensure that no graffiti were put on the walls. Messages should strictly be limited to environmental slogans.

— *Environment Volunteers in the Philippines*



**OPTIONS** 

*TEFL Volunteers in Armenia used the following environmental activities as part of an English Language Camp for seven-to-15-year-olds.<sup>79</sup>*

- ▶ Cleanup of the local park and river. Tree and flower planting and beautification of the local children's park.
- ▶ T-shirts made by all the children. Children decorated their own simple, white T-shirts with sponges cut into designs of animals, trees, and flowers and dipped in paint.
- ▶ Environmental treasure hunt. To teach the children new nature vocabulary, they were sent on a treasure hunt for the items.
- ▶ Environmental hikes and explorations.
- ▶ "Make your own paper" out of recycled paper.
- ▶ Songs and music focusing on environmental and health issues.



- ▶ A show put on by the camp children at the end of the two-week session highlighting what they had learned. The show was then put on for the local mayor, TV station, and parents.

They noted:

*“One of our greatest triumphs came from the park cleanup when people standing on the streets watching the children actually joined our efforts and worked with us.”*



## EXPRESSIVE ART: COMMUNICATING AND CONNECTING

### IDEA/CONCEPT



Art projects utilize a natural medium and provide a comfortable means of expression for children, who often love to draw and paint. Art provides the child an opportunity to use his or her creativity. Art produced and discussed with caring adults gives children the opportunity to process their feelings in a safe and accepting place.

### GOALS



To build a relationship with children and increase their self-awareness, communication skills, creativity, and self-esteem

### YOUTH DEVELOPMENT AREA

Family Life

### TARGET YOUTH

Youth ages five and older

### TIME



Weekly until it “plays out” and there is nothing more to say or until there are indicators of positive connections with other children

### PLANNING IT



Collect materials: paper, markers, pencils, erasers, paper bags for puppets, and a variety of art supplies

### EXPRESSIVE ART

#### ASSET TYPES

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

## DOING IT

The following are suggestions for specific drawing activities as well as follow-up questions to utilize in your work with children:

### Self-Portrait

Follow-up questions:

- What kind of person are you? (Refers to personality and physical characteristics.)
- What do you like about yourself?
- How would your mom, dad, brother, or teacher describe you?
- What would you like to change about yourself?

### Family Portrait

It is sometimes better to ask for “a” family instead of “your” family to make it less personal and threatening.

Follow-up questions:

- What does this family do together?
- How do the people in this family show love?
- What are the good things about this family?
- What is your job in the family?



This work can be done individually or in groups, depending on your comfort level and the constraints of your work situations. In groups, it is important to give all the children a chance to talk if they wish but also to allow them to pass if they are uncomfortable.

Some additional art activities are:

- Family puppets from paper bags. The child can act out scenes from family life.
- My Ideal Family
- Things I Can Do
- Things I Like/Dislike
- Things I Like About Me
- Me in Five Years, 10 Years
- The Five Most Important Things in My Life
- My House

— A Youth Development Volunteer in Ecuador



## OPTIONS

- ▶ You can use these activities in workshops and classes. Help young people look for their strengths and allow participants to pass if they do not wish to participate or share.
- ▶ These activities are based on art therapy. Unless you are a therapist, be prepared to help by listening and referring to local professionals.

## **Activity** **FIRST-AID WORKSHOP**

### IDEA/CONCEPT

Participants learn basic first-aid skills at a workshop in a local school.

### GOALS

To help participants acquire knowledge and information about first aid and the confidence to take action in case of an emergency; to raise awareness about the importance of first aid and encourage youth to act as catalysts for similar workshops in their own school communities.

### YOUTH DEVELOPMENT AREA

Family Life

### TARGET YOUTH

Secondary school youth

### TIME

The workshop takes place over two half-days or one full day, depending on the resources and the location of the schools involved.

### PLANNING IT

The major cost involves transportation, so it is smart to choose a centrally located site. Participating schools usually agree to prepare the meals if the maize is donated by the surrounding schools and/or covered by a budget. The budget should also include extra cash for supplies such as first-aid handouts on topics such as Artificial Respiration and How to Treat a Choking Victim, a test to be administered at the end, and a Certificate of Successful Completion.

### FIRST-AID WORKSHOP

#### ASSET TYPES

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

In Zimbabwe, most of our workshops are held at the cluster level. Each cluster consists of 30-40 schools. One or two youths represent each school. The workshop includes a discussion about how they can implement these programs when they return.

## **DOING IT**

Topics for discussion or presentation included:

- Action at the emergency
- Deciding to act (personal safety)
- Assessing the situation
- Getting others to help
- Multiple casualties/injuries
- Diagnosis
- Rescue breathing
- Circulatory disorder
- Community-specific health concerns
- Bites and stings
- Fractures
- Sports injuries
- Burns
- Heat-related illnesses
- Transmissible diseases
- Poisoning
- Sample first-aid kit
- Wounds and bleeding

*“One or two youths represent each school. The workshop includes a discussion about how they can implement these programs when they return.”*

The Peace Corps medical officer was a key participant with the Volunteers and provided training on specific first-aid topics.

We gave participants a comprehensive test on the important topics covered during the workshop. After a brief break during which we graded the tests, we distributed certificates to those who successfully passed.

Sometimes we held a more formal closing ceremony to recognize participants for what they had learned and accomplished and to stress the importance of the information.



- Dummies are helpful. We made dummies out of clothes, stuffed to the size of an adult or an infant with heads made from balloons. Counterparts are particularly helpful in demonstrating how to treat an infant who is choking or in need of artificial respiration. We sometimes used an actual volunteer as a “victim.”
- Ask participants to bring writing material with them so they can brainstorm ideas from the workshop to take back to their schools.
- Visual aids are helpful. They hold the attention of the participants and give them something from which to copy down valuable information.

- Counterpart participation is key to the success of each session. They provide valuable perspectives on cultural matters in first aid that Volunteers may not be aware of. They may also want to plan similar activities in the future without relying on Peace Corps involvement.
- It is very important to discuss the financial arrangements with the Counterpart teachers beforehand so that there are no misunderstandings. Generally, they are reimbursed for travel.
- The workshops can include schools at which there are no Volunteers, provided there is adequate support from the staff.

— *A Health Volunteer in Zimbabwe*

## OPTIONS

- ▶ Instead of a Peace Corps medical officer, a credentialed, knowledgeable, and respected government or NGO health professional can provide the training.
- ▶ In addition to written tests, it may be a good opportunity for trainees to have a demonstration/lecture time where they display their knowledge and skills.
- ▶ Provide students with tips for how to present the information to others at their schools.



## FUTURE FARMERS' CLUB

### IDEA/CONCEPT



Establish an after-school agricultural club

### GOALS

To link agriculture and education in a relaxed atmosphere, to provide practical experiences to students on agricultural topics, and to discuss alternative agricultural practices that are not a part of traditional school curriculum

### YOUTH DEVELOPMENT AREA

World of Work

*“Club members learned skills that are crucial for them to know to be successful in their likely future professions.”*

## TARGET YOUTH

This works best with sixth to ninth graders. During the first two school terms, the club had an average attendance of 42 students per meeting. The ratio was 60 percent girls and 40 percent boys.

## TIME

Weekly for 10 weeks

## PLANNING IT

Involve and invite local government officers from the departments of agriculture, health, and economic development, for example, as well as representatives from local NGOs, and professionals such as veterinarians.

## FUTURE FARMERS' CLUB

### ASSET TYPES

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

Good Counterparts are crucial. Choose Counterpart(s) who have both the available time and the motivation to help the club.

### Funding:

Secure funding through income-generating activities like club dues and working for farmers during harvest. These activities garner small pockets of money but also help ensure dedication to the club. Also, write a proposal for funding. A local foundation, the ministries of agriculture and education, and a local NGO helped us.

Ten meetings, a club party, and two school scholarships cost about \$40.

School supplies (chalk, flip charts, markers...)	Minimal cost
Candy/prizes for meetings	Minimal cost
Two scholarships	\$ 16
Party supplies including drinks, buns, candy, and batteries	\$ 20

## DOING IT

### Club Meetings and Activities:

- Week 1:** Introduction, elections, and choosing club topics
- Week 2:** Compost lesson, relay races with prizes
- Week 3:** Composting activity; constructing a compost pile at the school
- Week 4:** Discussion of gardening, nutrition, and “Design Your Future Garden;” relay races



- Week 5:** Field trip to fish pond
- Week 6:** Veterinary officer speaks about rabies, raising animals, meat inspection
- Week 7:** Tree planting lesson and activity to plant trees for the school
- Week 8:** Agricultural officer speaks about soil conservation, environmental stewardship, and marketing agricultural products
- Week 9:** Agriculture and income generation discussion
- Week 10:** Planning a club party and the future of the club



- Keep the meetings fun and informal.
- Plan practical activities that the club can monitor such as tree planting and gardening.
- Encourage the club members to talk about things they have learned when they go home to their families.
- When conducting a lesson or meeting, use PRA (Participatory Rural Appraisal)<sup>80</sup> techniques such as asking the group questions and letting them teach you.
- Let the club choose the topics to be discussed.
- Invite guest speakers and take the club on field trips. Don't make the club's success rely on your attendance. It is not sustainable. The club members learned to express themselves outside of the traditional classroom setting. They also gained leadership skills and learned to manage the club's limited resources. The members worked in small groups, a practice that is not common in classrooms in my area. Club members learned skills that are crucial for them to know to be successful in their likely future professions.

— *An Environmental Education Volunteer in Zambia*

*“During the first two school terms, the club had an average attendance of 42 students per meeting. The ratio was 60 percent girls and 40 percent boys.”*



## GEOGRAPHY GAME

### IDEA/CONCEPT

We created this game after lots of questions followed the posting of a world map on our porch.

## GOALS

To encourage learning outside the classroom; to increase knowledge of geography, specifically within the Volunteer’s region of service; to have fun.

### YOUTH DEVELOPMENT AREA

World of Work

### TARGET YOUTH

We primarily have children from six to 12 years old playing, but some younger children have been able to grasp the game. We also had a few adults join us. We incorporated current events and newsmagazine articles into the adults’ game for a greater challenge.

## TIME

Two to three afternoons per week

## GEOGRAPHY GAME

### ASSET TYPES

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

## PLANNING IT

### Gather materials:

- A map of the world, and one of the region or country in which you are serving
- Something to track the children’s progress, like a poster board chart
- An inflatable globe, which is easy to have mailed from the U.S.

Develop questions around different geography-related themes.

## DOING IT

**Volunteers did this one on their front porch**

We developed a series of 15-20 questions for each game with a common theme. In the first game, the children learned the South American countries and capitals. Each day after school, the children learned one country and its capital. The following day, they were required to show us on the map the location of the country and tell us what the capital is. If they knew the answer, they would move to the next level.

We marked their progress with stickers on a chart with their names. Everyone received a piece of bubble gum for their efforts, although this may not be necessary or appropriate in all situations.



After completing all of the levels of questions, the children were required to remember all the countries and their capitals. The ones who accomplished this received a small prize.

We moved through the Caribbean with the second game and are currently teaching them the flags of South America to reinforce the first game. Before close of service, we will finish with a game focusing on the United States.

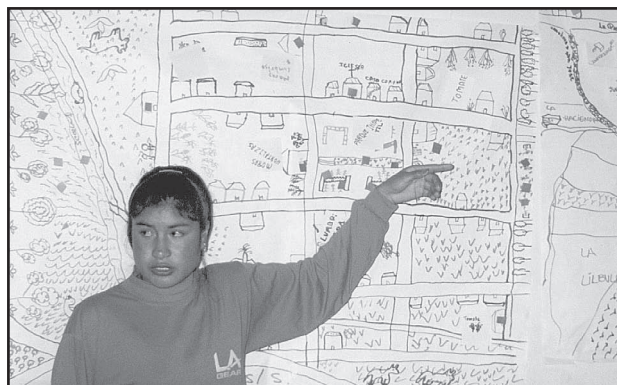


We found that if we reviewed a little each day, the children were more likely to retain the information for this final test.

