



Youth Camps Manual

GLOW and Other Leadership Camps

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The *Youth Camps Manual: For GLOW and Other Leadership Camps* [ICE No. M0100] replaces **and** incorporates the *Camp GLOW Handbook for Volunteers* [ICE No. M0056] published by the Peace Corps in 2001. This new manual is more comprehensive and is intended for both Peace Corps Volunteers and community counterparts in their efforts to contribute to the sustainability of leadership camps across the globe. Peace Corps Youth Specialist Katie Green was the primary author for this publication. Other major contributors include current and former Peace Corps employees Judee Blohm, Tanya Gipson-Nahman, Meghan Donahue, Teri Wingate, and Erin Patterson.

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Part 5: Camp GLOW (Girls Leading Our World) of this manual contains much of the original *Camp GLOW Handbook for Volunteers*, which was compiled and adapted from materials developed by Peace Corps Volunteers and staff. Materials included Camp GLOW manuals from Poland and Romania; project status reports from Bulgaria, Kazakhstan, Latvia, Madagascar, Mali, South Africa, Slovakia, and Uzbekistan; proposals and reports from Armenia, the Kyrgyz Republic, Morocco, and the Philippines; and email correspondence, especially from Sarah Goodkind, Susan Grove, and Chris Kanstrup. It was developed under the direction of the Women in Development/Gender and Development Specialist Lyn Messner of the Center for Field Assistance and Applied Research, Peace Corps/Washington.

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PART 1:
PLANNING ANY CAMP

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PART 1: PLANNING ANY CAMP

CHAPTER 1: INTRODUCTION

Camp GLOW has become one of the most common and recognizable Peace Corps activities throughout the world. Such camps explore many different themes, with leadership camps being the most popular. Thousands of young girls have bettered themselves and their communities through these camps. As with anything good, the model has continued to grow, adapt, and change depending on the place, the context, and the young people involved. Part 5 of this manual includes a complete Camp GLOW model. Many Volunteers and partners also implement boys' leadership camps, realizing that it is just as important that young boys understand the influence of gender roles, have time and safe space to think about the type of men they would like to become, and get the opportunity to practice positive leadership in a supportive environment.

In many places, Volunteers and their partners focus on environmental topics or work readiness skills as they learn about the priorities of their communities. Other camps may address life skills or HIV/AIDS prevention, business skills, English immersion, or Technology 4 Development (T4D). Part 2 of this manual provides several examples of camp themes Peace Corps Volunteers and their partners have used, based on what they want to accomplish. No matter what type of camp you end up planning, it can still incorporate common themes of leadership, gender equality, life skills, or service. Determine the key outcomes you and your partners hope to achieve, and start your design process from there. Part 3 of this guide contains some common activities that can be incorporated into any type of camp. For camp samples, go to Part 2.

CHAPTER 2: PRE-PLANNING

By the end of this chapter, you will

- ✓ Explore the camp culture of the country.
- ✓ Understand Peace Corps' guidelines for Volunteers' involvement with camps.
- ✓ Consider alternatives to camps.
- ✓ Determine whether a camp is the right choice for what you want to accomplish
- ✓ Review a one-year planning timeline for a camp.

A. EXPLORE THE CAMP CULTURE OF THE COUNTRY

For many Americans, “camp” means traveling to a site where young people interact with others their age for a number of days and nights. Typical camps are organized around a theme and may include outdoor recreation and skills development in various areas, such as music, sports, arts and crafts, computer science, or academic and non-academic topics.

Overnight camps may or may not be familiar to those living in a Peace Corps country. In Eastern Europe, camps were used in the past as a tool by the state to promote nationalism, to encourage sports involvement, or for relaxation. In some African communities, there may be a tradition of puberty camps in which girls and boys of a certain age are initiated into womanhood or manhood. And in some countries, overnight camps may not be common or culturally appropriate, especially for girls. Therefore, overnight campsites may not be available.

Explore the culture of camps in your community, and find out how the word “camp” translates. In some places, camps might be a strong part of local tradition, yet the expectations of what happens at camp might be very different. For example, “going to camp” might mean going to a nice place for vacation, with no expectation of structured learning activities. Working with host-country colleagues will provide perspective, uncover possibilities, and determine limitations (such as the need to conduct day camps rather than overnight camps).

This manual is based on conducting residential camps. However, most aspects of planning, conducting, and evaluating can be applied to day camps and youth clubs.

B. BEFORE YOU BEGIN: IS CAMP THE RIGHT CHOICE?

Great memories about their own camp experiences often encourage Volunteers to want to offer camps at their sites. Enthusiasm can provide energy to start a camp, but what questions arise about the local situation? A reality check to ensure camp is the right choice means doing some research. Answer these questions before serious planning begins.

- Will parents let their children attend?
- Who will serve as a partner to help run a camp?
- Where will the funding come from?
- Are there appropriate campsites?
- Who will staff the camp?
- What are the cultural implications for running a camp?

What makes a camp a good choice?

The value of a camp depends on the content and the learning objectives for that content. Given the expense and amount of work required to put on a camp, there should be compelling reasons why this format is the *most* efficient or effective way to help young people achieve educational goals. Reasons to consider a camp include:

- There is a history or culture of camps in youth development, recreation, or education.
- The content lends itself to multiple learning settings over several days.
- Participating in camps in a new environment allows campers to better concentrate on the theme at hand. (For example, staying in a place in which participants learn about local ecosystems.)
- A heavy concentration of teaching and practice is desirable—such as conducting a language camp where participants can only use the language being studied.
- There is a compelling reason concentrated training will help reach overall goals, such as building a network of trained peer educators.

Alternatives to camps

If such criteria cannot be met, consider alternatives to camps. Each of these options can serve to achieve great results, often without involving months of planning and the commitment of significant resources.

Summer or school-break day camps

A day camp deserves consideration as a viable alternative when it is not feasible for young people to travel, or the resources or partnerships are not available to plan an overnight camp. Participants convene in a location close to or in their community, participate in daily activities, and return home each evening. When planning a day camp, you may use many of the same planning tools and practices that are outlined in this handbook. A major benefit is the lower cost of this option, as fewer meals and less staff coverage are required.

Conferences

A youth conference is a shorter alternative to camp, lasting just a day or two. It usually focuses more on skills-building workshops and meetings than a traditional camp, which may include a variety of outdoor or recreational activities.

Clubs

Youth clubs in nonformal settings or in after-school or extracurricular settings can help young people build new skills and, if continued over an extended period, can achieve all the goals of an extended camp or a day camp. Clubs present an opportunity to work with a group over time without the intense resources or planning needed for camps.

In some posts, Volunteers often start clubs as a community integration activity. Among the most common are life skills clubs, scout groups, or service and leadership development clubs. The structure and format of clubs are limitless. English clubs are also utilized to help students enhance their language abilities.

A few considerations for any club include:

- Choose goals or a focus area
- Identify roles and responsibilities
- Establish ground rules
- Document activities and celebrate successes

C. GUIDELINES: THE PEACE CORPS AND CAMPS

Though Peace Corps Volunteers and their partners have been successfully involved with camps for decades, recent safety and security situations have resulted in the need for specific Peace Corps camp guidelines. Peace Corps requires that

1. Volunteers collaborate with host-country organizations and work with others in lieu of conducting camps solely as Peace Corps activities.
2. Volunteers and partner organizations or communities demonstrate they have included strategies to reduce risk and promote the health and safety of staff and campers.
3. Volunteers and partner organizations or communities incorporate monitoring and evaluation practices to ensure camp goals are met.

Safety checklists, parental permission forms, and insurance are now a crucial part of planning for overnight camps. Such steps lend professionalism to the project.

D. LET'S DECIDE

Now that you have considered alternatives and reviewed the camp planning timeline, review the Camp Decision Checklist in Appendix A.1. At this point you have a lot of information about the commitment of time and resources needed for putting on a residential camp.

Here are the important criteria when considering camps:

- There is a partner organization to lead, with assistance from Volunteers
- Counselors are interested and able to devote time to training
- Safety measures are taken
- Parent or guardian commitment is confirmed
- You have a goal worthy of your efforts
- Resources are available

Even if you determine that one of the alternatives is a better choice than a residential camp, Chapter 3 on planning may be useful.

However, you may decide that camp is the right choice. That's a big decision. Now it is time for careful planning. You and your partners can use the timeline in Chapter 3 to put all the pieces in place.

Here is a five-part model that summarizes the key components that need to be considered for a high quality youth camp. The rest of the manual will help camp planners consider each of these components and take measures to ensure they are done well.



How do we pack all of these things into this one intensive period of time? Consider these five elements as the essential guide:

Purpose: Outcomes and M&E—Camps should be planned for a reason! Determining the reasons for camp (the purpose and the outcomes) and creating a plan to determine if the camp is successful in achieving the goals (through monitoring and evaluation or M&E) is a critical ingredient of a high quality camp.

Partnerships¹—Camps are most effective when they are planned and implemented alongside local organizations, their staff members, and community members. Ensuring there are effective partnerships in place for every step, including the assessment, design, implementation, and evaluation of the camp process, is the best way to ensure sustainability.

Planning and Logistics—Having good systems in place, obtaining resources, determining roles and responsibilities, allowing for adequate planning time, and taking the time to think through the logistics (alongside local partners) in advance of the camp is essential for building local capacity, making sure everyone is safe, and making sure staff and campers are able to have fun.

Health and Safety—Ensuring that staff and campers have a safe environment, planning for emergencies well in advance, putting clear protocols into place, and ensuring adequate time for training staff and campers in how to maintain health and safety are the first and foremost components of any high quality camp.

Caring and Competent Staff—Identifying, preparing, and supporting camp staff members who are empowered to create a safe environment for campers, who are capable facilitators of positive learning experiences for youth, and who can work together as a high functioning, supportive team are key ingredients to a successful and transformational camp. See Part 4 of this manual for sample camp counselor training sessions.

Each of the following parts of this manual will help camp planners incorporate tools, practices, training sessions, and activity ideas that will ensure that all of these elements are well designed so local partners are able to lead future camps on their own!

E. CAMP PLANNING TIMELINE

This timeline outlines the critical issues to consider in project planning for a camp. It is adapted from the Camp GLOW timeline (Part 5 of this manual) and other sources. Many of the tasks included in a time frame occur simultaneously and there is no rigid order. Each organizing committee is encouraged to adapt and add details to this timeline to make it more relevant to its own experience. The next chapter, “Planning a Camp,” will cover more detailed information for each of these steps.

¹ Note that formal agreements such as MOUs should be between the Peace Corps and the local partner organization. The negotiation of such agreements should involve post staff and Volunteers should not sign MOUs on behalf of the Peace Corps.