— *Education Volunteer in Suriname*

## OPTIONS

- ▶ Children can also make a globe with papier-mâché if an inflatable one is not available.
- ▶ Games like this can be developed for other topic areas such as environmental themes (local plants and animals), history, arithmetic, and vocabulary.
- ▶ For older children and a more ambitious activity, paint a world map on a school wall or other building. Complete directions can be found in the *World Map Project*.<sup>81</sup>
- ▶ You can do an experiential activity by having the young people map their neighborhood, town, or community and ask them to identify all the resources available to them. This may lead to a discussion of desires or activities like cleaning up the creek bed. (See “The Community Map” in “Tools, Techniques, and Games” on page 89.)



## Papier-Mâché Recipe

- 1/2 cup all-purpose flour
- 2 cups cold water
- 2 cups boiling water
- 3 tablespoons sugar

Combine the flour and cold water in a bowl. Add this mixture to the saucepan of boiling water and bring it to a boil again. Remove from the heat and stir in sugar. Let it cool; it will thicken as it cools. Once it does, it's ready to use.

Tear newspaper into one-by-five-inch strips. Dip into paste solution. First run two fingers alongside both sides of strips to get rid of excess solution and then apply strip to object. You can use a balloon or any other round object as a mold for your globe.

# **GIRLS' COMMUNITY BASKETBALL TRAINING**

## **IDEA/CONCEPT**



Sports development and skills training for girls

## **GOALS**



To increase sports opportunities for young women, to share American culture and sports expectations, and to widen the scope of possibilities for 4-H activities.

## **YOUTH DEVELOPMENT AREA**

Family Life

## **TARGET YOUTH**

Twelve-to-15-year-olds or older

## **TIME**



Two practices per week (one during summer break)

## **PLANNING IT**



### **Resources needed:**

- A venue—at least a semi-functional basketball hoop and court
- Basketball(s)—preferably more than one or two, but you would be amazed how much basketball skill can be learned in a group setting with few resources
- Enthusiasm and patience

## **DOING IT**



1. Assess the level of interest in the sporting opportunity and advertise the activity.
2. We started with discussions of the differences between netball (a traditional “girls’ sport”) and basketball. The beginning involved a lot of teaching and quizzing about the fundamentals of the game and of sportsmanship.

## **GIRLS COMMUNITY BASKETBALL TRAINING**

### **ASSET TYPES**

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





3. We stressed the importance of punctuality, attendance, and commitment. Each day began with stretching and a general workout to get everyone's heart rate up, then moved on to the basketball skills training.
4. We worked up to two practices per week (except for summer break when we met once a week).
5. We are in the process of finding a suitable coach from the community to lead this young women's group after my departure.



**Good community entry activity**

**SOME TIPS AND LESSONS LEARNED**

In addition to organizing basketball training for girls and helping to organize one of the first Women's National Basketball Tournaments, a number of Peace Corps Volunteers joined *different* basketball teams. We played with the teams and assisted in promoting sportsmanship and other positive behaviors by modeling them ourselves. Most of us had significant basketball training in the past and were able to help our coaches with drills we had done on other teams.

Through participation in these teams, we were able to gain unique perspective on youth in St. Vincent, and, in particular, the issues that face young women in this country. We not only learned about the athleticism of some of these women but also made lasting friendships.

If you decide to join a team, be sure to:

- Compete and stay committed to your team throughout the tournament. [Note: That proved to be a substantial commitment considering one tournament lasted for more than four months.]

*“Through participation in these teams, we were able to gain unique perspective on youth and, in particular, the issues that face young women in this country. We not only learned about the athleticism of some of these women but also made lasting friendships.”*

- Assist the team with fundraising, such as obtaining support from local and international sports funding sources.

— *A Youth Development Volunteer in St. Vincent and the Grenadines*

## **OPTIONS**

- ▶ Identify an adult or older youth from the start who can coach alongside you and continue on her own when you leave.
- ▶ Encourage the adult teams to support the youth teams.
- ▶ You can be involved as a coach or participant in other kinds of sports clubs as well.

### **GIRLS' EMPOWERMENT WORKSHOP**

#### **ASSET TYPES**

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



### **GIRLS' EMPOWERMENT WORKSHOP**

#### **IDEA/CONCEPT**



Middle school girls from different schools participate in one- or two-day workshops on issues of concern to women.

#### **GOALS**



To help participants acquire valuable knowledge and the self-confidence necessary to succeed in school and beyond; to encourage participants to promote similar activities in their own school communities.

**Good way to promote empowerment**

#### **YOUTH DEVELOPMENT AREA**

Family Life, Active Citizenship

#### **TARGET YOUTH**

Middle school girls

#### **TIME**



One or two days

## PLANNING IT



In most cases, the major cost is transportation, so it is smart to choose a centrally located site. In our case, the host school is a boarding school that can provide accommodation for all participating students; Counterpart teachers stay at a nearby hostel. Making arrangements early can increase chances of receiving discounts. Peace Corps teachers can stay at the host Volunteer's house. Participating boarding schools are asked to contribute rice or flour equivalent to what their students would have consumed over the weekend and the students then cook the meals. A few day schools are able to make monetary contributions. The budget should also include extra funds for other supplies such as markers and flip chart paper.

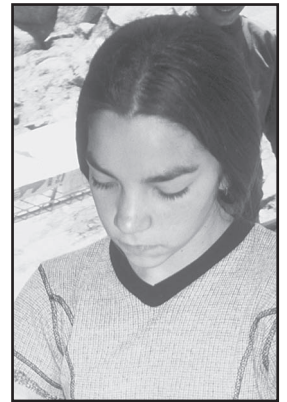
It is very important to discuss the financial arrangements with the Counterpart teachers beforehand so that there are no misunderstandings. Generally, they are reimbursed for travel and lodging only. Clarify this in advance to avoid confusion and discord.

## DOING IT



The workshops range in length from a daylong event to a full weekend, depending on the resources and the geographic situations of the schools involved. They include team-building exercises, participant-led discussions, sports, field trips to businesses and other community organizations that employ women with secondary school educations, and a celebration of song and dance. (See "Girls Empowerment Activities," page 106 in "Tools, Techniques, and Games," for detailed session designs.)

Some workshops focus on one major topic, such as health, while others explore multiple concerns. Prominent women from the community are invited to share their success stories and offer words of wisdom.



- It is important to select participants who will be capable of acting as peer leaders in their own schools.
- Most of our workshops are conducted entirely in the local language. Counterpart participation is key to the success of each session. Counterparts provide valuable perspective on cultural matters that Volunteers may overlook. Once equipped with the proper skills and experience, they will be able to plan similar activities in the future without relying on Peace Corps involvement.
- The overriding goal of these workshops is to set the stage in many communities for peer education activities and life skills development sensitive to

gender issues. Each participant walks away with knowledge and enthusiasm that enables her to act as a catalyst for promoting gender awareness at her own school. Some students organize their own workshops to share with classmates what they have learned. Others start Girls' Clubs to create support systems for female students. Other possibilities include Career Days, Peer Tutoring, and Girls' Sports Clubs. The options are limitless and, with the encouragement and support of Counterparts and Volunteers, the workshops provide an effective start in inspiring girls to set higher expectations for themselves and to pursue their dreams.

— *An Education Volunteer in Tanzania*

## **OPTIONS**



Volunteers in Bulgaria ran a 10-day hike for teen girls. The goal was to boost their confidence at a time in their lives when they are likely to become preoccupied with what other people think and how they look. TEFL and Environment Volunteers teamed up with Counterparts to organize this “mobile camp.” They built the following activities into the free time in the afternoons and evenings once the group had reached its destination for the day:

- ▶ “Getting-to-know” activities, if participants do not know one another
- ▶ Campfires, songs (in rounds, on hikes, in different languages), storytelling, charades, jokes
- ▶ Short nature hikes and making dream catchers with items collected
- ▶ Games: Blind Trust Walk, Trust Fall, All Aboard, Blind Square, Human Knot, Spider Web, Freeze Tag, Red Rover, Capture the Flag
- ▶ Scavenger hunts
- ▶ Journal writing: Keeping a daily log of trip/experiences
- ▶ Board games: Yahtzee and Scrabble were a hit as nighttime entertainment!

Before undertaking this kind of event, find out about local laws regarding taking students on overnight trips. Do you need a certified guide? Do you need a registered nurse? How many chaperones are needed? Is written permission required?

— *TEFL/Environment Volunteers in Bulgaria*





## GIRLS' MAGAZINE

### IDEA/CONCEPT



To publish a girls' magazine consisting primarily of submissions written by adolescent girls in a variety of forms: articles, poems, cartoons, dialogues, or stories on any topic that relates to women's issues.

### GOALS



To give literate, adolescent girls a venue to express their concerns and desires and to provide an informal educational tool that can be used to discuss women's issues.

### YOUTH DEVELOPMENT AREA

World of Work

### TARGET YOUTH

Adolescents girls and some boys ages 12 to 24 years old

### TIME



To date *Aïcha: Les Filles Parlent Aux Filles* (Girls Speaking to Girls) has been published four times in the last three years. It can take over six months to gather articles, edit, and lay out the magazine, depending on staff and resources.

### PLANNING IT



Seek funding from local and U.S. Government grants and NGOs, presenting the activity as one that furthers important gender and development dialogue. It cost about \$2,000 to publish (an edition averaging 2,500 copies of 28 pages).

### DOING IT



The magazine is distributed mostly through Volunteers and through various Guinean government agencies, NGOs, and the companies that purchase advertising space. The magazine is free. Demand is high. Therefore, Volunteers generally ask people to write articles for the magazine before they are given a copy. Requiring students to write articles to receive copies encourages participation and discussion of gender issues. It also increases the quantity of submissions from which to choose and helps avoid giving copies to uninterested people.

Great idea for magazine distribution

### GIRLS' MAGAZINE

#### ASSET TYPES

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



- Financing of the magazine is moving away from the public sector to the private sector by selling advertisement space in the magazine. To date we have moved from 100 percent public sector to 85 percent private sector support.
- Encourage collaboration between Volunteers and school faculty.
- Try not to lock yourself too firmly into publication schedules. Unforeseen hindrances may come up.
- Encourage boys to participate.
- Inspect for plagiarism before an article is printed.

This activity has increased awareness of and confidence in discussing gender issues among participants. Many Volunteers have noted the significant role that the magazine has played in helping them address gender issues in schools and other venues. Participants have written about topics such as Excision, Girls' Schooling, Gender Discrimination, Peer Pressure, Adolescent Reproductive Health, Family/Social Roles of Women, Polygamy, Depigmentation, Role Models, Music, and General Opinion. It has also increased private sector collaboration in gender and development activities and has introduced young people involved to participatory mass media.

*To date we have moved from 100 percent public sector to 85 percent private sector support.*

— An Education/TEFL Volunteer in Guinea

### OPTIONS

Young people can build a variety of skills through activities like this one:

- ▶ Decision-making skills by becoming involved in the selection process;
- ▶ Business skills by soliciting advertising and marketing the magazine; and
- ▶ Leadership and literacy skills by serving as “guest editors.”





## HEALTHY BODIES, HEALTHY SCHOOLS

### IDEA/CONCEPT



District school health education activity and contest

### GOALS



To expose students to information about health; to promote healthy behaviors; to involve teachers, health professionals, and education officials in teaching health; to make health an important topic to be treated in schools.

### YOUTH DEVELOPMENT AREA

Family Life/Health and Nutrition

### TARGET YOUTH

Youth in schools

### TIME



One year

### PLANNING IT



**Good use of  
local materials**

Using a curriculum designed by the national government, we created a simple personal and environmental hygiene curriculum. Later, with the help of the ministry of health, the national education service, and the community water and sanitation department, we expanded our curriculum to include water storage and transport, nutrition, puberty, drugs and alcohol, and reproductive/sexual health. We asked for permission from the education service to begin a pilot health activity in 10 schools.

### DOING IT



We trained one teacher and headmaster from each school in teaching methods, the importance of health education, and simple health messages. Participants were given a copy of the curriculum and a timetable for the term.

Teachers taught while Volunteers and district officials monitored by doing personal hygiene and school compound inspections. Those schools found to be the healthiest were awarded a prize.

## HEALTHY BODIES, HEALTHY SCHOOLS

### ASSET TYPES

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

After a term of teaching health, we held final events wherein groups of students competed in performing original songs, drama, rhymes, and artwork about health. Winners were given prizes.



- Getting permission from education officials was important to teachers; official support was invaluable. Keeping them informed and involved helped build support for the activity, enabling us to expand and sustain it.
- Teachers presented the information very thoroughly but often did not use participatory methods.
- Having a timetable and checkups ensured that the program was followed.
- Behaviors did change in small ways, but more facilities were needed in schools, such as toilets and hand-washing facilities, so that healthy behaviors could be encouraged.

*Getting permission from education officials was important to teachers; official support ... enabled us to expand and sustain the program.*

An activity like this can be costly; however, it doesn't have to be. The smaller the activity, the less expensive it is, yet still effective for the students involved. Keeping training sites nearby can eliminate travel costs. The main cost is printing the curriculum. If the government agencies are involved, money can be requested from them. Corporations were very willing to give donations of soap, toothbrushes, and toothpaste. Children can pass the information and habits on to brothers and sisters they care for, parents, and other family members, creating healthier communities.

— *Health/Education Volunteers in Ghana*

## **Activity** HEALTH NEWSLETTER

### **IDEA/CONCEPT**



A monthly grass-roots HIV/AIDS education newsletter

### **GOALS**



To increase awareness of HIV/AIDS and sexually transmitted diseases (STDs) among youth and to encourage the young people in the community to take ownership of these important issues.





**YOUTH DEVELOPMENT AREA**

Family Life/Sexual Health

**TARGET YOUTH**

Ages 10-20 and up



Monthly publication

**Materials needed:**

- A computer with word processing, preferably with a newsletter template. Windows 98 has a good one.
- A photocopier
- Paper and a stapler

**Funding:**

You'll need to cover the cost of paper and photocopying services. I got funding from an international development organization through the AIDS control program of the Department of State for Health. Once I showed that the money was well spent, it approved more funding. I started with 100 copies of each monthly issue and funding for six months.



Do this only if there are a good number of literate people in your area who can read the newsletter and spread the information to others who cannot read.

- 1.** Invite people to write about HIV/AIDS or STDs. Tell them to be specific and use their own personal experiences and opinions. It might be hard to get submissions at first, but it will catch on.
- 2.** Use various formats: interviews, questions and answers, editorials, and fact sheets. I included the same fact sheet on the last page of every issue. It was easy for someone picking up the newsletter for the first time to understand.
- 3.** Come up with a catchy name. I used *Dandugol*, which means "Prevention" in Pulaar.

**HEALTH NEWSLETTER****ASSET TYPES**

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

4. Each issue can have a different theme: condoms, counseling and testing, opportunistic infections, or STDs.
5. Make it easy to understand for the lay reader.
6. Edit.
7. Distribute to appropriate places: teachers, schools, peer educators, condom distributors, health workers, policemen, military men, young taxi/bush taxi drivers, Red Cross centers, family planning centers.



- It's important that the writing does not “talk down” to the target audience. Make sure you're speaking to them as adults and showing them respect.
- Get youth directly involved to give them ownership of the solution.
- It takes a lot of energy and perseverance, but it's worth every bit.

*Get youth directly involved to give them ownership of the solution.*

— *A Health Volunteer in The Gambia*

### **OPTION**

Use cartoons and artwork to increase accessibility to a low-literacy audience.

## **Activity** **HOLIDAY CARNIVAL**

### **IDEA/CONCEPT**



By participating in the games, contests, and other team-building activities of a Holiday Carnival, 60 children (20 orphans, 10 HIV-positive children, and 30 nonorphaned, noninfected boys and girls) and their parents learned that social differences are often merely superficial. The controlled environment of the indoor carnival allowed for safe, supervised interaction and integration.

### **GOALS**

To provide a safe forum for interaction among children from diverse social backgrounds so as to promote the values of equality, respect, and understanding, and to have fun.

## YOUTH DEVELOPMENT AREA

Family Life/Life Skills

### TARGET YOUTH

Orphaned and nonorphaned, HIV-positive, and noninfected boys and girls, ages six-13; in addition, eight older youth served as activity leaders.



Several weeks of planning time for carnival day

**Using a youth club utilizes an already intact group. This can shorten planning time and brings in additional adults.**



By meeting with representatives of the local orphanage, an association of parents of HIV-positive children, and a local youth club, we were able to assemble a group of 60 children ages six-13. We got donations of chocolates, oranges, and chewing gum from City Hall and a local grocery store. We set up a Christmas tree in a room donated by the Cultural Center.

#### Materials needed for a Christmas carnival:

- Craft supplies to make ornaments for the tree
- Fun masks for the children to wear
- A Christmas tree
- Music for carols
- A Santa suit



For a Christmas holiday carnival, we did the following:

- Masks—It is a carnival!
- Games
- Carol singing
- Visit from Santa Claus
- Tree decorating—The children made ornaments with craft supplies.
- Skits, involving the children, performed by a local youth drama club.



The hardest part is getting the children to branch out from their respective peer groups. Be creative and lead by example, showing that you are not afraid of new and different people. With time and a little help from the carnival facilitators, children were laughing and playing together as if unaware of their differences.

— An Environmental/NGO Development Volunteer in Romania

### HOLIDAY CARNIVAL

#### ASSET TYPES

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

## OPTIONS

- ▶ All countries have holidays. Culturally appropriate carnivals and festivals can be good bridges across differences.
- ▶ Be sure to include your Counterparts in the planning and implementation to increase sustainability and help ensure appropriateness.
- ▶ You may have to hold an informational meeting to educate parents and other adults about HIV transmission.

## **LIBRARY CLUB**

### IDEA/CONCEPT



Meet regularly at the library to promote leisure reading and to support the library by repairing books.

### LIBRARY CLUB

#### ASSET TYPES

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

### GOALS



To encourage youth to read by exposing them to the community library and the use of books, encyclopedias, atlases, and reference books, and to provide an opportunity for youth to engage in community service.

### YOUTH DEVELOPMENT AREA

World of Work/Literacy

### TARGET YOUTH

15-to-18-year-olds

### TIME



After school, weekends, or biweekly meetings

### PLANNING IT



Ask a local teacher to be a sponsor for the library club. The teacher can be present at meetings to discuss activities, ideas, and needs of the club.

Gather “repair supplies”: tape, markers, pencils, and materials for making cushions.



## DOING IT

1. Encourage book reports to inspire others to read.
2. Organize outings to other libraries.
3. Have library club members provide service to the library: stamping, repairing and shelving books, and making cushions for chairs.



Consider collecting a small fee to buy a special book or fund entertainment for members.

— *An Education Volunteer in Lesotho*

## OPTIONS

- ▶ Encourage participants to reach out to other youth to involve them in the library club.
- ▶ Collecting a fee may limit participation. In some communities, it may be necessary to look for funds to subsidize participants' transportation to the library.
- ▶ Seek local sponsors for funds and display their names.
- ▶ See “Not Just Books” in the “Volunteer Open House” activity (p. 201) for an inspiring story on the impact of an opportunity on a girl's life.



**Activity**

## LIFE SKILLS TRAINING

### IDEA/CONCEPT



By engaging in a life planning process, young people will learn to make healthy choices during adolescence.

### GOALS



To encourage students to reflect upon themselves and their future, to build self-esteem by examining family and personal values, gender stereotypes, sexuality, and HIV/AIDS, and to learn effective communication, goal setting, and decision-making skills.

## YOUTH DEVELOPMENT AREA

Family Life/Life Skills

### TARGET YOUTH

Youth ages 12-18

### TIME

One week, one month, or longer during or after school. This depends on the age of participants, the size of the youth group, and the atmosphere you want to create.

### PLANNING IT

#### LIFE SKILLS TRAINING

#### ASSET TYPES

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

1. Plan the workshop with the curriculum as your base. Be sure to include your Counterpart in the planning.
2. Read the *Como Planear Mi Vida*<sup>82</sup> or *Life Planning Education*<sup>83</sup> curriculum. For a strong AIDS focus, consult the *Life Skills Manual*,<sup>84</sup> which outlines a myriad of activities for each theme. You can choose to augment and adapt the activities for your youth group.
3. Talk to the principal, a teacher, or another community member who may be interested in the workshop. Negotiate themes, dates, times, roles, and responsibilities of all involved, including students.
4. Write a Small Project Assistance proposal or look for other sources of funding for the workshop or series of workshops you want to give.
5. Network with local NGOs that work with similar themes to see if they could donate related materials and videos or assist directly with workshops.
6. Choose a group of students. Some Volunteers ask the school staff to choose a group of students, others ask students to sign up, and others give the workshop to entire classes of students during the school day.
7. Send out a letter to all parents or invite them to a meeting to inform them of the proposed workshop and encourage their participation and support.
8. Develop an evaluation tool for the workshop such as a pretest and posttest of the themes included.

## DOING IT

All activities are outlined in the curriculum.

**Good point!**

**SOME  
TIPS  
AND LESSONS  
LEARNED**

- The more time devoted to Life Skills Training, the more trust will develop between you and the students and among the students. Trust is the key to generating worthwhile conversations during the workshop.
- Try to gauge a group's comfort level discussing sexuality before the sessions on this topic; then, you can tailor your approach to sexuality to reach them more successfully. Discuss this with your Counterparts and invite a respected local facilitator for discussions of sensitive topics.
- Invite local role models such as a nurse, doctor, mayor, priest, teacher, judge, pastor, local political leader, farmer, and homemaker to participate in the workshop where appropriate.
- Give out diplomas for those who attend at least 80 percent of the workshop. Invite students' parents to the closing ceremony.

— *An Education Volunteer in Honduras*

*Send out a letter to all parents or invite them to a meeting to inform them of the proposed workshop and encourage their participation and support.*

## OPTION

Train students and/or parents to help plan and deliver sessions.

**Activity**

## MAKING WOODEN TRASH BINS

### IDEA/CONCEPT



By building wooden trash bins the students will learn how they can help maintain a clean environment around their school and in their community.

### GOALS

To teach students the importance of keeping the environment clean and to provide hands-on training using tools.

### YOUTH DEVELOPMENT AREA

Community Life/Environment and Agriculture

## TARGET YOUTH

Eight-to-15-year-olds

### TIME



A few days to collect wood and materials. Up to five days to do the activity.

### PLANNING IT



#### Materials needed:

- Wood: depends on where you live, but for my activity I was able to obtain some old wood boards free. Ask around your community if anyone has some old wood that you could use.
- Hammer
- Saw
- Paintbrushes: one narrow, one wide
- Quart of green paint: you can paint about 10 trash bins if you mix the paint with unleaded gas so that it will last longer
- 1 tin of white paint
- Nails: use 1 ½-inch nails; one pound of nails will last about seven trash bins

## MAKING WOODEN TRASH BINS

### ASSET TYPES

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

### DOING IT



1. Cut wood to desired lengths. I usually used pieces that were 30 inches long, about eight inches wide, and an inch or less thick. It depends how big you want to make the trash bins.
2. Cut eight pieces of wood (3x5 inches works) to connect the boards.
3. Lay two of the 30-inch pieces flat side by side lengthwise. Lay two of the 3x5 inch pieces across the two pieces about six inches from the top and bottom and nail them into the longer boards. Use a minimum of two nails per board. Be sure to bend the nails if they come through the other side. You should now have one solid board that is 30 inches long and 16 inches wide. Make three more of these in the same manner, for a total of four equal-size pieces.
4. Connect the four sides together by nailing the boards at the four ends. Make sure the little pieces of wood that you nailed to connect the boards together are on the inside of your garbage can.

Clear building instructions





5. When connecting wood, make sure you put enough nails on each side so that the trash bins stay together.
6. Turn your garbage can upside down and create the bottom.
7. Cut a board of old tin that will fit the shape of the garbage can and nail it on.
8. Paint your garbage can green with the wide brush.
9. The next day come back and have the children paint “Garbage” on the side, the year in which they made the garbage can, and the grade that made it.
10. Use the white paint and the narrow paintbrush for the lettering.