Nine to Twelve Months in Advance

- Assess priorities
- Identify partners and see if they are interested, explore their vision, resources, etc.
- Establish planning committee to work on funding, staff/camper selection, etc.
- Determine what training is needed
- Determine goals for camp
- Create general budget
- Investigate funding sources

Six to Nine Months in Advance

- Determine camper profile
- Determine date/size of camp
- Select campsite
- Create preliminary schedule
- Determine learning objectives and develop monitoring and evaluation (M&E) strategies
- Determine staffing needs
- Begin to recruit staff
- Develop logistics team
- Create supply list
- Create detailed budget

Four to Five Months in Advance

- Reach out to parents
- Implement application process
- Complete staff recruitment
- Finalize camp schedule

- Continue M&E plan
- Develop health and safety plan
- Plan meals
- Determine what campers bring
- Seek in-kind donations

Two to Three Months in Advance

- Finalize schedule
- Develop camper guidelines
- Conduct informational meetings
- Continue selection process
- Develop monitoring and evaluation methods and tools
- Finalize risk management strategy

One month in advance

- Reconfirm speakers/guests
- Reconfirm all event plans
- Finalize M&E tools to be used during and after camp
- Formulate backup plans
- Hold orientation meetings

One week in advance

- Meet with counselors
- Review all activities and supplies
- Purchase or collect all supplies
- Reconfirm speakers, food, transportation
- Finalize all M&E plans
- Confirm all paperwork is complete
- Check arrangements at site

F. PLANNING WITH PURPOSE: THINK ABOUT OUTCOMES, MONITORING, AND EVALUATION (M&E)

Research conducted by the American Camp Association in the United States has shown that parents and young people report significant growth in the following areas due to their camp experience²:

- Self-esteem
- Independence
- Leadership
- Friendship skills
- Social comfort
- Peer relationships
- Adventure and exploration
- Environmental awareness
- Value and decision making
- Spirituality

While this research was done with young campers in the U.S., many of these same outcomes are important in other countries as well. Volunteers and their partners want to know that the work they are doing together is making a difference. Young people with whom Volunteers work want to be able to see, feel, and know the changes in their personal growth and the difference they are making in their communities.

A monitoring and evaluation (M&E) strategy helps to identify and capture these changes and is one of the most important step in camp planning. This part provides an overview of what camp planners need to think about during all stages of planning, implementing, and following up after a camp. The most important questions to ask are:

- What will campers gain from the camp?
- How will camp organizers know if the camp was successful?

Monitoring allows for continuous assessment and tracking of performance, while evaluation enables one to draw conclusions about effectiveness and impact. An M&E strategy is an ongoing process and enables one to make necessary changes throughout camp, increasing efficiency and success. M&E should occur before, during, and after any camp, and should evaluate three main valuable outcomes:

1. Success of the camp
2. Influence on campers
3. Influence on staff and host organizations

The table on the next page demonstrates relationships between the inputs, activities, outputs, outcomes and impact of a girls' leadership camp. This is called a logic model and can be used as a planning tool in helping to ensure camp leaders get the right resources and activities in order to achieve the outcomes that are most important.

² American Camp Association. "Directions." <http://www.acacamps.org/research/enhance/directions.php>

Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impacts
<ul style="list-style-type: none"> • Campers (girls 9-14) • Junior counselors • Counselors • Volunteers (male and female) • Partner organization staff • Funding (local or external) • Donated supplies • Camp site • Transportation • Local mentors and speakers • Curricula and materials • Staff, counselor 	<ul style="list-style-type: none"> • Co-plan, co-facilitate, and do debriefing workshop with partner org staff • Life skills and leadership sessions • Review qualities of a leader and practice through team building and planning group service project • Work through the steps in the <i>V² Action Guide</i> • Play sports, practicing teamwork • Complete theater and art projects • Create personal strengths portraits • Speaker sessions and meetings with female role model/potential mentors • <i>Nonformal Education Manual</i> sessions on training and facilitation skills 	<ul style="list-style-type: none"> • <i>End of Week:</i> • Personal strengths portrait • Completed leadership profile • Goals and action plan • Action plan for community service projects and for network of young female leaders • Art portfolio • Certificate for basic training skills • Leadership certificate • Outdoor knowledge and safety certificate • Reflection journal 	<ul style="list-style-type: none"> • <i>End of Week:</i> • Greater knowledge of gender roles • Increased self-esteem, personal identity, and self-confidence • Increased score on leadership profile • New healthy behaviors • Increased ability to set goals and create strategies to reach them • Increased knowledge of local and community resources and support networks 	<ul style="list-style-type: none"> • <i>In Six Months:</i> • Girls have at least two new healthy behaviors in their daily lives • Increase in leadership behaviors • Increase in community projects led by young girls • Increase in adults/women mentoring girls • Partner organization leads planning of girls leadership camps 	<ul style="list-style-type: none"> • Development of a network of young leaders (using social networks or existing institutions) • Campers are successful, prepared, and engaged young adult leaders • Local NGOs incorporate young people into planning and decision making

For sample outcomes and indicators for camps that are related to some of the different themes, such as life skills, leadership, ICT, HIV/AIDS, TEFL, or other types of camps, see Appendix C.1.

Monitoring and evaluation prior to the camp experience

There are many possible methods to monitor and evaluate the success and outcomes of a camp. The planning committee should focus on those outcomes identified as the most important. It is also much easier to gather information on outcomes if the strategy and tools are determined and developed in the planning phase.

In determining whether there is a good reason to carry out a camp, opinions and data can be collected. See Appendix A.3 “Assets and Aspirations,” a youth focus group method. Below are some ideas for tools that are useful at that stage:

Individual or group interviews. Use these with youth, parents, teachers, or community members, depending on the type of camp being envisioned.

Community meetings. These can be used to explore a topic with a large group to get a general sense of an issue. They might be used to get a sense of community perceptions or values surrounding camps or gender expectations.

Document reviews. These may be planning documents or reports on previous camps, or students' test scores for an academic camp.

Pre-tests. These are useful to find out what campers know, prior to the camp. Pre-tests provide data for planning sessions and activities that will add the skills and behaviors that the camp addresses. (Post-tests allow for comparison and measure changes.) Camper self-assessment done at the beginning and the end of camp can provide meaningful measures of change as well.

See Appendix C.2 for an overview of some monitoring and evaluation methods. Other sample measurement tools and rubrics can be found in the appendices, including a Healthy Life Skills Self-Assessment in Appendix C.3, and a Work Readiness Assessment Tool in Appendix C.4. See also, Part 5: Camp GLOW for several other tools, including a leadership self-assessment and a camper assessment.

During the camp

Once the camp is in progress, staff can use various tools to monitor how well the camp is meeting its objectives.

Rubrics are charts that provide levels of accomplishment on single or multiple scores. If a rubric is going to be used to determine levels of learning, it should be introduced to campers at the beginning of camp so they know what they are working toward.

Observation is the most common tool, though observation is often not systematic. For example, are all campers using English outside the classroom? Are all involved in small group projects to practice what they are learning? Are members of the staff giving campers time and space to reflect on what they are learning each day? Systematic observation should be built into the camp: What is observed and by whom? When and how will it be documented? Simple tools can be developed that the counselors or instructors agree to use at certain times, such as the beginning and end of camp.

Counselors can provide valuable input on a camper's growth and progress. See the "Camp GLOW Camper Success Tool" in Chapter 5 of Part 5. This tool asks camp counselors to assess growth and progress toward the six goals of Camp GLOW.

Individual or group conversations. Conducted daily with staff and counselors, these will provide information in a timely manner so changes may be made, if necessary. For example, the campers

may ask for more free time for daily reflection. Staff may also want a 15-minute review meeting at the end of some camp activities. Time can be built into the camp schedule for such allowances.

Pre- and post-tests. Campers may be tested on what they learn in English classes, computer classes, and environmental studies. They might also be tested on their knowledge of HIV/AIDS, gender issues, computer hardware, or any other area of knowledge that aligns with the goals of the camps.

Reflection. Many camps find it essential that campers identify their own learning and growth goals by incorporating opportunities for self-reflection. This helps campers deepen their understanding of themselves and the issues they are addressing through scheduled reflection time each day. Reflection is often the point at which learning takes place. Use journals, art, theater, discussions, role-plays, or games to help facilitate the process.

Individual reflection activity choices to work on daily:

1. Write in a journal. Counselors might pose a question for the day: What event was most important to you today and why? What did you do really well today? What was difficult for you today and how did you handle it? Guiding questions can also address more global topics, such as: What kind of leader do you hope to be? How can you show others you care about yourself and your community? How can you make your community and country a better place to live?
2. "It Happened To Me." This activity helps campers write their own critical incidents. They write about something that happened that had implications that were bigger than what they thought. They can use this as a basis for a presentation. For example, maybe they overcame their fear of speaking to a group today, or they had the opportunity to help someone else complete a task. By identifying what happened and thinking about why it was important to them, they can learn more about themselves.
3. Take photos or video or make drawings of activities of the day.
4. Create a personal portfolio or scrapbook that incorporates writing, pictures, and/or objects that document the camp experience. Work on it daily.

Group reflection activities leading to a final camp event:

1. Group discussion about the day's events, highs, lows, learning.
2. Development of a poem, mural, rap/song, or dance that represents what they learned.
3. Create skits, plays, or stories that highlight humorous or memorable events.
4. Develop a time capsule—each day, consider what would best represent that day's activities/learning.

Individual reflection for end of camp:

1. Write a postcard to a future camper highlighting why he or she should come to this camp.
2. Create an “It Happened to Me” scenario for the future—something that happens because of a camp experience.
3. Write a letter to 20- or 30 year-old versions of themselves about their hopes and aspirations for their lives.
4. Develop an action plan to share what they learned with family, classmates, and/or community members.

Allow older campers to use their own skills and interests to determine the way they use reflection activities to present their personal learning. Younger campers may need more prompting and guidance.

Developing learning objectives and creating opportunities for reflection are critical components of service learning. If campers have an impact on their community while they develop relevant skills in the process, this leads to dual outcomes and twice the success! In turn, campers get to review their own progress in meeting learning objectives, as well as help evaluate the camp itself. For more information about service learning and the steps for applying it with a group of young people, see the Peace Corps manual *V² Volunteerism Action Guide: Multiplying the Power of Service* [ICE No. CD0062].

At the end of camp

By the end of camp, the objectives of the camp should be evaluated. This may happen in various forms, given the content of the camp. Some objectives may have been evaluated as the camp progressed. Some tools that are useful at this stage include:

Rubrics. If rubrics were introduced at the outset of camp, a final evaluation of how the campers did on the criteria should be reviewed with them at the end. Be sure to emphasize the rubrics as a way to gauge progress or growth, not as a “grade” of the camper’s experience.

Demonstration and observation. Most skills can be demonstrated: using the computer to create a document; having a conversation in English; explaining knowledge of local ecosystems on a nature walk; or participating in role-plays that require learned knowledge or behavior. Develop a systematic way to track and record any new skills campers demonstrate.