This is a great activity to do with the children in any primary school. It is also an inexpensive activity. Have fun!

— A Natural Resources Volunteer in Honduras

## OPTION

You can also make trash bins by painting 55-gallon metal barrels. This makes it more of a painting activity.



## MEN'S HEALTH CLINIC

Novel idea!

### IDEA/CONCEPT



The Men's Health Clinic, held on a monthly basis, gives young men a chance to discuss issues of concern in a comfortable environment. It provides a forum to transfer information about prevention techniques for STDs and AIDS. Men walk away from the clinic with a better understanding of their health and how it affects the lives of others, and the desire to pass on the knowledge they have gained. Clinic attendees become comfortable coming to the clinic when they feel sick and understand the importance of living a healthy lifestyle.

*Men are provided a separate registration and clinic area with a doctor, nurse, health educator, and Volunteer focused solely on men's health for the day.*

## GOALS

To provide health services to young men and to raise awareness of men's health issues such as sexually transmitted diseases and testicular and prostate cancers.

### YOUTH DEVELOPMENT AREA

Family Life

### TARGET GROUP

Young men between the ages of 13 and 35

## TIME

One day per month

## MEN'S HEALTH CLINIC

### ASSET TYPES

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

## PLANNING IT

During the planning stages of the Men's Health Clinic, informal research focused on reasons why males were not taking advantage of clinic services and the various health issues men found most important. It became apparent that clinic services were mainly targeted at women, providing pre- and postnatal services on a regular basis. Men interviewed indicated that STD/AIDS testing, reproductive health, general medical checkups, and health education were the most practical services the clinic could provide for them.

These factors provided the overall framework for the design of the Men's Clinic. It was designed to offer a holistic approach to encourage healthy lifestyle choices among young men.

## DOING IT

The Men's Health Clinic offers the following services one day per month:

- Full medical exam by a doctor or nurse
- HIV/AIDS blood test
- STD testing and exam
- HIV/AIDS/STD education session
- Reproductive health—condom demonstration and distribution
- Prostate and testicular cancer education session
- Private counseling
- Job and skills training referrals to local schools, literacy programs, and technical institutions.



These services are offered in a male-friendly atmosphere, ensuring that men feel comfortable in the health clinic setting. Specifically, men are provided a separate registration and clinic area with a doctor, nurse, health educator, and Volunteer, focused solely on men's health for the day. They pay a nominal registration fee determined by the Health Department. While waiting to see the nurse or doctor, health educators and Volunteers make presentations and facilitate discussions on STDs/AIDS and reproductive health. The patients are then encouraged to give blood for an HIV and syphilis test after a general pretest counseling session. Private counseling and skills and educational referrals are available to patients waiting to give blood.



- You need to convince health officials and workers about the importance and relevance of a Men's Health Clinic. You cannot do this on your own!
- Talk to health officials in your district or community about the overall health condition of young men in your area.
- Visit area health clinics to understand and communicate the idea to nurses and doctors.
- Present a Men's Health Clinic proposal to the relevant officials and health workers. Ask for volunteers to join a Men's Health Team to implement the clinic. Set a date. Nothing motivates people more than a deadline.
- Find a doctor and/or a nurse to volunteer one day per month to work at the men's clinic. Finding a lab technician to take blood for the various tests can also be a great help and take some of the pressure off the doctor or nurse. Find health educators or work with a local partner to prepare presentations on STDs, AIDS, condom use, and cancer.
- Contact schools, training institutions, and literacy programs to let them know what you are doing and ask if you can refer patients to their institution.
- Make posters to decorate the clinic area and provide information.
- Advertise! Advertise! Advertise! In many cases, men have no knowledge of local health clinics or the services they offer. Make posters and fliers to distribute in places where young men congregate, such as bars, betting shops, sports fields, bus parks, and community centers. Get the help of local media to publicize your cause.

*“Attendance may be slow at first and it may be tough to motivate health officials and workers in your area, but eventually attendance will increase as health officials see the impact the clinic has and your support will strengthen. Above all else, have patience!”*

- Attendance may be slow at first and it may be tough to motivate health officials and workers in your area, but eventually attendance will increase as health officials see the impact the clinic has and your support will strengthen.

**Good tip!**

- Above all else have patience!

— *A Health Volunteer in Jamaica*

## **OPTIONS**

It is important to create safe environments for both men and women to receive health care. However, health issues, especially reproductive health and HIV/AIDS, do not occur in isolation but affect and involve relationships at both the family and community levels. It is critical that men understand women's health needs and issues and that women understand men's. Consider including education components about women's health issues in the men's clinic. These might include information on use of condoms and HIV/AIDS as well as some basic reproductive topics such as stages of pregnancy, embryonic development, and breast cancer. Women's health clinics can also provide information about men's health issues such as testicular and prostate cancer and HIV/AIDS issues for men. Increasing men's and women's knowledge about each other's sexual health will facilitate dialogue when necessary for behavior change.



## **MURAL PAINTING WITH YOUTH**

### **MURAL PAINTING**

#### **ASSET TYPES**

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

### **IDEA/CONCEPT**



To use art as a tool to help young men make the transition from life in a detention center to life outside. It is also an attempt to gather the voices of an under-represented population, help them define their issues, and have their voices heard in public debate and the creation of policy.

### **GOALS**

To weave a variety of learning experiences into the creation of a mural. To use the public nature of the activity to help the boys link up with the community with which they find themselves at odds.

### **YOUTH DEVELOPMENT AREA**

World of Work



## Impacts and Results: A Real-Life Story

Mural painting turned one young man's life around.

Pablo, a bright 16-year-old boy, had been living on the streets for eight years when I met him. He had completed only the fifth grade. Though he had attempted to live in homes set up for youth like him, he preferred to live on the street. He slept during the day and stayed up at night to keep himself warm and alive. He started hanging around the Foundation and told me that he was interested in drawing. When someone says this to me, I know that I have someone to work with. So he started painting murals with us from the beginning of the project. I secured permission from the Catholic fathers who run the Rehabilitation Center for Pablo to live there while we worked on the project. It was during the rainy season, and it may have been the first time that the boy had been warm in months. He certainly started to look better within the first few days. Pablo had been looking for something for a long time. He didn't have proper identity papers, diplomas, or connections except those of the street. There was no way for him to reconnect himself to society.

The small monthly salary that we were able to pay him (about \$30) went toward rent for a small room. With this small room, he was able to establish an address, a place to go to, and a place where he could keep his things. This gave him a feeling of security that led him to begin night classes to continue his education. The connection to our activities gave him a base and references from which he could reach out and find other, more permanent employment.



Mural making allowed Pablo to actively participate in an activity from beginning to end and at every level. Inherent in the activity are mechanisms for building self-esteem. The participants create something that is physically larger than themselves and is permanent. I saw Pablo change without much direct intervention. We provided an alternative and an opportunity.

## TARGET YOUTH

Boys in a rehabilitation center

## TIME

Each boy works full time for two or three months and stays with the project for a year.

## PLANNING IT

I do a lot of fundraising. Everyone working on this activity is paid a nominal salary, just a little bit more than they could earn on the streets, and we try to keep everyone on the projects for a year. An Ecuadoran company sponsors each mural. The company, in return, receives publicity.

## DOING IT

A quality mural isn't that hard to paint once you know the tricks of the trade, which can be communicated in about a day.

I worked with two professional artists from the Quito area and started by painting a mural inside the boys' center. The first few weeks of the activity were not easy. We had to tear 500 pounds of crumbling cement off the wall and then rebuild it. This type of work certainly wasn't appealing to the boys and we didn't force them to do such hard labor.

Our goal was to interest them in wanting to do something. We appealed to their vanity and ego and painted a mural of four of the most positive boys as gigantic and immortalized beings, two stories tall. It got their attention. We had more volunteers than we could handle in the ensuing weeks.

Although in the months to come we would pay the boys wages and they would work as employees, their interest was sparked by the possibilities for growth and recognition. It was probably the first time in their lives these boys wanted to be involved in something constructive.

*Probably for the first time in their lives, these boys wanted to be involved in something constructive.*



- Each image is created through a dialogue with the boys. The role of the professional artists involved in the activity was to be facilitators, with the bulk of the responsibility for the image placed upon the boys.
- We then alert the media and use the visual image for maximum public relations and awareness-raising exposure.



- We have been successful so far. We plan to make this activity a permanent part of the Fundación Estrella de la Mañana (Morning Star Foundation) with Ecuadoran artists taking over my role once the program has been established. There are plans to move on to rehabilitation centers for girls, and to develop projects in other parts of the country, talking largely and loudly the whole way.

— A Youth Development Volunteer in Ecuador

## OPTION

If painting a permanent mural is not an option, consider creating one on paper or cloth. Though it will not last as long, it can still have a significant impact on the youth who create it and the community that sees it.

Good use of youth as resources!



## PEER TRAINING SEMINARS FOR REPRODUCTIVE HEALTH EDUCATION

### IDEA/CONCEPT

Teams of students and a teacher from different schools are trained in reproductive health issues so they can educate other members of their communities.

### GOALS

To develop youth peer leaders capable of disseminating reproductive health information among teens in their own communities; to help teachers and students advocate for the inclusion of reproductive health information in overall curriculum; to promote teaching methods that encourage students to develop their own values regarding such information; to give local participants practice in organizing and promoting health education in their communities.

### YOUTH DEVELOPMENT AREA

Family Life

### TARGET YOUTH

Seventh-or-eighth-grade students, local teachers, and school officials

### PEER TRAINING SEMINARS FOR REPRODUCTIVE HEALTH EDUCATION

#### ASSET TYPES

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

**TIME** 

Five-day seminar

**PLANNING IT** 

**Resources needed:**

Twenty-five interactive lessons that promote practical application of knowledge presented pertaining to:

- Values and decisionmaking;
- Healthy relationships;
- Communication skills;
- Sexually transmitted diseases (STDs), HIV/AIDS, and proper use and discussion of condoms; and
- Domestic violence and sexual abuse.

During the five day seminar, work with one of the above themes per day. You will also need paper and pens for participants and additional paper for activities carried out in the lessons.

Identify communities with an interest in a health program or with a great need, especially areas with high rates of HIV or drug use.

Develop a proposal and seek funding. Some options may be the Peace Corps, local funding organizations sponsored by the World Bank, or the UNDP. Five seminars for 100 students in four locations cost in total about \$2,000 in Moldova. Variables include transportation, distance traveled by participants, translation costs for materials, and the value of the dollar in your country of service. Seminar leaders volunteered their time. Transportation and food costs for the week of the seminar were roughly \$18 each. Five seminars required 10 seminar leaders. It cost approximately \$1,000 to translate and print 300 copies of the 134-page manual.

Identify qualified nationals to volunteer as seminar leaders. We preferred young adults of college age who recognized the concerns and values of youth.

Conduct a special training for seminar leaders to learn to work with each other, to develop skills in leadership, facilitation, and communication, and to create a comfortable, open environment for students. In Moldova, we were lucky to work with an NGO that had done many youth seminars. You will need two trainers for each seminar or four for each site: one pair to work with students, the other to lead the seminar for teachers.<sup>85</sup>





Ask members of the communities interested in your ideas to arrange a site for the weeklong seminar.

**Lots of good host country national and youth participation**

Select pairs of students, one male and one female, from the seventh or eighth grade, and a teacher from the school to attend. The teacher should be someone willing to work with the two students as a team after the seminar to implement the curriculum back at their home school. The teacher provides authority while the male and female students serve as role models. Be sure parents and school directors have given permission.

For each seminar site, select a local teacher or school inspector to be the seminar organizers. They are responsible for managing the budget for transportation, food, and lodging and for demonstrating proper use of funds. They must also find a place to hold the seminar, and organize evening activities if participants and trainers will be spending the night. *Example:* If six pairs of students come from each of the hosting town's six schools and four additional pairs come from four villages nearby, eight students will need lodging and money for transportation, while 12 will not.