Post-test. A written or oral test can be offered if appropriate to the content learned.

Review of portfolio. Each camper may be encouraged to keep a journal or other compilation of learning reflections.

Presentation. Camp participants may create a play, story, poem, dance, song, etc. as a summary of their learning during the camp. These would be presented on the final evening or final day of the camp.

Review of personal action plans. Such an evaluative tool reflects upon the learned skills camp participants will share with their families, schools, or communities.

Questionnaire about the camp experience. Keep in mind that questionnaires are opinions, not measures of accomplishment. They can be used in addition to, but not instead of, other evaluative tools. They are useful for planners to see how aspects of the camps are evaluated by both staff and campers. See an example of a camper evaluation form in Appendix D.9.

Follow up to the camp

To determine the long-term effects of a camp, following up with campers a few months to a year later is necessary. Some of the ways this can be done:

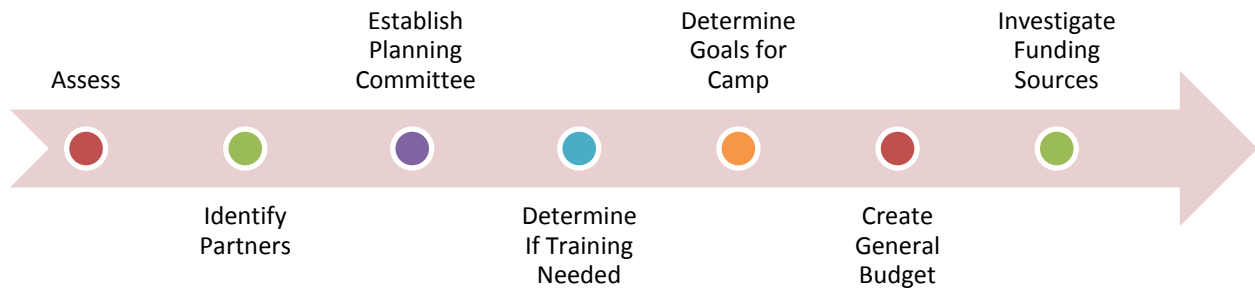
- Focus groups and interviews of campers, teachers, families, and community members
- Questionnaires or surveys asking how they are using what they learned
- Reports/photo essays on school and community activities they have conducted, based on what was learned at camp
- Test scores, entrance to high-level education, job acquisition if camp content was preparatory
- Social networks, blogs, or other means to keep campers connected and gather information, perform quick surveys, or help the group

There are many possible methods to monitor and evaluate the success and outcomes of a camp. The planning committee should not attempt to measure everything, just those outcomes that are identified as most important. It is also much easier to gather information on outcomes if the strategy and tools are determined and developed during the planning phase.

CHAPTER 3: PLANNING A CAMP

This chapter includes the key tasks involved in organizing a successful camp and assumes that a planning team starts one year prior to the start of the camp. The tasks are grouped in three-month blocks, although many of the tasks listed occur simultaneously and there is no rigid order for completing tasks within a time frame. Each organizing committee is encouraged to adapt and add details to this timeline to make it more relevant to its own experience. For some camp planners, it may be more helpful to see the tasks organized by the category of the task, rather than by timeline. To see the elements of effective camp planning as a self-assessment tool, see Appendix A.4

NINE TO TWELVE MONTHS IN ADVANCE



Assess

It is important to use a gender-sensitive approach to community assessment. Youth are often perceived as a homogenous group. However, they actually constitute diverse individuals who are influenced by socioeconomic, cultural, gender, and environmental factors. Their realities vary greatly depending on their age, sex, ethnicity, religion, and other socio-cultural factors.

When Volunteers first arrive at their sites they often conduct a gender analysis using Participatory Analysis for Community Action (PACA) tools to begin to understand gender roles for men, women, boys, and girls in their communities. These tools include community maps, daily schedules, and seasonal calendars. See Appendix A.2 for ideas about using PACA tools for camp assessments.

Engaging in a gender-sensitive assessment prior to planning any type of camp will enhance the effectiveness of the activities, as well as the fun and relevance of the camp to the particular group of children and youth you hope to reach. In addition, Volunteers should provide gender training or overview for their counterparts or counselors prior to the camp, as well as with campers during camp. Members of the Gender Equality and Women's Empowerment (GenEq) committee can assist with training. Examples of camps where gender training is involved can be found in the Romania Leadership Camp sample in Chapter 5. Related information is available in Part 5: Camp GLOW.

What topics or themes are the greatest priorities for young people?

Part of conducting a thorough community and youth assessment includes making sure that camp topics are guided by the priorities, talents, and interests of young people. Many Volunteers find that conducting an assessment in partnership with young people leads to more engaging and empowering activities later.

Example for identifying camp themes

Volunteers and their planning partners might conduct interviews with youth and adults in a community concerning what assets or resources currently exist for youth and what areas of opportunity they see to expand efforts. Use the [Search Institute's 40 Developmental Assets](#) as a guide for discussion. Appendix A.3 provides some suggestions about how to use these in an activity with young people.

These discussions may reveal that young people would like to work in one or more of the following areas:

- Empowerment (asset No. 9, service to others)
- Constructive use of time (assets Nos. 17 and 18, creative activities and constructive ways to spend free time)
- Positive values (asset No. 27, equality and social justice, and No. 30, responsibility)
- Social competencies (asset No. 32, planning and decision making, and asset No. 35, resistance skills)

See Appendix A.5 for a complete list and definitions of the *40 Developmental Assets* for adolescents. Of course, young people will likely use different language to describe their priorities and issues. For more information on the Search Institute's *40 Developmental Assets* and how they can be useful in designing fun and practical activities with youth, see Part 3: Tools, Techniques, and Games in the manual *Working with Youth: Approaches for Volunteers* [ICE No. M0067].

This publication also outlines a number of other assessment tools, including structured observation, asking questions, and informal interviews. It offers an example of a youth-led adolescent community baseline needs assessment.

Finally, Volunteers should review their Peace Corps project framework for topics or themes that have been identified as important and viable work within their sector. The program manager worked with a wide range of host-country partners both nationally and locally to identify these activities and outcomes. The project framework should be the primary guide for Volunteers' work.

Identify partners

What are the potential benefits to a sponsoring organization or primary partner? A camp may help an organization reach its goals. Camps are also a highly visible activity to help raise awareness about the organization or a particular issue.

In addition to carefully weighing the number of staff hours that will be devoted to camp planning, organizations should consider the value in conducting a camp. Emphasize the following benefits:

Staff capacity building opportunities

- Project design and management skills
- Proposal writing
- Awareness raising or mobilization campaigns
- Monitoring and evaluation
- Designing programs for, and managing, local volunteers
- Positive youth development approaches
- Training and facilitation skills
- Experiential learning methods
- Managing and leading a camp program

New organizational capacity

- Ability to effectively manage projects
- Establishing policies and procedures for safe and effective camp management
- Credibility and visibility that comes with implementing programs for youth that are safe, effective, and fun
- Continuing camp activities after the Volunteer is gone

Working with partner organizations helps ensure sustainability. Partners can also ensure that ideas are presented in a culturally appropriate way. In addition, working in partnership with local organizations and individuals empowers women and young people to take leadership roles within their communities. Appendix A.6 is a tool that can be used by camp planners to identify some potential camp partners and guide some of the conversations that will help make the partnership beneficial for everyone involved.

Partnerships are most effective if everyone involved clearly understands the expectations and responsibilities, as well as the benefits of partnering to implement a camp. Some posts have worked hard to develop a clear Memorandum of Understanding (MOU) that articulates the roles and responsibilities of the Volunteer(s) and the community organization that will lead the camp. Keep in mind that formal agreements, such as MOUs, should be between the Peace Corps and the local partner organization. The negotiation of such an agreement should involve post staff. However, there may be instances where negotiation and signing of an MOU between the post and a community organization may be difficult and not possible. In such instances, to the extent possible, the roles and responsibilities may be documented in a letter of collaboration, or email or other written communication between the post and the community organization. At the minimum, post

staff should present and discuss the Volunteer's roles and responsibilities with the community organization to manage expectations. For an outline of some of the elements that should be included in an MOU, a letter of collaboration, or correspondence, see Appendix A.7. If developing an MOU or letter of collaboration is part of the formation and preparation of a camp planning committee, make sure that local Peace Corps staff members are involved and taking the lead on this step. Volunteers should not sign MOUs, letters of collaboration, or any other correspondence on behalf of the Peace Corps.

Establish a planning committee

Developing and organizing the planning committee is one of the most important steps in creating a successful camp. The planning committee should reflect your local community and include host-country nationals on the organizing committee (campers, junior counselors, teachers, NGO representatives, etc.). Some camps choose to name a director, others do not. It is important to define the roles and responsibilities of counselors within the organizing committee.

Work with the planning committee to establish subcommittees, goals, tasks, and roles. For example:

- Select a president, secretary, and treasurer
 - Responsibilities of president: In charge of meeting agenda and running meetings. Oversees committees.
 - Responsibilities of secretary: Takes minutes in each meeting and emails notes to committee members. Helps with request letters, official documents, and invitations.
 - Responsibilities of treasurer: Manages donations received, grant funds, collects receipts, reimbursements, and helps with managing the budget with the finance committee.

- Form subcommittees, which may include:
 - Finance/fundraising
 - Program/activities
 - Site/transportation
 - Supplies/food

Determine if pre-camp training is needed or if members of the planning committee need additional training or support in order to complete their tasks. PC Volunteers and local experts may provide training in project design and management skills, health and safety strategies, and fundraising, which are common areas that need to be addressed with the organizing committee early in the planning stage. For example, the local Red Cross may be able and willing to provide first aid and CPR training, as well as disaster preparedness. See Part 4 of this manual for sample training of trainers sessions for camp counselors.

Determine goals for camp

Based on the results of the various assessments, the planning committee should be able to articulate what it wants to accomplish by writing a list of camp goals.

Here are some examples:

“Youth in the community will develop confidence, leadership skills, and will implement their own community service projects.”

“Out-of-school boys and girls will learn how to be effective and accurate HIV/AIDS peer educators and help launch a communitywide network of youth striving to create positive futures.”

“Advanced English students will develop their own leadership skills while helping younger students develop English language speaking, listening, and comprehension skills.”

“Girls will discover their talents, develop new leadership skills, and identify female role models for other girls in their communities.”

Examples of various themes for camps are included in Part 2 of this manual.

Create a general budget

Volunteers and their partners may find that implementing a camp is extremely stressful and may not always lead to good outcomes for the organization if they have not adequately planned and budgeted for expenses. While the local organization should take the lead for managing money raised for the camp, the planning committee can help create a budget for all necessary materials and set up a transparent expense tracking system. See Appendix D.1 for sample line items; and Appendix D.2 for a more detailed budget that has been completed.

Important expenses to consider

Activities during camp

- *Activity fees* (For example, if you visit a zoo, what is the price for travel and admission?)
- *Activity and art supplies*
- *Honoraria, lodging, meals, and travel expenses for guest speakers*
- *Session materials* (See a sample supply list in Appendix D.6)

Communication

- *Telephone bills or phone cards* (If, for example, the organizing committee members come from different towns, the budget should include the cost of long-distance phone calls.)
- *Internet time* (If one needs to pay to use the Internet to email members of the organizing committee.)

Lodging

- *Lodging* (What does the campsite, conference center, or hotel cost per night per person? Are there group discounts or other available discounts?)
- *Insurance* (personal property, travel, or campsite insurance)

Material production and distribution

- *Camper manual production* (ink, paper, copying costs, translation into local language)
- *Photo printing* (copies of pictures for campers and donors)
- *Photocopies* (worksheets, letters to campers, health forms, camp contact information for parents, thank-you letters, post-camp letters/newsletters, song sheets)
- *Postage* (camp applications to evaluators, packing lists, acceptance, non-acceptance, or wait-list letters, mailing of meeting notes to organizing committee members, post-camp follow-up letter or newsletter)
- *Computer time* (Does one have to pay for this or can the use of a computer be considered/negotiated as an in-kind community donation?)
- *Translation of materials* (permission slips, camp manuals, activity sheets)

Meals

- *Food* (How many meals will you eat together each day?)
- *Snacks and water*

Transportation

- Transportation to and from camp and camp venues for campers; transportation for the camp organizing committee members and guest speakers

Investigate funding sources

Volunteers may not directly solicit or accept funds in the name of the Peace Corps. However, Volunteers can help prepare their counterparts to visit local funding sources or businesses to ask for donations. If appropriate at their sites, Volunteers can also accompany their counterparts on fundraising visits, although the counterparts should take the major role.

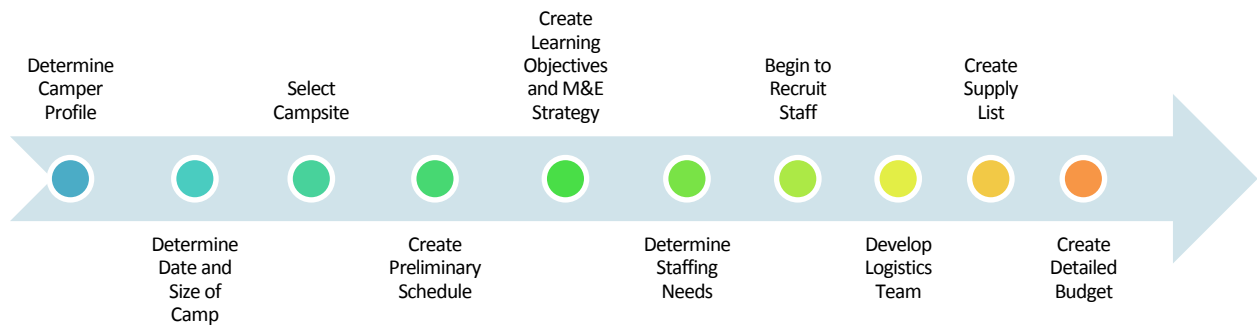
Fundraising skills develop over time and with practice. In the United States, students often sell candy bars or hold car washes to raise money for schools or special projects. At some Peace Corps posts, these activities may be viewed as novel and experience success. Alternatively, at times, such activities may not be appropriate or feasible.

It is most likely that a camp will continue over time if it utilizes resources available to the community at the local level. Your community partners are the best sources to determine where funds could be available.

- The local government may have funds available for sports, girls' educational activities, youth, health, or other specific activities.
- There may be grant opportunities with international donors with offices in-country. Local nongovernmental organizations, schools, or organizations can also solicit funds for camps. Please note: Volunteers should never approach any international governmental organization such as USAID, World Bank, or others without first discussing it with Peace Corps staff (associate Peace Corps director, program manager, or director of programming and training). There may be relevant historical information the Peace Corps staff can provide. These foundations and intergovernmental organizations may, alternatively, be good resources for guest speakers and information, if not for funds. See Appendix A.8 for potential grant sources through the Peace Corps; Appendix A.9 for a sample PCPP grant proposal; and Appendix A.10 for a sample SPA grant proposal.
- On occasion, the U.S. Embassy can provide both material support and in-kind donations. In the past, Volunteers in Romania were able to use democracy funds from the U.S. Embassy for several of their camps because Volunteers incorporated a mock election, civic education, and created GLOW party platforms that focused on democracy and leadership skills. This sort of collaboration is best handled by post staff. For detailed guidance on funding sources, see the *Small Grants Program Volunteer Handbook*, which can be obtained from post staff.
- To build sustainability, Volunteers can help community members find and identify funding sources and work with them to write grants. Volunteers and their partners may want to include a fundraising workshop for the hosting organization or community volunteers.
- Volunteers are also able to access funding for camps through three Peace Corps small grant programs. These programs include SPA, PCPP, and VAST and make up the Peace Corps Small Grants Program. While they are each funded by different sources, they all work to achieve the same goal: to create sustainable, community-initiated small grant projects. The Small Grants Program encourages active community participation throughout the development and implementation of all projects, including camps. Volunteers can learn more about the program through the *Small Grants Program Volunteer Handbook*, which outlines guidelines for project development and each funding source. Additionally, see Appendix A.8 for a table that outlines the Peace Corps Small Grants Program and specific criteria for funding camp projects.

Remember, grant writing and proposal development can be critical sustainable skills that Volunteers can pass on to local partners. The more involved local partners (especially young people) are in the grant writing process, the more responsibility and sense of accomplishment they are likely to feel. The more direct responsibility the Volunteer takes personally, the less the opportunity for the communities to learn and replicate the activities.

SIX TO NINE MONTHS IN ADVANCE



Determine camper profile

Based on the goals of camp, determine the most appropriate age, gender, and eligibility criteria for campers. If necessary, review the assessments that were done with parents and young people to consider if there will be factors that affect campers' ability to attend, including school schedule, farming seasons, national exams, or other community events.

Set up a process for screening applicants. For example, this may include an essay competition, mailing letters to teachers to request nominations for campers, or other means. See Appendix D.4 for a sample application form and evaluation form.

Prepare camp publicity and recruitment materials, and application forms. Make sure the materials address any of the barriers or factors that might impact whether young people are able to attend. For example, make note if the camp will be free, whether it will be girls only or boys only, or other key information that will influence if campers can apply or if parents will allow them to attend.

To avoid political problems in limiting admission, consider using respected community members to identify the most needy/worthy campers.

Begin publicizing camp using flyers, local radio announcements, or other means available in the community.

Determine approximate date and size of camp

When scheduling a camp, consider the best timing for students, parents, and those adults who will work at the camp. For example, an out-of-school time may be ideal for students, unless they have other responsibilities at those times. Do parents count on their older children during non-school periods? If parents farm, is this a time the help of their older children is needed either on the farm or to care for younger siblings?

Examples for finding time for a camp

Volunteers and partners can use several of the PACA tools. For more information about how to use these tools, see *PACA Idea Book: Using Participatory Analysis for Community Action* [ICE No. M0086]. Go to Chapter 5 for information on community mapping and Chapters 2 and 5 for information on daily activity schedules and seasonal calendars. See Appendix A.2 for ways in which the PACA tools can be used for camp assessments.

Select campsite

Finding an appropriate campsite should be a joint task of members of the organizing committee. Health and safety considerations should be a top priority. Consider proximity to health or medical services, access to clean water, and general safety needs that should be a part of any site. Prior to identifying and visiting sites, the essential elements for the success of the camp should be explored: meeting spaces, living spaces, types of recreational and free-time options, arrangement for meals, health and safety of the campers and staff, security, etc. The final terms agreed upon with a site should be in writing and signed by the sponsoring organization, not the Volunteers.

- For each site, make a pros and cons list that includes health and safety, security, spacing, cost, dorm room setup, kitchen space, ability to bring your own cook, accessibility, and modes of transportation. Use the questions in Appendix A.12 to form your own specific list to take to available site visits.
- Review camp health and safety materials in this chapter. Also see, Appendix B.1 for a checklist for camp safety and Appendix B.2 for an example of Peace Corps/Ukraine's camp policies).
- Set up dates to visit each potential site and have process/chart for site evaluation.
- Recommend campsites that meet the program, health, and safety criteria you established earlier for the whole planning committee.

Determine the learning objectives and develop monitoring and evaluation (M&E) strategies

Review the monitoring and evaluation information in Chapter 2 and create a strategy that the planning committee will implement before, during, and after camp. Then use the sample logic model tool to create a logic model for the camp. This should help create the learning objectives and the relevant tools needed in order to measure whether the camp achieves the established goals and has the desired effects on the campers, as well as the host organization and staff.

Determine staffing needs and begin recruiting staff

Determine the various types of staff needed:

- Camp leaders, teachers, or counselors who will stay at the camp and provide the program and administration of the site
- Junior counselors or staff-in-training
- Permanent camp staff at the site or hired cooks, lifeguards, etc.
- Adult chaperones
- Guest speakers or activity leaders

Who can staff a camp?

The theme of the camp will help dictate the staff most qualified to work at the camp. This could include identifying subject-matter experts, such as teachers, local community members, youth leaders, parents, coaches, or others. Training older youth to carry out some duties at camp can build skills and capacity. Former campers can be valuable staff members, mentors, and role models.

Established campsites often have paid staff members, such as administrators, cooks, coaches, lifeguards, and security personnel. However, if the campsite does not have staff responsible for such duties, the Volunteer and organizing partner will most likely need to identify individuals to fill these roles.

Selecting counselors

Every camp has counselors or some form of leadership. When selecting counselors, it is important to select adults (or young adults) who want to be mentors and role models. The most responsive counselors are those who are interested in working as a team, are open to new ideas, and share common goals. Following are some issues to consider when you select counselors:

- Proximity to, and willingness to work with, campers during and after camp
- Openness to new ideas
- A demonstrated interest in issues promoted by the camp. For example, a commitment to the environment or community involvement in issues relating to women or social change

- Language abilities. Can the counselor communicate with campers and other counselors?
- A combination of American and host-country national counselors can provide additional dynamics to your camp, as well as build sustainability
- Willingness to participate in a pre-camp training of trainers for all staff
- There should be an identified ideal range of staff-to-camper ratios. For example, 1:10 staff to campers or 1:5 junior counselors to campers

Selecting junior counselors

A junior counselor is a person who has attended a previous camp and has exemplary leadership skills. Counselors usually nominate junior counselors for the position or invite all former campers to apply. When organizing a camp, check with the Peace Corps office, GenEq, Youth in Development, HIV/AIDS, or other Volunteer committees, or a partner organization for a list of junior counselors (and consider creating such a list if it doesn't exist). Using junior counselors promotes sustainability for the camp, allows young people to apply the knowledge and skills gained at the camp, and gives them unique leadership and mentoring possibilities. They will require more supervision due to their age.