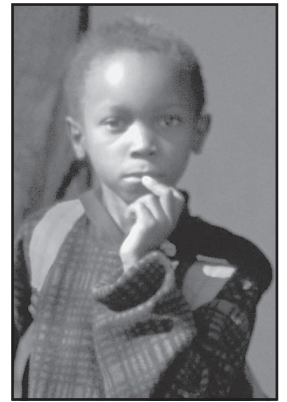
## DOING IT

The content of the seminar sessions is the responsibility of the visiting seminar leaders, not of the site organizers.

Structure your seminar so that the schedule is similar to the school routine in your area. In Moldova, the seminar was from Monday to Friday. Activities began at 8:30 a.m. and went to 3 or 4 p.m. with several breaks, games, snacks, and lunch. Seminar groups were kept small: 20 students/two leaders. Students were reminded that they would be leading the activities for their own classmates so they could keep this in mind while they participated in the activities as learners.

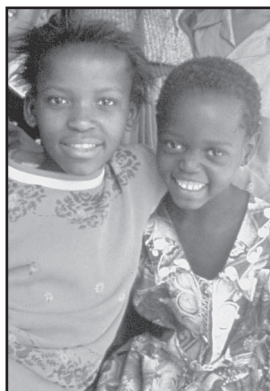
Hold an identical seminar for participating teachers in a separate room. Encourage teachers to think of the students they came with as assistants in leading the lessons after the seminar. We found that it was important to separate students from teachers to begin the seminar so that students and teachers would participate more freely. On the second to last day, or last day, combine the teachers and students so that they have a chance to practice working together before leaving the seminar.

Finish with a graduation ceremony. Emphasize the new responsibility of each team to lead activities back at school. Be sure participants receive free materials or descriptions of the activities they learned to take with them. Encourage the seminar leaders and participants to continue their relationships by staying in touch and consulting each other on the program's progress.



SOME  
**TIPS**  
AND LESSONS  
LEARNED

- Volunteers participate mostly at an organizational level. It is important that Volunteers serve as assistants to host country nationals so that they have the chance to develop skills they can use long after the Volunteer has left.
- Begin with one seminar. If everything goes well, expand to two or three new locations. Use people who participated in the first seminar to help organize and lead the second, third, and so on.
- Expand to sites where other Volunteers are located. This may help that Volunteer to become more involved in his or her community.
- Expand to sites where successful health activities are taking place, and where community support is most likely, regardless of Peace Corps involvement. In Moldova, several Health Education Volunteers have set up health resource centers through Small Project Assistance grants. These centers have libraries, computers, and copiers, and most were granted SPA funds with the understanding that seminars would also be conducted to promote health information. The peer training seminar is a good example for these centers to fulfill this promise as well as to make an active entrance into the community.
- Keep in mind that if you help the program in four or five of the 10 schools represented at the seminar, your work has been successful. While you may not affect the official curriculum at each of your schools, it is quite probable that the teens who attended will discuss their new knowledge with their friends and accurate information will seep into the community.



— *A Health Education Volunteer in Moldova*

**OPTIONS** 

- ▶ To select participants, create a committee of host country nationals and ask the principal to submit to this committee the names of teachers and students who have indicated their interest.
- ▶ It is possible that the youth you want to reach are not attending school. It is possible to select out-of-school youth and train them to become youth leaders. Though they would not have the benefit of organized class time to lead activities, they could develop their knowledge and communication skills to use in the streets and to educate their peers.
- ▶ Consider including information about sex trafficking of women in the lessons on STDs, values and decision making, reproductive health, and domestic violence/sexual assault.



A Volunteer from The Gambia provides the following tips for Volunteers designing reproductive health education workshops.<sup>86</sup>

It's best to have a host country national as a co-facilitator so he or she can help resolve any sticky cultural issues.

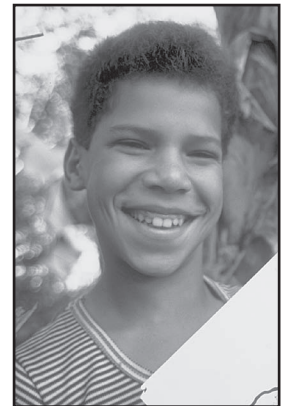
Do a lot of background research. Make sure you understand something well before teaching it.

1. Start with an introduction. Explain the steps from HIV infection to full-blown AIDS. I used a cartoon that personified white blood cells, the AIDS virus, the body, and opportunistic infections.
2. Try to make the workshop very interactive. Get participants involved in discussions. Have a group work session to vary the format. Break up the audience into three groups, each answering one question.
  - What ways can't it be transmitted?
  - How is it not transmitted? (Transmission misconceptions—mosquitoes, casual contact...)
  - Who is most at risk for contracting the virus?
3. As the secretary of each group gives the group's answers, you can discuss and correct the answers, if necessary.
4. Talk about the signs and symptoms of AIDS.
5. Talk about STDs and how they facilitate the transmission of HIV.
6. Give statistics for infection rates in the country. To give perspective, I gave stats on the world and then moved to the region, then the country, and then the division.
7. Discuss prevention. Include a condom demonstration.
8. Suggest ways that the participants can explain to others such as through drama and classroom lessons.

Prepare yourself for doubters; have explanations and counter-arguments ready, and have your Counterpart ready as well.

Look for ways to provide free condoms if there isn't already a good distribution system. They are often in high demand, but many people may not know where to get them or are too embarrassed to look. A member of a local football team, a popular youth, a local army base, taxi parks, bars, and nightclubs can all be potential distributors.

— A Health Volunteer in The Gambia





# PRODUCE AND SELL DOLLS

## IDEA/CONCEPT



Fundraiser for an orphanage

## GOALS

To raise funds for holiday gifts and celebrations, introduce the fundamentals of business, encourage young people to explore their artistic abilities, and have fun.

## YOUTH DEVELOPMENT AREA

World of Work

## TARGET YOUTH

Four-to-15-year-olds

### PRODUCE AND SELL DOLLS

#### ASSET TYPES

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

## TIME



Weekly for several weeks

## PLANNING IT



**Good way to teach small business skills**

1. Decide on an easy, low-budget product to sell—preferably a product that is made mostly with natural resources, like leaves, that are free.
2. Find a venue or event where the product can be sold.
3. Send a letter to potential donors requesting materials necessary to make the product.
4. Collect materials. For dolls, these included ribbon, paint, glue, plantain leaves, and palms.

## DOING IT

1. Set up workshop dates and make the product, delegating responsibilities of production according to age and skill level of the children.
2. On the day(s) of the sale, bring a few of the older youth to sell the product.



3. Decide what sort of gifts to buy with the proceeds of the sale. Some options include books, educational toys/materials, sports equipment, arts and crafts supplies, and toys.
4. Give the gifts to the group. Be sure to make the connection between the creation of the product and the sale of the product and how this produced funds that allowed for the purchase of the gifts.
5. Have a celebration with community members and the children to help raise the level of consciousness in the community and reinforce the positive things that come from hard work and team effort.
6. Hand off the idea to a community group/club with the understanding that a part of its sales will be donated to the group of children.



- This activity was made possible through monetary and material donations from doctors in the U.S.
- When we bought the gifts, we explained that we were buying them for an orphanage and received discounts. The merchants and community members were very open and willing to help.
- We negotiated with the community group that took on the activity that 5 to 10 percent of sales would go to the children.

— *Business Volunteers in the Dominican Republic*

## OPTIONS

- ▶ Older youth can be involved in bookkeeping, fundraising, choosing gifts, and follow-up to thank sponsors.
- ▶ Depending on the cost of the items sold, up to 30 percent of the sales amount can be returned to the children.

*“Be sure to explain that the gifts are a direct result of participants’ hard work and effort. Make the correlation between the creation of the product and the sale of the product and how this produced funds that allowed for the purchase of the gifts.”*



# REPRODUCTIVE HEALTH FOOTBALL CAMP

## IDEA/CONCEPT



Training football (American soccer) coaches and boys in football skills every morning and sex education each afternoon

Great way to reach these young men. Try this with peer educators.

## GOALS



To educate boys about sexual reproduction, AIDS, and STDs through football.

## YOUTH DEVELOPMENT AREA

Family Life

## TARGET YOUTH

50 young men ages 14-24

## TIME



One week

## PLANNING IT



### Resources needed:

- Use of the school to lodge participants and conduct classes\*
- Cooks or kitchens\*
- Football\*
- Lodging for the visitors\*
- Use of a generator\*
- Fuel
- Certificates and T-shirts

\*The community provided these resources. An NGO affiliated with a U.S. university and the national education and reproductive health services provided additional funding.

### Staff included:

- Three U.S. university representatives
- One Peace Corps Volunteer
- Eight youth activist/organizers
- Four national information services cinematographers
- One representative from the football coach association

## REPRODUCTIVE HEALTH FOOTBALL CAMP

### ASSET TYPES

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



## DOING IT

The camp started with an opening ceremony. Members of the district health management team spoke. Local officials were invited and the chief was the guest of honor.

### Daily schedule

- 8 a.m.–12 p.m.** The football coach trained with the boys, teaching discipline and fine-tuning their football skills. The coaches were also involved so that they could continue working with the players on their skills after the camp.
- 12:30–1:30 p.m.** Lunch
- 2:00–5 p.m.** Educators from the youth activists organization facilitated the afternoon sessions on reproductive health. Though the course had to be amended, since the young men needed to learn the basics, they were very comfortable talking about sex and other taboo issues.

The national information services provided educational movies in a different location in the community each night.

On the last day, the community was invited to a final football match to witness the culmination of football skill development. A closing ceremony was held and certificates and T-shirts were distributed.

A documentary was made and was shown on local television.



- There was a dramatic improvement in football skills and general knowledge about sexual reproduction, AIDS, and sexually transmitted diseases (STDs). Participants were given pretests and posttests, and scores increased dramatically.
- The coach from the football coach association worked extensively with the young people and with six coaches and teachers in the community. He instructed them on reproductive health lessons while teaching football strategies. Two examples:

*“Work as a team; don’t just think about yourself when it comes to sex.”*

*“When you play football without boots, your feet are unprotected and get injured; if you have sex without the appropriate contraceptives, you can get AIDS.”*

**Good messages!**

*“The coach instructed them on reproductive health lessons while teaching football strategies.”*

*“Work as a team; don’t just think about yourself when it comes to sex. When you play football without boots, your feet are unprotected and get injured; if you have sex without the appropriate contraceptives, you can get AIDS.”*

- The community seemed to get a lot from the camp. Role models from the capital increased awareness of responsible sexual behavior and everyone enjoyed a fun football match with improved techniques.

— A Health Volunteer in Zambia

## **TAKE OUR DAUGHTERS TO WORK DAY CONFERENCE**

### **IDEA/CONCEPT**



Girls living in rural areas travel to mid-size cities for a conference and attend work with women living there.

### **GOALS**



To encourage girls' education in rural areas through exposure to working women, thereby providing options and motivation to traditionally illiterate and housebound lifestyles.

### **YOUTH DEVELOPMENT AREA**

World of Work

### **TARGET YOUTH**

Grade school girls from rural areas

### **TIME**



Four days

### **PLANNING IT**



1. We worked with the local branch of the national women's association. It provided a central facility and host mothers.
2. We applied for and received a grant from the local American Women's Club. This provided all of the funding for the event: all transportation, lunches, snacks, gifts for host families, paper, pens, film, and a large closing ceremony.

## **TAKE OUR DAUGHTERS TO WORK DAY CONFERENCE**

### **ASSET TYPES**

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



3. Each Volunteer in the province accompanied three girls in grade school to a nearby mid-size city for the conference. Usually the school staff helped select those girls who would benefit; the principal criterion was that they were eager about studying.

## DOING IT

Good use of  
local adults

Girls were paired up to stay with a host mother and accompanied her to work one morning. All sessions were held at a facility run by the women's association and conducted in the local language, then translated into the national language. Some girls speak only their local language.