Develop logistics team

Figuring out the logistics prior to camp will take time and effort. But when well planned, the effort will pay off. The camp will flow from activity to activity without staff having to make decisions on the spot. Campers and counselors will know what to do and when to do it. This will reduce stress on planning committee members and allow them to focus on the goals of the camp.

Planning logistics for a camp is unique because it is a chance to develop individual leadership skills and give members of the organizing committee experience working as a team. Organizing logistics can help build ties to the community and ensure sustainability.

Create supply list

What supplies you need depends on where and when the camp is happening and the activities involved. Here is a list of common supplies used. See Appendix D.6 for a more comprehensive list.

- Session materials
- Sports equipment
- Prizes/awards
- Housewares
- Medical supplies
- Craft supplies
- Other

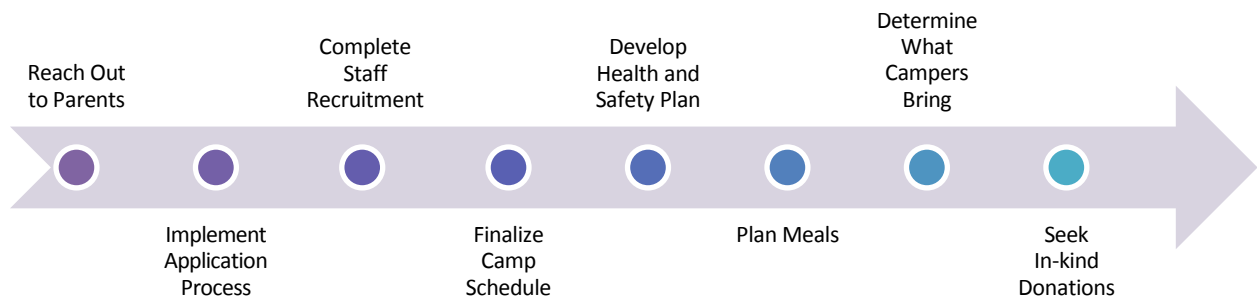
Create a detailed budget

Several months earlier, the planning committee or subcommittee created an estimated budget for general planning and to begin fundraising. Now that a more detailed supply list has been developed, it is time to use those estimates to create a detailed budget to guide the camp program logistics for the next six months.

One important use of the detailed budget is to consider ways in which resources from the local community can support the camp. The members of the planning committee can:

- Make a list of possible in-kind goods needed
- Make a list of potential donors for both economic and in-kind goods
- Select a committee member, working with a Volunteer, to write and send out solicitation letters, preliminary budget, and lists of in-kind goods to Volunteers and their partners
- Work with site committee to make sure safety issues are identified, evaluated, managed, and then budgeted appropriately (include necessary safety equipment, such as life jackets, first aid kits, etc.)

FOUR TO FIVE MONTHS IN ADVANCE



Reach out to parents

Develop a strategy and process to ensure parent support for camper participation. Engaging parents can be a challenging part of the process, and requires creative thinking both to come up with ways to contact parents and ensure that their concerns are addressed. Volunteers and their partners have held informational meetings, used existing parent gatherings such as PTAs, conducted presentations at community centers or places of work, and developed brochures or handouts that explain the benefits and skills young people will gain from camp. Make sure parents understand any potential health and safety risks, as well as the steps that the planning committee has taken to minimize such risks. Parents should also clearly understand anything that is needed from them, such as emergency contact numbers or camper preparations.

Implement application process

- Make school (or other venue) presentations about the camp
- Distribute applications
- Develop review process and train applicant readers, if necessary, to ensure fair consideration of all applicants
- Accept, wait-list, or reject campers; inform them (process, standards)

See Appendices D.3-D.5 for samples of these suggested documents.

Complete staff recruitment

- Complete the recruiting of staff and any guest speakers needed
- As staff members are interviewed and confirmed, conduct an assessment of their training needs and make an inventory of their skills and strengths as a group
- Plan dates for information meetings and staff training, as necessary
- If possible, the host organization can check on the background of potential staff and counselors

Finalize camp schedule

Sample tasks for the planning committee:

- Finalize sessions and workshop topics and possible speakers (community partners or other community members)
- Finalize recreational activities and check staff and materials requirements
- Pass on a list of materials needed to finance committee and supplies committee
- Develop counselor and junior counselor TOT training sessions. See the activities in Part 4 of this manual for a sample TOT schedule and activities

See Appendices D.10 and Part 4: Counselor Training for sample camp schedules.

Continue developing monitoring and evaluation plan

Check in previous and next chapters and continue drafting your monitoring and evaluation plan.

Develop health and safety plan

Ensure that every camp in which Volunteers are involved is actually sponsored, organized, and/or administered by host-country organizations, rather than by Volunteers themselves. Having a local organization in the lead supports the sustainability, promotes skills transfer, increases local ownership, and supports the legitimacy of the camp. In many cases, the host country has a governing organization that can provide camp and/or youth activity guidelines or policies that support the health and safety of campers.

Safety checklists, parental permission forms, and partner insurance are mandatory for overnight camps. In addition, here are four steps that can help a camp planning committee ensure it has taken adequate steps in planning for the health and safety of campers.

1. Review municipal or government guidelines and regulations

Find out whether the post, district, municipal, or local government already has a governing organization that provides camp guidelines or policies. Determine the local procedures with regard to liability insurance.

2. Review values and principles for working with youth

Review the sample guidelines for working with youth provided in Appendix B.3 as an example for establishing basic values and expectations around the treatment of children and youth. Determine if camp staff and counselors will be asked to review and adopt these values and incorporate it into the camp counselor training in Part 4. For more information, see the Part 4 session, “Working with Campers.”

3. Determine health and safety needs based on the selected physical venue

Based on the completed assessment of the physical venue, determine if there are specific rules, considerations, or staffing needs based on the site. For example, if there is a swimming area, determine how much staff coverage will be needed to make sure a lifeguard is on duty.

4. Develop camp policies and procedures for camp health and safety

Start with reviewing the health and safety plan from PC/Ukraine in Appendix B.2 and safety checklist in Appendix B.1. Revise the example from PC/Ukraine as needed to reflect the existing policies of the local partner organizations and the context and priorities in-country. Incorporate appropriate guidelines for working with youth. Using all of these tools and resources, the planning committee should draft a similar “Rules, Policies, and Procedures” document for the planned camp that addresses all of the following areas:

- a) Guidelines, expectations, and training requirements for staff
- b) Guidelines, expectations, and training requirements for campers
- c) Designated roles and responsibilities of various staff and partners
- d) The camp emergency action plan (fire, natural events, medical issues, etc.)
- e) Transportation policies
- f) Camp venue rules, staffing, and training needs
- g) Hiking/field trips/water guidelines and rules
- h) Parents and partners: permissions, communication, expectations

- i) Medical protocols: First aid, emergencies, medical “on-call,” information needs from campers, roles and responsibilities of staff, monitoring and documentation requirements
- j) Food and water safety requirements

In addition, camp planners should use the checklist provided in Appendix B.1 as they prepare for incorporating health and safety into all other aspects of camp planning. For example, some of the things on the checklist include incorporating testing communications equipment, notifying local health clinics of the camp in advance, and ensuring medical personnel are on standby as needed. Also included is the importance of ensuring that health and safety needs are taken into account during the camp budgeting process.

For a sample health and safety training session for camp counselors, see Part 4: Counselor Training. In this session, counselors review the physical venue of the campsite and identify health, safety, and staffing concerns for each of these areas while they identify team roles and responsibilities. The aim is to build a team approach to health and safety, as well as risk management. The goal is for every person who is working at the camp to see health and safety as part of their job.

Volunteers should be aware that they have many resources to support them as they plan for the health and safety of everyone involved in a camp, including protection of the children involved. In addition to post staff and partner organizations, Volunteers should always feel they can contact the Office of the Inspector General (OIG) at Peace Corps headquarters concerning any matters related to waste, fraud, and abuse at oig@peacecorps.gov.

Plan meals

- Develop a menu and meals based on nutrition, food availability, and cultural and personal food preferences.
- Plan meals and snacks for the duration of the camp.
- If appropriate, suggest possible in-kind donations from local merchants.
- Identify pros and cons of catering or bringing a local cook; decide what system you will use and contract with the desired people.
- Consider health and safety of food preparation and storage methods. This is part of the overall health and safety strategy for the camp!

Determine what campers bring

Consider dress and personal items appropriate to the schedule. See Appendix D.7 for a sample camper packing list.

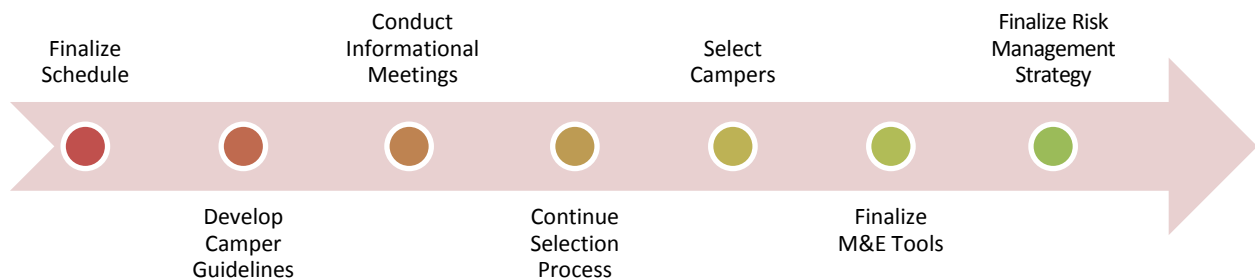
Seek in-kind donations

If possible, assist the host organization in obtaining items on the detailed budget through in-kind or local donations.

Sample tasks for planning committee:

- Modify budget if necessary, based on further planning by other committees
- Prepare lists of what has been donated (both monetary and in-kind contributions)
- Follow up on needed in-kind donations suggested by any subcommittees
- Discuss if anything is missing or being overlooked in the budget

TWO TO THREE MONTHS IN ADVANCE



Finalize content

Create a binder or “master schedule” that includes session plans, handouts, and materials, as well as workbooks or other tools participants will complete. Consider the training approaches that need to be covered in the counselor training of trainers (TOT). Sample sessions are included in Part 4 of this manual.

While the content should be determined based on the learning objectives, consider some of the activities and sessions that are useful in a range of camps, found both in Part 3: Camp Activity Ideas, and in Part 5: Camp GLOW.