The schedule for the conference was as follows:

### Day 1

- 3–4 p.m. Girls and Volunteers arrive at the women's association facility; snack
- 4–6 p.m. Host women arrive, conduct introductions, discuss conference program

### Day 2

- 8 a.m.–12 p.m. Participants accompany their host mothers to work
- 12–2 p.m. Lunch at the women's association
- 2–3:30 p.m. Discussion and presentation of work visits
- 3:45–5 p.m. Panel of host women on education and work
- 5–6 p.m. Interactive exercise on women's roles and work in society

### Day 3

- 9–11 a.m. Participants and Volunteers tour local middle school
- 11 a.m.–12 p.m. Participants attend sewing or knitting class at the women's association
- 12 p.m.–2 p.m. Lunch
- 2–4 p.m. Presentation on female reproductive health
- 4:15–5:15 p.m. Presentation by Volunteer on making skin salve to sell
- 5:15–7 p.m. Outing to local park and waterfall
- 7 p.m.– Party at the women's association—dinner, dance, and presentation of certificates, photographs, and gifts

### Day 4

- 9–10 a.m. Participants and Volunteers discuss follow-up in their villages
- 10 a.m. Everyone leaves to travel to their villages

*[The goal of the activity is] to encourage girls' education in rural areas through exposure to working women, thereby providing options and motivation to traditionally illiterate and housebound lives.*

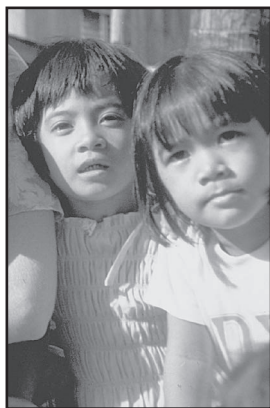
### Follow-up

After returning to their villages, the girls shared their experiences with a larger group. This was done either formally in classrooms or informally with groups of girls and their families.



- Start small. Only one province held this conference the first year, with seven Volunteers and 19 girls. The following year two more provinces joined. All three collaborate with their branch of the women's association.
- We initially obtained permission from relevant local ministries. This facilitated getting permission from local schools and parents.
- Upper elementary school girls were our focus because that is the highest level of education in most rural areas. Any higher schooling requires living away from home.

— *An Education Volunteer in Morocco*



### OPTIONS

The Women's Business Leadership Camp in Lithuania brought together women and girls for a conference with similar goals. Its agenda included workshops on the following:

- ▶ Attitudes about ourselves, other people, and the evolving role of women in business.
- ▶ Self-esteem: What is it? How to identify and overcome stereotypical roles of women in the workplace.
- ▶ Values: What do we value? How to use those values in the workplace.
- ▶ Skills and careers: What are our hidden talents? How can they help us plan for our future roles in the workplace?
- ▶ Decision making: What kind of decision makers are we? What are the steps to making important decisions?
- ▶ Team building: How can it be used effectively in the workplace?
- ▶ Aggressive, assertive, passive: What kinds of behaviors are these? How to recognize these behaviors in ourselves and others; how to successfully



apply this knowledge in the workplace; how to effectively use conflict management.

- ▶ Goal setting: What is a goal? The importance of setting goals; how to effectively set goals for our personal and professional lives.
- ▶ Entrepreneurship: What is it? How to integrate the other building blocks to become a successful entrepreneur.

— *A Business Volunteer in Lithuania*



## TAKE THE STUDENTS TO WORK DAY

### IDEA/CONCEPT



Girls and boys living in villages in the interior are faced with complex educational challenges. They do not receive the encouragement and other support they need to stay in school. Many students drop out and few students successfully complete the sixth grade, the highest grade level available in most villages.

### GOALS



To increase awareness of the need to encourage career planning among youth in the community; to help children become aware of career choices through hands-on experience; to strengthen relationships between skilled workers and students; to identify role models for youth in the community; and to help students realize the importance of staying in school.

### YOUTH DEVELOPMENT AREA

World of Work

### TARGET YOUTH

Twelve students from the fifth and sixth grade classes were invited to go to work with an assigned skilled worker in the community. The students ranged from ages 14 to 17.

### TIME



One day, or many days with shorter sessions

## TAKE THE STUDENTS TO WORK DAY

### ASSET TYPES

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

## PLANNING IT



1. Get community members involved! Talk with the head teacher or person in charge of the school to get his or her support. Elicit his or her help in talking with the other teachers and skilled workers in the community. These might include hospital and health clinic employees, police, local business owners, teachers, and carpenters.
2. Establish a time frame for the activity and get approval from the head teacher. This might be one full eight-hour workday or one to two hours per week for one month.
3. After explaining the concept and expectations to potential role models, ask for their voluntary participation. Provide workers with a written explanation of the day's activities and what they are expected to do:
  - a. Provide a hands-on demonstration of the type of work they do.
  - b. Involve the students in their work and expose them to daily activities.
  - c. Describe to them the formal schooling and/or training involved in learning their career skills.
  - d. Help the students answer the list of questions they have prepared for the workers.
4. Have the teacher identify the specific children who will be participating. Most likely, you will find the students excited to have the opportunity to do something new and different. We allowed the students to choose which career path they wanted to take, and then we assigned each student to a worker in the community.
5. Help the group to develop a list of questions to ask their career counterparts. Instruct students to take these questions with them on their assigned day or days and find out the answers.

*Bring the groups back together. Meet with the students at least one more time after the events. Also meet separately with the career Counterparts as a group.*

## DOING IT



1. Tell everyone in your community about Take the Students to Work Day. The more that people learn about this activity, the more you are increasing awareness about career planning within the entire community.
2. Hold a small reception directly following the conclusion of the planned activities. Ask for volunteers to provide snacks/drinks for the reception.

3. Bring the groups back together. Meet with the students at least once more after the events. Discuss the activity and what they learned. Discuss the answers to the questions. Also, meet separately with the career counterparts as a group. Find out what they thought about the activity and ask for suggestions and changes for next time.
4. Following your meeting with the students, create a school writing assignment with approval from the teacher—for example, Why I Want to Be a Teacher or What I Learned at the Clinic.

**Nice follow-up activities**

**SOME TIPS AND LESSONS LEARNED**

- Assign one student per worker if possible. This provides individual attention and encourages the development of a mentoring relationship between the career counterpart and the student.
- Take pictures! Search for ways to fund this because the participants will love to have a reminder of their participation. A local organization may be able to provide money to buy one or two rolls of film.
- Create poster board displays with the help of the students. Use photographs and include quotes from the participants. We had each student write two things they learned, and included these comments on the poster boards. We placed posters in the school and in the health clinic to allow all members of the community to view them.
- Get local media involved. Contact local newspaper and radio stations to let them know what’s happening in your community.



— *Education Volunteers in Suriname*

**OPTIONS** 

Look for ways to involve youth in planning this activity. Could they help select the careers that will be represented on Take the Students to Work Day? Identify community Counterparts? Do publicity? Assist with the reception?



# VOLUNTEER OPEN HOUSE - #1

## IDEA/CONCEPT



Open your home in the afternoons for kids to learn in an informal setting. Within designated parameters, the kids choose when they want to come and go, and what activities they do. As the mood strikes, the Volunteer can actively work and play with the kids or choose to just be in the room working or reading.

## GOALS



To improve literacy, math skills, creativity, self-esteem, and understanding of science and nature, and to provide a safe place to play.

## VOLUNTEER OPEN HOUSE - #1

### ASSET TYPES

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

## YOUTH DEVELOPMENT AREA

World of Work

## TARGET YOUTH

Kids ages five to 12, but older kids are welcome

## TIME



A few afternoons each week

## PLANNING IT



- ▶ Request donations of books, especially beginning readers, and books about nature and self-esteem, art supplies, or money from World Wise Schools classes, from friends or family in the U.S., from U.S. libraries culling their stacks, or from a SPA grant.
- ▶ Collect one-sided used paper donated by local organizations. Save your clean reusable trash, such as boxes, bags, and bottles, for art projects.
- ▶ Start reading or telling stories to kids in the nearby school, in the library, and in front of your house.

## DOING IT



1. Read or make up environmental stories or stories with positive themes that can help improve kids' confidence. Read to a group of kids or read with



one or two kids, alternating so each of you reads a page. As their literacy improves, you can encourage them to read on their own or to other kids.

- 2.** Make simple books. Have the children make up their own stories and copy them into the books. For pre- or beginning readers, the Volunteer can write down the story and then the kids can copy over the words with a pen.
- 3.** Have beginning readers choose a word that is important to them. Write it on a stiff piece of paper and have them copy it over on another paper, share it with their peers, and tell someone something about the word. The next day have the kids pick their own words out of a pile of words and successfully tell you what they are. Keep all the successfully read words together. Once a child has 40 or so words mastered he or she can begin to write sentences and stories with them.
- 4.** Play games and improve basic math skills using activities such as card games, dominoes, and dice.
- 5.** Do puzzles and play games with a nature bent. You can also make puzzles by gluing magazine pictures onto cardboard from cereal or other boxes and then cutting them up.
- 6.** Have children draw pictures about the books they've read, from their imaginations or from nature. Stick their pictures on your walls to decorate your house. That will make the children very happy.

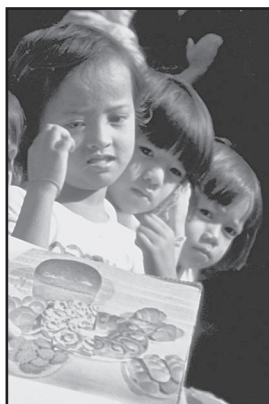
*“Be careful with prizes and gifts. Prizes for reading 10 books can encourage them to read books that are shorter or too easy for them. Also, they can take away their intrinsic desire to read. Allow them instead to put up one drawing per day on the wall.”*



Great tips!

SOME  
**TIPS**  
AND LESSONS  
LEARNED

- Ham up your storytelling with funny voices or animal sounds and act out scenes from the story, especially when reading to a class. Have the kids participate by telling you what they see or saying aloud the repetitive text they have memorized.
- When reading a foreign language, make sure you're pronouncing the words right—get the kids to tell you if your pronunciation is correct. Also, some texts use vocabulary that is not used in your region. If they have a different word for the same thing, use it to help their comprehension.
- Have just a few ground rules such as: wash your hands before reading books, no hitting allowed, do not go into the bedroom, and clean up after yourself before leaving. Set up designated times they can come, such as afternoons when you are home, but do not be afraid to say “Not today,” or “It’s time to leave now.” In your house, do not allow hitting or abusive, mean talk.
- Be careful with prizes and gifts. Prizes for reading 10 books can encourage them to read books that are shorter or too easy for them. Also, they can take away their intrinsic desire to read. Allow them instead to put up one drawing per day on the wall. The drawing can come from a book they read, their imaginations, or nature.
- Be careful in your responses to their work or drawings. Be positive, but in a specific way. It is better to say “I like the way you colored that flower,” or “You used a lot of colors in that flower,” than “That’s pretty.” If you must criticize, criticize the action, not the person. Say something like “Do not go through the trash, it can make you sick,” instead of “Little Piggy!”



— *An Education Volunteer in Nicaragua*





*A similar club in Ecuador had a profound effect on the life of one girl.*

## **Not Just Books**

Yanine is a 15-year-old smiling, healthy, and happy teenager who lives in 5 de Junio, one of the barrios where I work in Esmeraldas, Ecuador. Yet, there's a lot behind that big grin and silly laughter, and I feel blessed to be a part of it. A year ago, Yanine was sitting with her mother in her house when my co-worker and I passed by to ask permission for her to participate in a new reading program we were starting. As Yanine listened, her mother responded with great certainty that her younger brother could join the group, but that Yanine was retarded and wouldn't be able to handle it. Upon inquiring, we learned that Yanine was 14 but had not been in school since she was 11 because of a health condition that caused her to have seizures. Because of this condition, the doctors and her family considered her mentally retarded. After some verbal tug-of-war, we persuaded her mother to give Yanine permission to participate in "Books Read," assuring her that we would give her easy books that would not cause her much stress.

Yanine began to participate in "Books Read," a reading promotion program I started based on my experiences with a corporate-sponsored reading program in the States. At first, we helped her choose easy books, and she read them with a determination unmatched by her brother or any other. After she received a prize for reading five books, we increased the level, and she continued, never failing to bring a book read cover to cover each Saturday that we met.