Develop camper guidelines

Determine the expectations for campers. Some camps put these in writing and ask the campers to commit to them before they arrive. Are there standards of conduct or behavior to which they need to agree? Do they need to do anything prior to attending the camp? Are there follow-up activities in which they should plan on being involved? Do they need to complete any surveys, information sessions, training, or start clubs when they return to their communities? Prior to the camp, consider

providing campers with written guidelines, expectations, and responsibilities for helping staff maintain their health and safety. Make sure this information is included in all of the recruitment or other meetings with prospective campers.

Also consider longer-term outcomes that are envisioned for the campers. Will there be a way to find out if these are met six months or one year following the camp? See the section “One Week in Advance” on the following pages for monitoring and evaluation tools to guide you in creating outcomes.

Conduct informational meetings

See Part 5: Camp GLOW

Other tasks to continue and finalize

Continue selection process

Evaluate applications, select campers

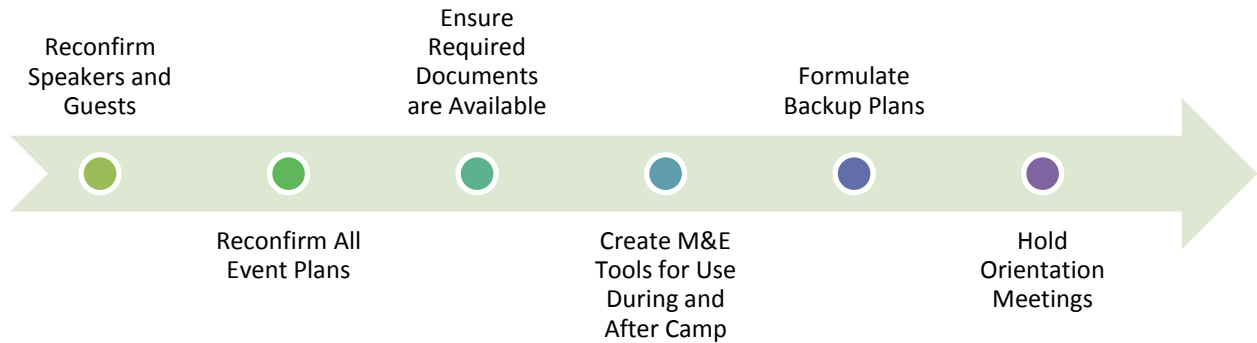
- Create list of selected campers and wait-list; wait-listed campers can be invited should selected campers drop out
- Develop and mail/email acceptance, wait-list, and non-acceptance letters
- Determine if photos and/or video will be taken and who will perform this task. Include the necessary permission from campers (or campers’ parents in advance) on the permission slip prior to camp. Ensure guest speakers or other adults give permission as well.

Develop monitoring and evaluation methods and tools

Review the sample ideas in Chapter 2 for various types of monitoring and evaluation tools, and finalize a few that will be used to measure the results of camp. Make sure to plan time to train counselors in how to use the various approaches, whether they include portfolios, self-assessments, observational tools, or pre- and post-assessments.

Finalize risk management strategy

ONE MONTH IN ADVANCE



Reconfirm all speakers and guest participants

Reconfirm all event plans

- Transportation to and from site, for any offsite events
- Food purchases, in-kind donations/delivery plans
- Any special clothing, equipment
- Create a “tick tock” agenda for the master schedule that outlines the details of each day and who is responsible

Ensure any documents required by the government and the Peace Corps have been completed and filed or are on hand.

Create monitoring and evaluation tools to be used during and after the camp

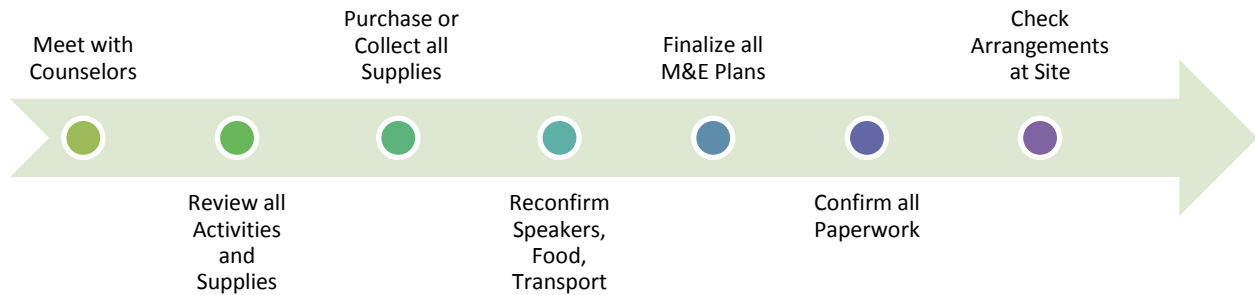
Formulate backup plans

Anticipate unusual situations, such as bad weather, or if a camper has to leave camp early or unexpectedly. Create plans for each situation.

Hold orientation meetings

Have orientation meetings for all the campers in their communities. Invite parents. Distribute packing lists, permission slips, and any other documents that parents or other officials must sign for the camp. Introduce camp staff at the meeting and cover the general camp agenda and goals. Clarify the plans for traveling to camp.

ONE WEEK IN ADVANCE



Meet with counselors and conduct training

Have a meeting of the counselors to review the schedule, camp rules, roles, and responsibilities. If possible, make it an interactive, two- or three-day program. If possible, conduct a longer training-of-trainers. See Part 4: Counselor Training Sessions, for sample training-of-trainers sessions and schedules.

Review all activities and the supplies needed

Purchase or collect all items on supply list

See a sample camp supply list in Appendix D.6.

Reconfirm speakers, food, and transportation

Finalize all monitoring and evaluation plans

The organizers should now be at the point where the monitoring and evaluation plans have been created. Remember, these plans should help guide you through the organizational and learning processes. Be sure to adapt certain elements whenever necessary. Make a note of why the plans had to be adjusted and consider it a “lesson learned” for final reporting.

So far, we have addressed the monitoring and evaluation for all parts of the camp. In the next part, we will discuss what to do when the camp is over. A follow-up plan should be completed before the camp begins.

Confirm all required paperwork

Make sure you have permission, medical, and other required forms from parents of all campers. See Appendix D.5 for a sample permission letter.

Check arrangements at the site

Visit site to confirm all details with site administration. Arrange time for staff to arrive to label rooms, have welcoming materials for campers, set up registration, etc.

CHAPTER 4: IMPLEMENTING A CAMP

IT'S TIME FOR THE CAMP!

By the end of this section you will:

- ✓ Send counselors to prepare the campsite
- ✓ Be ready for camper arrival
- ✓ Conduct team orientation with campers
- ✓ Monitor the activities and schedule for the first day
- ✓ Have a nightly check-in with staff and counselors

Send a few counselors to the camp early

Plan to have some staff members at the campsite the day before the first day of camp to ensure that everything is in order for the campers' arrival. If this is not possible, have some staff members arrive earlier than campers to label dorm rooms or cabins, and set up a registration table with name tags, etc.

Camper arrival

Carry out plans for how campers will arrive, be greeted, registered, and oriented to the campsite.

- If campers arrive in individual cars, have camp staff meet each car and greet the parents and show the campers where to take their things and where to register.
- Have activities prepared that can engage the early arrivals. Their camp experience should begin as soon as they arrive, ensuring that every camper feels welcome and included. One great way to involve an early arrival is to teach a song or a game and have the early bird teach it to those who come next. This is leadership training from the outset.
- If campers arrive by bus, ask them to line up with their gear. Then the counselors can be introduced and team members announced, or ice-breaker games can be started. Normally, campers will react better to something interactive, preferably something they know, such as familiar games. Teams can then function as groups, with counselors guiding them through the arrival and orientation period.
- If campers are expected to bring any signed forms (medical, camper codes of conduct, etc.) work with counselors to make sure they are obtained and accounted for.

Team orientations with counselors

Counselors may do the following with their teams. Modify to meet your situation and create a checklist for the counselors.

- Take the campers to their rooms, help them locate their sleeping area, and allow them to store their gear, make beds, etc.
- Check campers' names. Are they spelled correctly on the roster? (This is a small but critical activity since this is likely how names will appear on certificates at the end of camp.)
- Take a walking tour of camp and point out facilities, program locations, etc.
- Visit the camp medical officer (CMO) if you have one. The CMO will use a medical form to reconfirm current illnesses, allergies, or medications.
- Have a team meeting to do the following:
 - Review buddy system.
 - Review camp safety and general policies and procedures in camp guidebook or handouts (safety procedures, hiking policy, etc.).
 - Discuss camp rules—what should be included? Maybe each team can propose one rule to the full group during a session after dinner.
 - Do some get-to-know-you activities so team members begin to bond with each other.
 - Select a team name (if desired)—to be presented at breakfast the next day.
 - Work on a team cheer (if desired)—to be presented at breakfast the next day.
 - Consider a team flag or banner—to be presented at breakfast the next day.
 - Select the first temporary team leader and assistant, if you are going to have them. They could also rotate each day.
 - See “Opening Activities” in Part 3 of this manual for activities that work to build cohesion, teams, and get the groups started off right.

Monitor how schedule is proceeding

During the day, note issues to discuss with staff. Remember to check the monitoring and evaluation plan.

Have a staff meeting after campers go to bed to review first day

Resolve any confusion and make adjustments as needed. Make sure you review any health or safety issues that arose during the day and reinforce the rules and procedures. Review the plan for the next day and make sure all counselors are clear about the schedule and logistics.

DURING CAMP

By the end of this section you will:

- ✓ Follow the schedule as planned; make adjustments as needed
- ✓ Follow the monitoring and evaluation plan; make adjustments if necessary
- ✓ Hold daily check-in meetings with staff and counselors
- ✓ Take photos and video if possible
- ✓ Build in time for reflection for campers and counselors

Follow schedule as planned

If possible, keep a “floating” staff person to take care of individual camper needs, run errands, or to handle other logistics in order to keep the schedule for the camp running on time and smoothly.

Hold daily check-in meetings

- Review the day’s highlights, revise agenda, and troubleshoot with the counselors.
- Use the monitoring and evaluation plan to review strategies that are working or that need to be adjusted. Make sure counselors understand and are using any tools such as pre- and post-tests, observation tools, discussions, role-plays, or demonstrations to capture changes in campers’ knowledge, skills, or attitudes.
- Recognize extra effort and good work on the part of any counselors or staff members.

Take pictures and/or video

Determine how the photos and video will be used. Any necessary permission must have been granted prior to camp (See “Other tasks to continue and finalize” under “Two to Three Months in Advance.”). Ensure guest speakers or other adults have also provided permission to be photographed/filmed.

Build in reflection time for the campers

Refer to Chapter 2 on monitoring and evaluation for reflection activity ideas for campers. Reflection time is where campers solidify much of what they have learned throughout camp and plan for the future. It is easy to pack the schedule and to end up rushing through some of the reflection activities. Experienced camp planners note how important it is to leave adequate time in the schedule for creative, engaging reflection activities for both campers and staff.