One Saturday, Yanine and her girlfriends arrived early and we began to talk. She expressed, with tears running down her cheeks, how lonely she felt when all her friends talked about school and she had nothing to share. She loved school and wanted to go, but her mother would not let her. We went to her house the next day and talked to her mother, who explained to us her fears that Yanine would get stressed and suffer a seizure, causing her to lose her daughter. We shared with her Yanine's feelings and how the restrictions were harming her. Because of the magnificent progress she had made in the reading program without any side effects, the mother decided to give it a try.

Yanine entered the seventh grade, without a care in the world about being older than her classmates. She continued to read as well, and won prizes at the end-of-the-year celebration for most improvement and most books read. We have seen Yanine's self-esteem skyrocket and her confidence improve immensely. She just passed to the eighth grade and finished her 18th book; she is now a leader in the group.

*— An Education Volunteer in Ecuador*



## VOLUNTEER OPEN HOUSE - #2

*A Volunteer in Honduras created a similar activity and shares these ideas for “Daily Afternoon Creative Learning.”*

### GOALS

I wanted to show kids how one could play in a creative and appropriate manner instead of choosing negative activities. This is meant to be just another part of daily living rather than an organized activity.

### YOUTH DEVELOPMENT AREA

World of Work

### PLANNING IT

Talk the idea over with your family, site-mate, or housemate.

Develop a creative learning library with whatever you are willing to share: books, newspapers, paper, and other art supplies donated from your hometown school, library, university, friends, and family.

### DOING IT

1. If snacks are available, encourage kids to wash their hands with soap before they receive the snack. Talk about the food they are eating. Ask them why they think it is good to eat. Choose fruit whenever possible!
2. Encourage healthy cooperating. Teach conflict resolution skills to help them when there are arguments. To most kids, this is very new idea for resolving problems.
3. Take pictures of kids and their art.
4. Encourage kids to talk about whatever is on their mind, a holistic approach to creative playing.

## VOLUNTEER OPEN HOUSE - #2

### ASSET TYPES

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



- In the beginning, you may have to demonstrate how to draw or play. I found that many kids didn't know exactly what I was talking about when I said “Draw something,” or “Look at this book.” Be patient and show them the way.



- Never be afraid to ask kids to leave your house after an hour or so. Remember, it is your house, and these kids are not your full responsibility. You are just another important person in the village helping raise these kids.
- Always save time for yourself for reading and creative art, too!

— *An Education Volunteer in Honduras*

## OPTIONS

- ▶ Create a drop-in center in another location.
- ▶ Invite a young adult or two with good literacy skills to help you facilitate the group and perhaps move it to his/her home when you are gone.
- ▶ Look for ways to have children share their work and learning with their parents.
- ▶ Take field trips to the library, newspaper, or other local institutions and businesses.
- ▶ Male Volunteers should always have at least two children in the house at one time to lessen concerns about inappropriate activities.



## WATER RESTORATION PROJECT

### IDEA/CONCEPT



The involvement of young men and women energized a previously institution-based watershed reforestation project and increased the participation and commitment of other community members.

### GOALS

To contribute to reforestation of a local watershed and to increase public awareness and popular support for smart environmental management.

### YOUTH DEVELOPMENT AREA

Active Citizenship

*“It was organized by students, for students. Many adults participated as well, including teachers and community leaders.”*

## TARGET YOUTH

Secondary school boys and girls (13-17 years old); young men and women at a local teacher-training college



Varied with activity from two days to two months

**Good coordination with work of current and former Volunteers and their Counterparts**



The work of previous Volunteers and their Counterparts was important to the success of this activity. They had drawn maps of the watershed, pinpointed areas of critical concern, and developed strategies for agricultural and environmental extension as well as for tree production. In the first year, I began working with an interagency commission to develop a strategy for reforestation that would include raising awareness of biodiversity issues in the surrounding community.

In the second year, I contacted the Peace Corps Volunteers in school zones close to where I was working and together we visited the schools. We identified one grade level from four different schools where the teachers were enthusiastic and supportive of the activity. We presented a workshop to the youth on the importance of trees and forests and watershed health. The students then volunteered to join in three tree planting days that resulted in a total of four hectares of reforested land.

In its third year, the project involved even more youth and essentially became organized and run by them. I contacted students from the local teacher-training college and presented a similar environmental workshop. The students then volunteered to head the watershed restoration efforts with guidance from the commission and Volunteers.

## WATER RESTORATION PROJECT

### ASSET TYPES

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

## DOING IT

### Activities:

- 1. Public education exhibit:** Students met twice a week, out of class, to make didactic materials for the exhibit. I provided ideas and encouragement. The exhibit was placed in the town square for three days at the same time as a local carnival. It included a formal public presentation with a short skit, soil erosion demonstrations, and a technical discussion on deforestation problems. Students worked in the exhibit. Initially, a Volunteer or other mentor worked with them to encourage their interaction with the public. Once a student was confident in his or her role, the Volunteer stepped aside and let the youth manage the exchange.



- 2. Tree planting:** Participants included students from the teacher-training college, commission members, and other local citizens. As the budget could not cover the cost of tools, students brought shovels and other materials needed to plant trees. They then organized themselves into work teams. Following each tree planting, members of the interagency commission facilitated a group discussion on the importance of the project in which youth were encouraged to voice their opinions.
- 3. Ecological marathon:** This event was held two months following the tree plantings to further increase public awareness of environmental issues. It was directed by a local principal and Volunteer, but carried out by the same student volunteers who were involved in the reforestation efforts. Students from the teacher-training college coordinated and managed the event with students from a secondary school. To encourage participation, Volunteers presented a workshop explaining the activities and then asked for volunteers. Students were invited to form work groups. Student groups then planned specific tasks, including constructing and painting signs with environmental messages to be hung on the race route, start and finish line banners, and mile markers; organizing an environmental exhibition to be held at the race finish; managing race logistics including water stops, entrance fees, and timekeepers; and organizing a barbecue and soccer and volleyball tournaments following the race.

The race was a huge success. The majority of participants were from primary and secondary schools. It was organized by students, for students. Many adults participated as well, including teachers and community leaders.



The watershed restoration project was very successful, but it required imagination and many willing bodies. Without the support of the local youth this project could never have been accomplished. Furthermore, the direct participation and investment of the students in the project will eventually achieve the primary goal of increasing public awareness and popular support for smart environmental management.

— *Environmental Education Volunteers  
and a Japanese Volunteer in Paraguay*

*“Students worked in the exhibit. Initially, a Volunteer or other mentor worked with them to encourage their interaction with the public. Once a student was confident in his or her role, the Volunteer stepped aside and let the youth manage the exchange.”*



# WOMEN'S ESSAY CONTEST

## IDEA/CONCEPT



By participating in an essay contest, girls and boys and young women and men acquire a greater realization of the socially, economically, and politically valuable work performed by women in Bulgaria and around the world, as well as the inequities faced by women despite these contributions.

## GOALS



To inspire youth to think about gender roles and the need for positive change in a growing democracy.

## WOMEN'S ESSAY CONTEST

### ASSET TYPES

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

## YOUTH DEVELOPMENT AREA

World of Work

## TARGET YOUTH

High school and university students

## TIME



Once a year

## PLANNING IT



The Peace Corps, in collaboration with the national Association of University Women, are the primary organizers of the contest. The Ministry of Education endorses the competition and an American university in Bulgaria provides the awards banquet. Additional support comes from local and international organizations, which donate books for awards and help compile the winning essays into a book and distribute it around the country. Members of the national association, professors from the American university, and Volunteers judge the submissions. Volunteers and members of the national association do fundraising for the contest, and the sponsors vary from year to year.

## DOING IT

The contest involves students from high schools and universities who gather on a negotiated date to write an essay about one of several preannounced topics.



**Examples:**

- 1. Women in business:** Do you know any women undertakers? Do they own a small, a middle-sized, or a big company? Why aren't there many women in big business? How do you see the role of women in the private sector in Bulgaria?
- 2. Women in sports:** It is well known that female athletes receive much smaller monetary prizes than male athletes both at national and international competitions. Why is there such a difference, according to you? At the same time, the number of women in sports has dramatically increased in the last 50 years all around the world. Comment on this phenomenon.
- 3. Girl power:** Discuss the effect on teenage audiences. How do you understand the concept of girl power? What hindrances do girls encounter on their way to self-realization as independent and self-reliant human beings and how can they overcome them?
- 4. Trafficking in women:** Do you know somebody who has applied for an attractive job abroad and has been tricked into prostitution instead? What can be done to stop this process? What is the role of public education and the media in preventing trafficking in women?

**Topics from previous contests**

Women as Role Models; Women and the Family; Women and Violence; Women and Girls in Education; Women and Pornography; Women and the Media; Women and Democracy.

**Rules of the contest**

Any high school or university student who has not studied in an English-speaking country for more than two months is eligible to compete. Students are given two hours to write about one of several essay topics concerning women's issues. Students bring lined paper, pens and pencils, and dictionaries, if desired, to the competition site. Notes, pre-written essays, books, or other materials cannot be used during the competition. Although there is no maximum length of the essays, they must be no fewer than 350 words.

**Judging criteria**

Essays, judged according to their strength and persuasiveness of argument, should be well organized and cohesive. Statements should be supported with convincing facts and logic. Grammar, spelling, word usage, and vocabulary are not in themselves judging criteria; proper command of the English language, however, increases the ease with which judges are able to understand the thoughts of the writer.

*Because students receive the essay topics in advance of the actual contest, they have the opportunity not only to think about the topics but also to discuss them with family members, friends, teachers, and other community members. In this way, the contest has created a dialogue among peers, across generations, and outside of the classroom.*

Great idea!

SOME TIPS AND LESSONS LEARNED

- This initiative has opened the minds of numerous young women and challenged them to become active citizens. Because students receive the essay topics in advance of the actual contest, they have the opportunity not only to think about the topics but also to discuss them with family members, friends, teachers, and other community members. In this way, the contest has created a dialogue among peers, across generations, and outside of the classroom.
- The conversations about problems facing women in Bulgaria stimulate discussion about wider social, economic, and political issues that affect all Bulgarians.
- This activity has the momentum to touch many more young women and young men in Bulgaria.

— TEFL/Business Development Volunteers in Bulgaria



OPTIONS ?

Involving young women and men in the planning and implementation of an activity like this can be an empowering experience. They can help create the topics, publicize the contest, solicit sponsors, judge the essays, and plan and implement the awards ceremony. This kind of contest can also be used to enhance literacy skills in one’s own language.

Activity YOUTH CREDIT UNION

IDEA/CONCEPT



Young men and women start and run their own credit union.

GOALS



To introduce financial concepts in a practical environment, improve team-building and leadership skills, and increase trust in financial institutions among youth. This was the first locally owned and operated credit union in Armenia.





## YOUTH DEVELOPMENT AREA

World of Work

### TARGET YOUTH

Twelve-to-21-year-olds



Eighteen months



The activity has three general stages:

1. Recruiting and training students
2. Preparing a space, opening the organization, and ensuring good day-to-day operational practices
3. Implementing a micro-lending scheme

Although some steps could take a shorter amount of time, you should plan on taking 18 months to implement this activity fully.

- Month 1:** Prepare materials, investigate legalities in your country, talk to potential funders, and look for a classroom.
- Month 2:** Visit school directors, make presentations, give out applications, and prepare proposal for funding.
- Month 3:** Receive applications, hold organizing meeting, talk to local partners.
- Month 4:** Hold classes, receive feedback on funding.
- Month 5:** Hold classes, hold elections for credit union posts, like the board of directors and the financial manager.
- Month 6:** Hold classes, look for permanent location, try to have funding available at this point.
- Month 7:** Prepare location.
- Month 8:** Accountant training.

## YOUTH CREDIT UNION

### ASSET TYPES

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

## DOING IT

- Month 9:** Open credit union, continue accountant oversight and training.
- Month 10:** Begin marketing campaign to accept deposits, begin loan committee training.
- Month 11:** Continue loan committee training, start training teaching committee.
- Month 12:** Start loan outreach and group meetings for members.
- Month 13:** Give out first loans.
- Month 14-18:** Continue to start one new loan group per month with constant supervision over repayment; train audit and ethics committees; have elections. Work toward making the entire organization self-sustainable by the time you leave and look for local Counterparts to oversee the organization.

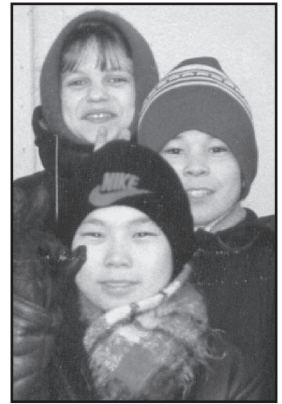
*I would recommend that you not be too harsh on absenteeism. Those students who are not interested will simply stop coming. That means you'll only have truly committed students by the end of the training.*

### SOME TIPS AND LESSONS LEARNED

- You will probably need to concentrate most of your time on this activity to complete it successfully. Start early in your service.
- Make sure it is sustainable. Find local Counterparts who can work with the organization after you have left. Make sure training for youth is institutionalized in the organization so that it can constantly train new workers.
- Look into the legalities of running a credit union in your area. You may want to or have to find a local credit union or bank to partner with to implement this activity. Of course, you should also trust this bank with your organization's money.
- Finding funding for an activity like this is difficult because it looks risky for funders, many of whom find it difficult to fund it. Start looking early. You need money to pay for start-up expenses and costs for the first few months in operation and to use as a capital base for the organization. The total grant for the activity was approximately US \$2,000 for start-up expenses, which were mostly for repairs and furniture, and US \$1,000 for capital to give the organization a sound financial base. SPA can help you with your start-up costs but not with your loan capital.
- Aim for about 60 students at the beginning of the classes because you will inevitably lose some. This activity will only work in areas where there is high literacy and good mathematical ability among youth.

- I would recommend that you not be too harsh on absenteeism. Those students who are not interested will simply stop coming. That means you'll only have truly committed students by the end of the training. Most of the students who have remained with the activity are girls.
- If you are in a large town or city, you may want to think about focusing your target group—only university students, or girls, or youth from one part of the town.
- At any given time, invest almost all of your capital in loans or time deposits at the bank. This allows you to offer interest-bearing accounts to children, and teaches the value of saving.
- Use the microcredit scheme to promote entrepreneurship among the credit union members. Make small loans. Require students to have a minimum amount of savings in the credit union to qualify for loans.
- Be sure to charge a high enough interest rate to cover your operational costs, including the interest you pay on savings. Do not worry if the interest rate seems high to you. Remember, your goal is to make the credit union financially self-sustainable.
- For inspiration and further information on starting a youth credit union, see *Changing Youth: Starting a Youth Credit Union and Learning Center*.<sup>87</sup>

— *A Business Volunteer in Armenia*



## **OPTIONS**

- ▶ Be sure to inform parents about the activity early in the process. Look for ways to involve them also.
- ▶ Allow a very poor youth to apply for a waiver of the minimum amount of savings to apply for loans.<sup>88</sup>

# Activity **YOUTH FOOTBALL TOURNAMENT**

## IDEA/CONCEPT



Youth are mobilized by participating in a football tournament to take an active role in organizing and participating in activities for their community, physical conditioning, and wellness.

## GOALS



To help youth build leadership, organizational skills, and self-esteem and to encourage the community to see that its youth have an important role to play in the community's development.

## YOUTH FOOTBALL TOURNAMENT

### ASSET TYPES

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

## YOUTH DEVELOPMENT AREA

Family Life

## TARGET YOUTH

Youth under 12 as players; youth 16-18 years old as coach-managers

## TIME



One day

## PLANNING IT



1. Discuss ideas with your school sports teacher or community leaders interested in youth development. Their interest will be vital in getting the tournament off the ground.
2. Have the youth form teams and choose an older youth as coach-manager.
3. Ask for a commitment fee to register in the competition. The fee can be used to buy prizes for first, second, and third place teams.
4. Ask the schoolchildren to make charts to advertise the tournament and to display them throughout the community and, if possible, the surrounding communities.
5. Choose a theme for the tournament—something that will promote the role of youth in community development. Use the theme to promote the event. The theme of our competition was “Unity Is Strength.”



## DOING IT

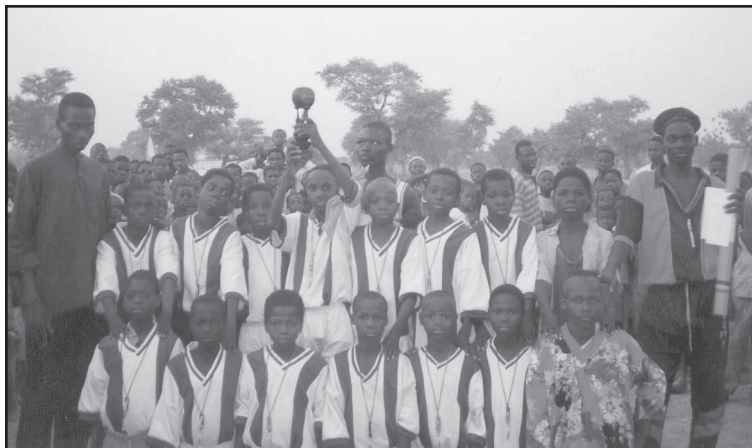
1. Hold an opening ceremony. Invite community leaders and ask them to give a talk on the theme of the competition.
2. Hold the tournament.
3. Ask young people to give a speech before the final game on what they have learned about their role in organizing an event for their community.

### SOME TIPS AND LESSONS LEARNED

- We had an Under 12 Football Competition. Eight teams registered and were coached and managed by youth 16-18 years.
- We advertised in the market area and in the schools.
- The competition has had a positive impact on all the youth who played in the tournament. It also has had a positive impact on the older youth. They now take initiative to do communal labor and organize youth clubs. They proved to themselves that with a little effort and unity they could do something to feel proud about.

— A Youth Development Volunteer in Ghana

*[The youth] proved to themselves that with a little effort and unity they could do something to feel proud about.*



# Activity **YOUTH LEADERSHIP CONFERENCE**

## IDEA/CONCEPT



Students participate in leadership development activities and are paired with mentors from the community during the conference.

## GOALS



To help the participants acquire leadership skills and make practical use of them through facilitated sessions and activities; to have the participants observe leadership in action at home and in the workplace by partnering with mentors.

## YOUTH DEVELOPMENT AREA

Active Citizenship

## YOUTH LEADERSHIP CONFERENCE

### ASSET TYPES

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

## TARGET YOUTH

Boys and girls ages 12-20

## TIME



Three-and-a-half days

## PLANNING IT



Major costs include accommodations, food, and conference room rental for students, Volunteers, and facilitators; snacks and other such things can be donated. Funds can come from Peace Corps partnership and local government bodies. Other costs might include travel reimbursement and the cost of photocopies and last-minute supplies. The Peace Corps can provide flip charts, paper, markers, and easels.

## DOING IT



Students, Volunteers, and mentors arrive on the first day in the afternoon for registration, introductions, a welcome address, and the first of six sessions. Session topics are as follows:

- Self-awareness, self-esteem, and gender awareness
- Listening, facilitation, and communication skills
- Group dynamics
- Conflict resolution and peace education



- Motivational tactics, time management, and goal setting
- Career options and furthering education

Local facilitators should be used for these sessions to ease communication and delivery of each session’s topics with an emphasis on practical activities rather than lectures and classroom-type lessons.

At the end of the first day students go with their mentors to their homes to observe how they use leadership skills at home. The second day, the students go with their mentors to their workplaces and return to the conference site in the afternoon for Session 2.

The third day, the participants attend Session 3 and a keynote address from a well-known local leader before lunch. Sessions 4 and 5 follow lunch. The fourth day begins with Session 6 and closing presentations of certificates and addresses.

In the evening and between sessions, the participants should have games, activities, and assignments that serve to provide teamwork and practical leadership skills application. Activities might include icebreakers such as People to People, Human Knot, and the Energy Circle, while games might include Pictionary, Musical Chairs, and Limbo.



- Since leadership skill development starts in young people’s formative years, it is important to involve boys and girls from both junior and senior secondary schools. As the conference may address innovative topics that are against “the way it is done,” the application process should include Volunteer and headmaster recommendations and a student essay in order to get a real feel for the students.
- Meet with the Volunteers organizing and running the conference the day beforehand to plan the details of the opening day; then meet every evening during the conference to plan details for the following day.
- Contact more mentors than necessary and be ready to step in as one yourself to prevent any unnecessary inconveniences if some mentors don’t show up.

*“At the end of the first day students go with their mentors to their homes to observe how they use leadership skills at home. The second day, the students go with their mentors to their workplaces.”*

*— An Education Volunteer in Ghana*

## OPTIONS

- ▶ Look for ways to encourage the sharing of information with others in the community once a conference like this one is over.
- ▶ Consider gathering this group again for follow-up activities.
- ▶ Some questions to ask when setting up mentoring activities:
  - What are the goals? Leadership development, career advising, self-esteem enhancement, having fun...?
  - What are you looking for in a mentor? Warm and caring personality, good career networks...?
  - How will you recruit mentors?
  - What kind of information/preparation/training do the mentors need to help them meet the goals?

## **YOUTH MOUNTAIN CLUB**

### IDEA/CONCEPT



The Youth Mountain Club is designed to give students access to the mountains by providing equipment and paid guides.

### **YOUTH MOUNTAIN CLUB**

#### ASSET TYPES

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

### GOALS



To create a structure for frequent educational seminars and guided expeditions to the mountains, to teach students conservation techniques, to encourage concern for the environment, and to help students develop responsibility and self-reliance.

### YOUTH DEVELOPMENT AREA

Active Citizenship

### TARGET YOUTH

Youth ranging from 12 to 16 years of age. The assistant guides are university students ages 17 to 21.





## TIME

The club ran from May until October. Four groups made 12 trips to the mountains. The length of the trips ranged from three to 10 days. Additional seminars were held at other times.

## PLANNING IT

The Youth Mountain Club became a large community activity that needed extensive funding. It required equipment and products for extended trips to the mountains, including tents, sleeping bags, backpacks, and stoves. Therefore, it was necessary to become involved with an organization that was trusted and hardworking. In this case, it was the local NGO that had a very strong track record with youth projects. Working with it from the beginning ensured that the activity would be community, rather than Peace Corps, controlled. It also added fundraising resources.

It was also helpful to speak with individuals who had been involved in similar activities when they were funded by the government during the Soviet era. The club had the potential to become too large in its scope, and therefore it was important to keep the budget reasonable and conservative. The most important step to getting started was finding interested and motivated youth to help at the beginning stages. Their energy was necessary to keep the club going.

## DOING IT

There were four paid guides and four unpaid assistant guides. In addition to the trips, there were many seminars on issues such as mountain safety, leave-no-trace camping, and flora and fauna.



*The most important step to getting started was finding interested and motivated youth to help at the beginning stages. Their energy was necessary to keep the club going.*

During the course of the club, questionnaires were distributed to the participants to better monitor progress.

At the conclusion, a booklet incorporating stories and pictures from the club was created. The equipment purchased for the club is available for rent, which one hopes will make the activities sustainable in the future.

— *An Environment Volunteer in the Kyrgyz Republic*



Volunteers running an “Environmental Summer Leadership School” in Uzbekistan learned some important lessons from a similar activity:



- It is important to remember that the Volunteer is responsible for everyone’s safety. In a crisis, it’s the job of the Volunteer to be the leader. Establish this early, but in a way that does not discourage the students’ initiative and leadership development.
- It was very important to have female Volunteers working at the camp. They inspired the female students and helped to shatter the prejudices held by some of our male students.

— *An Environment Volunteer in Uzbekistan*

*“The local NGO had a very strong track record with youth projects. Working with it from the beginning ensured that the activities would be community, rather than Peace Corps, controlled. It also added fundraising resources.”*

## **OPTIONS**

Volunteers in Bulgaria organized a 10-day hike for teen girls to boost their confidence. See “Options” at the end of the “Girls’ Empowerment Workshop” (p. 162) activity.