ENDING THE CAMP

By the end of this section you will:

- ✓ Plan final activities that share knowledge and demonstrate learning
- ✓ Ensure that packing and cleaning is planned for and done
- ✓ Ensure there is time to complete evaluation
- ✓ Celebrate!

Plan this day carefully

The final day of camp should be memorable to campers and staff. It should celebrate all that has been experienced and learned, and bring the camp to a meaningful close. The way camp ends is often an enduring memory; make it special.

Culminating activities to share knowledge and solidify learning

As campers are proceeding through their program, they may be writing, drawing, or creating music or dance to reflect on their learning experiences. Campers may want to bring these demonstrations of reflection together and create a group presentation for the final day. Allow teams to determine their preferred method of sharing and give them a set amount of time for the final morning. If campers have developed follow-up projects and plans, allow these to be presented at this time.

This part of the final day should be done before the logistics of packing and cleaning take place. It is programmatic and helps bring closure to the learning. Counselors will need to be attentive to campers' needs and behaviors as the closing of camp may bring up many mixed feelings.

Packing up and camp cleanup

Determine what camp cleanup is required (usually there are set tasks required by the facility) and how those tasks will be allocated. Perhaps teams can clean their own cabins plus one other area of activity. It might be held right before or after lunch, unless lunch is part of the celebration.

Evaluating the camp experience

The culminating activities may help demonstrate what the campers have learned and serves as an important piece of the monitoring and evaluation plan. Campers usually fill out a written evaluation form (see the monitoring and evaluation section in Chapter 2 and Appendix D.9 for a sample). It might be easier for many young people to verbalize their reactions to camp. A campfire setting is particularly appropriate for this, or the local equivalent. The purpose of these forms is to obtain campers' reactions to things like the schedule, the food, individual tasks and responsibilities, etc. Filling out the forms might be accompanied by a short discussion so opinions can be shared with

others. A verbal exchange also provides the opportunity for staff to ask for clarifications and suggestions for doing things differently in the future. Be sure one counselor takes notes so you have a record of any suggestions.

This can take place after packing and cleaning and prepares campers for the final step: celebration.

Celebration

Mark the end of camp with thanks, appreciation, and by honoring relationships.

Consider culturally appropriate “goodbye activities” when deciding what to do. And to the extent possible, let the campers help plan the celebration.

Campers often receive certificates for attending camp. Certificates can be distributed in a variety of ways. Perhaps it is most appropriate that the camp director awards certificates to each camper in a formal way, but there are also more informal ways to distribute the certificates. Consider having counselors present them to team members and encourage each counselor to say a few specific words about each camper’s growth or accomplishments. Or, assign each camper to present a certificate to a specific person, and ask him or her to think of a few words to say about the camper to whom they will honor. See Appendix D.10 for sample certificates.

Certificates (or another form of remembrance) are also often given to guest speakers or community members who have been involved. See Appendix D.12 for sample thank-you notes from staff and campers.

Don’t forget to thank the permanent camp staff. Ideas include:

- Framed photo of the group with signatures on the back
- Physical contribution to the camp (For example: a world map mural; plant or dedicate a tree; paint outdoor furniture. The actual activity would have to take place earlier, but a presentation to the camp staff could be a part of the celebration.)
- Write a poem
- Write and perform a skit

The end of camp is often sad because it feels like the end of close interaction with people campers won’t see again, or see often. A part of the celebration might be sharing addresses (email addresses, phone numbers—whatever is appropriate) with each other. Ideas for exchanging information include:

- Taking a photo of all campers, which can be signed
- Each camper wears a sheet of paper on his or her back and campers move around and sign each other’s papers with notes, memories
- Write letters or “kudos” to each other

If someone has been filming during the camp, showing the final film could be part of the celebration.

Since the end of camp is often sad and emotional for some, try to end on a positive, high note. If there is a camp cheer or a popular song that everyone knows, this is a good time to cheer and sing!

See other suggestions in Part 5: Camp GLOW.

Your final monitoring and evaluation plan

Review Chapter 2 to finalize the monitoring and evaluation strategy for post-camp. This may include three- or six-month meetings or interviews with campers, observing their follow-up activities, or asking them to maintain contact with peer or camper networks to report their activities. For any strategy, make sure campers leave camp knowing what the expectations are for follow up.

DEPARTURE

By the end of this section you will:

- ✓ Have a safe plan for everyone to return home
- ✓ Finalize a checkout with the campsite administrator; get it in writing

Schedule the departure to get everyone home safely

The most efficient way to close the site is if all campers leave in a bus. If possible, schedule so that they arrive back at a central place to meet their families while there is still daylight. A responsible adult should be on the bus to make sure each camper is turned over safely to his or her family at the end point.

If individual families are coming to pick up campers, make sure there is a check-off sheet and someone at the camp is responsible for seeing each camper leave with his/her approved ride. Have a backup plan, including family phone numbers, in case someone is not picked up.

Check the campsite with the camp administrator

Walk through the campsite with the camp administrator to make sure everything is left in its required condition. Get a signature on the contract or other agreement, showing you have fulfilled all the conditions required by the camp.

Thank the camp staff and say goodbye to everyone before leaving.

AFTER THE CAMP

By the end of this section you will:

- ✓ Analyze and document the results of the evaluations and the M&E tools used
- ✓ Send appropriate thank-you notes to all partners, guests, and contributors
- ✓ Complete camp partner reports and funding reports
- ✓ Implement follow-up activities with campers
- ✓ Implement relevant follow-up activities with parents
- ✓ Translate materials to leave with local partners

How did we do?

- Tabulate the camper evaluations.
- Evaluate the success of the camp with counselors and other staff. Plan a time to discuss evaluations from campers with other counselors. Allowing time for staff to reflect on the success and challenges of the camp while it is still fresh will serve as a valuable planning tool for later camps. Consider utilizing a written staff evaluation.
- Have a plan for which staff will be involved with any follow-up activities or who will be checking in with campers to identify their progress with their action plans. How will this information be shared?

Give thanks

Make sure the planning committee or hosting organization sends thank-you notes to the partners who helped make things happen. If possible, share some of the success stories or results of the camp with them so they know their contribution was valuable. Consider having campers take part in writing thank-you notes. Some camps have sent notes to local newspapers or radio stations to publicly thank local supporters. See Appendix D.12 for sample thank-you notes from Volunteers and campers. However it is accomplished, make sure to thank staff members, donors, speakers, and others who helped to make the camp a success.

You may also consider having campers write letters or draw pictures to express their gratitude to donors. This would serve as a good life skills lesson for participants. Appendix A.11 is a sample camp report completed for partners and supporters that includes a detailed analysis of the camp and planned follow-up activities.

Complete camp and funding reports

Record lessons learned and compile session plans, list of resources, etc. Distribute this to local organizations and appropriate Peace Corps program officers. Share reports, stories, pictures, or other promising practices with youth or gender equality and women's empowerment specialists at Peace Corps/Washington at youth@peacecorps.gov or gender@peacecorps.gov.

Carry out follow-up activities with the campers

See the next chapter: Ideas to expand the sustainability and impact of camps.

Follow up with parents or guardians

Have a follow-up meeting or presentation where campers share the lessons they learned. If feasible, have a camper-led workshop of one of the most successful activities at the camp so parents can get a better understanding of what camp sessions were like. Share highlights of camper evaluations. If possible, interview select parents to identify any outcomes or changes they observed in their children. See the monitoring and evaluation section for ideas.

Translate materials as necessary

Camp materials may have been developed in the local language(s) from the outset. If not, and if future camps are going to focus on including people who do not speak English, you may want to consider creating a short camp guide in local languages to help promote sustainability. In some cases, you may have to translate all of the sessions and planning documents. Also, catalog what has been accomplished at the Peace Corps office in-country.

CHAPTER 5: IDEAS TO EXPAND THE SUSTAINABILITY AND IMPACT OF CAMPS

Many campers, staff, and partners leave camp energized and motivated. This is a valuable opportunity to build something that has lasting results. This section provides strategies to help camp planning committees work toward sustainability and increase the impact of the camp experience.

Some camps may work to engage community leaders, parents, and others to create opportunities for youth to apply skills at the conclusion or following camp. Creative planning committees use the relationships that are developed with community partners during planning of the camp as a way to identify later partnerships, mentoring, apprenticeships, or internship opportunities.

Some Volunteers plan for follow-up demonstration activities in the communities. Such activities allow campers to practice what they learned in a new context and spread knowledge about what they learned to new audiences, such as other youth or community members.

A. CAMP AS PART OF A LARGER STRATEGY

Camps have a greater impact when they are one part of a larger strategy that supports systematic changes. Some posts have reassessed their annual involvement with camps and looked at them as part of a continuum of interventions to address gender equity, HIV/AIDS prevention, or

volunteerism promotion goals. In these cases, camps may be either a kickoff or culminating event that helps to develop a local, regional, or national network of peers or organizations that share common objectives.

FROM THE FIELD

Romania

A Romanian high school teacher and three Volunteers designed a project that targeted youth from six different communities in the southern region of Romania. This project was called the GLOW/TOBE (Girls Leading Our World, and Teaching Our Boys to Excel, respectively) Leadership Camp. Twenty-two students, three Romanian teachers, one psychologist, and three Peace Corps Volunteers took part in a six-day camp. The camp's goal was to promote gender equality and human rights, boost and inspire confidence in Romanian youth, educate about health (mental, physical, emotional, sexual), foster a sense of identity and community ownership, discuss future goals and the steps to achieve them, and empower future leaders of this country.

“The Romanian high school students designed community projects at the camp, and are currently working on implementing these projects within their respective communities. In order to monitor the progress of the students' six community projects, we designed a Ning Social Network (similar to MySpace, Facebook, or High Five) that the students involved in the camp access and post ideas, progress, questions, and network with other high school students involved in community projects. Students creatively designing and implementing a project that gives back to their communities is an incredibly empowering action that boosts the confidence of the students, and serves as an example for the students' peers and their communities at large. Young women and men working side by side as agents of positive change also serve to promote respect for both genders.

“Two examples of the six community projects designed at the camp are *Un copac in plus, o viata mai lunga* (An additional tree, a longer life), in which a group of students from an industrial town will plant 50 trees in a neighboring forest and on barren streets, and a ‘Reduce Violence in Our Schools’ campaign, in which students from a town in an agricultural county will promote a writing and art contest among middle school and high school students titled, ‘Freedom from Violence.’”

B. TRAINING-OF-TRAINERS METHODOLOGIES

Some camps are planned with the idea that camp participants will be trained throughout the course of the camp to become trainers, or “peer educators,” themselves. This is a powerful approach when it is part of a larger strategy of ongoing support, mentoring, and skills development for the young people involved. Keep in mind that the skills required to be a proficient and effective trainer are different from the knowledge and skills of the themes of the camp (environmental conservation, HIV/AIDS, etc.). Make sure there is plenty of time built into the schedule for participants to learn about, practice, and develop training skills if this is one of the intended outcomes. One Peace Corps resource that is useful for designing training-of-trainers (TOT) methodologies is the *Nonformal Education Manual* [ICE No. M0042]. In addition, seek out strong local trainers who can assist in designing the schedule.

FROM THE FIELD

One Volunteer and his partner in the Kyrgyz Republic used a training-of-trainers approach to prepare for the facilitation of a camp.

“My organization and I held a summer camp to provide youth with an entertaining and educational opportunity to become trainers and to learn about life skills. The other goal was for youth to implement a community-service project in order to have a hands-on experience.

“In addition, Volunteers had the opportunity to work with community members to organize and conduct a summer camp that addressed critical needs for the targeted youth population. The camp was a SPA project.

“A TOT was conducted for six local volunteers (seventh-ninth form) from the village who, in turn, conducted excellent seminars about life skills (team-building, communication, and leadership), HIV/AIDS, environmental education, and nutrition. Due to the TOT, local trainers not only learned more about the topic areas, but also learned how to be trainers, role models, and student leaders. The 20 camp participants learned about the topic areas as well, and they organized their own community-service project by cleaning up three beaches, promoting both environmental cleanliness and HIV/AIDS awareness.”

C. COMMITMENT TO VOLUNTEERISM AND SERVICE

Many country programs increasingly see camps as a way to identify and support youth who are ready and willing to become leaders for development in their own communities. Many camps ask potential campers to make a commitment to service as a requirement for attendance. This may be

included in the application process, using essay topics like “service to the community” or “leadership” as criteria for choosing participants.

Other posts find that they can increase the impact of any type of camp if they build service activities into the design of the camp. They may also set pre-camp expectations, requiring participants to help implement service or other community development activities when they return home.

Camp planners should identify specific ways in which campers’ service meets real needs. They should also identify learning goals for the participants, build in reflection throughout the week of camp, and, if possible, follow up later. For more information on volunteerism and service learning, see Peace Corps’ *V² Action Guide: Multiplying the Power of Service* [ICE No. CD062]; also in Spanish [ICE No. CD063], French [ICE No. CD064], and Portuguese [ICE No. CD065], and *Working with CCBI: Volunteer Workbook* (Community Content-Based Instruction) [ICE No. M0073]. Both of these manuals provide specific steps and activities that can be used by camp counselors during a week of camp. Both can be adapted for specific topics or themes, such as HIV/AIDS or environmental action.

D. PROJECT DESIGN AND MANAGEMENT SKILLS

Camps may be a method of providing education or training about important skill areas that may not fit into the regular school curriculum. In many countries, Volunteers have come to see youth as valuable partners for community development work. Helping youth identify pressing community issues and develop the skills needed in order to address them is often the purpose of an environmental, health, youth, or other type of camp.

The Peace Corps’ *The New Project Design and Management Workshop Training Manual* (PDM) [ICE No. T0107] provides steps and sessions to walk a group through identifying its priorities, assessing the situation and designing and implementing a project. Built into the schedule of a camp, participants leave with the ability to plan and lead projects, in addition to developing skills that will help them in their future careers or work life. Translations are available in Spanish [ICE No. T0127] and French [ICE No. T0128].

FROM THE FIELD

Youth and EcoService in El Salvador

A Youth in Development Volunteer lived in a rural community in El Salvador where there were few projects dedicated to youth development. It was also an area that was affected by drugs and gangs. Two Volunteers and their partners designed an environmental camp that trained youth leaders in conservation, biodiversity, environmental awareness, and leadership skills so they could return to their

communities to implement service-learning projects. The planning team identified potential youth leaders in the community and invited them to the camp. The camp was funded by a SPA grant.

Parque Nacional El Imposible hosted a three-day, two-night environmental camp that was attended by 12 campers. Participants hiked and explored the natural beauty of the park and received presentations on conservation and biodiversity, El Salvador's current environmental situation, the history of the national parks in El Salvador, leadership, and team-building skills. At the end of the camp, the youth conducted a diagnostic of their communities and brainstormed possible projects they could facilitate and implement.

To measure the immediate success of the camp, campers were given a pre- and post-evaluation exam to test their knowledge of environmental topics. Pre-exam results indicated an average of 38 percent passing and post-exam results indicated an average of 88 percent passing. After the camp, participants developed and performed an original five-song musical that taught about environmental awareness and trash management. The campers traveled to other Peace Corps Volunteers' communities and to the capital, San Salvador, to perform the play for other youth.

E. BUILDING HOST-COUNTRY OWNERSHIP

Volunteers and their partners have developed many unique and interesting ways to help foster ownership of camps on the part of local organizations or entities. Transfer of ownership can occur when a Volunteer completes his or her service or it can be a multi-year strategy in which Volunteers take increasingly smaller roles in planning and facilitation.

Peace Corps/Morocco has the unique situation where the government of Morocco financially supports a wide range of youth camps throughout the country. Peace Corps Volunteers work closely with host-country staff members, many of whom are employed by the Ministry of Youth and Sports, to implement and co-facilitate annual spring and summer English camps. In addition to English, the curriculum covers topics such as HIV/AIDS, journalism, global studies, theater, and recreation. Since many of the camps require families to pay a fee, Volunteers and staff wanted to make sure that youth from all economic backgrounds and rural areas had the same opportunities to attend. The post partnered with the public affairs section of the U.S. Embassy and was able to use a scholarship fund to send youth from rural Volunteer sites to the camp. Volunteers and staff alike noted that the "cultural" exchange between rural and city youth was one of the greatest benefits as diverse groups of young people learned more about each other.

FROM THE FIELD

Youth and Eco-Adventure in Armenia

“As co-chairs of the Eco-Adventure Program [a youth environmental camp program], we recently concluded a search for an Armenian organization that will eventually take control of the program. Previously, Volunteers and their partners had worked with local NGOs to implement the programs at their sites. The goal was to have one national Armenian organization assisting all of the local NGOs and coordinating the overall planning of the program. Under the direction of one Armenian organization, the project would have greater visibility and increased potential for long-term success.

“We drafted a letter describing the Eco-Adventure Program and explained our desire to find a partner organization to assume overall responsibility. We described the role such an organization would play and the potential benefits to the organization. Previous Volunteers provided a list of contact information of many environmental organizations in Armenia. From that list, we contacted 36 Armenian organizations. From these 36 organizations, we received nine responses quickly and received another five responses after the interview process had begun.

“We arranged to interview eight of the organizations. We made it clear that we were interviewing other organizations and that this would be a competitive process. During each interview, we tried to ascertain each organization’s potential to be a partner. Each organization’s representative brought literature about his or her program and efforts to date, as well as personal resumes. Each interview lasted approximately 45 minutes, and all the interviews were conducted in one workday.

“We narrowed it down to the three most promising organizations, and then interviewed a second time. This time we visited their offices, in order to meet more members of the organization and to see them in their working environments. These interviews revealed much more and allowed us to make a clear decision. Our partner organization is Women for Green Way for Generations, a highly motivated and skilled group that is very excited to begin work on the Eco-Adventure Program.”

F. STRENGTHENING THE JUNIOR COUNSELOR ROLE

Junior counselors are campers who demonstrate exemplary leadership skills and are asked to return to assist. Consider strategies to strengthen the role of junior counselors as a way to develop leadership skills and emphasize the value of youth participation.

Some posts, such as Bulgaria, offer a pre-camp “leadership academy” to junior counselors to prepare them as facilitators and role models for camp participants

In Rwanda, 25 girls who participated in one camp were trained to be “junior trainers” for the next camp. In Romania, junior counselors from three different geographical regions received additional training at a two-day workshop. This prepared them to assume leadership roles and actively participate in Camp GLOW planning. In Slovakia, junior counselors were paired with regular counselors to assist with facilitation of sessions and provide explanations to small groups. For example, in a session on self-esteem, the counselor/teacher and the junior counselor decide how the session will be organized and they lead it together. In addition, junior counselors can lead free-time activities, icebreakers, and games. In Bulgaria, a junior director is selected through an intensive interview process with all interested junior counselors.

In Jordan, Volunteers and their partners work in youth centers throughout the year. Through their daily work, they identified and trained youth with leadership potential to use theater to help facilitate sessions and activities involving conflict resolution. During the holidays, these trained youth facilitated all the sessions at a leadership camp.

PART 2:
DIFFERENT TYPES
OF CAMPS

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PART 2: DIFFERENT TYPES OF CAMPS

CHAPTER 1: INTRODUCTION

Camp GLOW (Girls Leading Our World) has become one of the most common and recognizable Peace Corps activities throughout the world. Thousands of young girls have bettered themselves and their communities through leadership camps. As with anything good, the model has continued to grow, adapt, and change based on the place, context, and those involved. Part 5 of this manual includes a complete Camp GLOW model. Many Volunteers and partners also implement boys' leadership camps, understanding that it is equally important that young boys understand the influence of gender roles, have time and a safe location to think about the type of men they would like to become, and have the opportunity to practice positive leadership in a supportive environment.

This Part of the *Youth Camps Manual* explores other types of camps that have benefited communities across the globe and provides current Volunteers and their partners with models to consider when designing their own camps.

In many places, Volunteers and their partners focus on environmental topics or work readiness skills as they learn about the priorities of their communities. Other camps may address life skills or HIV/AIDS prevention, business skills, English immersion, or information and communication technology (ICT). No matter what type of camp your needs assessment indicates, it can still incorporate common themes of leadership, gender equality, life skills, and service. Determine the key outcomes you and your partners hope to achieve, and start your design process from there. Part 3 provides some common activities and session plans that can be incorporated into any type of camp. In addition, Peace Corps' *Life Skills and Leadership Manual* [ICE No. M0098] may be a foundational resource for sessions in almost any camp.

CHAPTER 2: SAMPLE CAMP THEMES

SUPERHERO CAMP: LIFE SKILLS FOR TODAY AND TOMORROW

1. Purpose

Campers will explore the qualities and attributes of their “superheroes” and, in the process, examine their personal abilities and goals. In thinking about the kind of people they want to be, they will work collaboratively on activities that promote their ability to work as a team, become creative thinkers and leaders, and accomplish more than they thought was possible.

2. Expected or Sample Outcomes

At the end of this camp, participants will

- a. Identify at least 10 newly developed or existing personal strengths or attributes.
- b. Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).
- c. Assess, design, and co-facilitate a life skills-building activity with their fellow campers.

After the camp, participants will

- a. Within six months, conduct an assessment, and design and co-facilitate an appropriate “superhero,” life skills, or other camp activity with peers or students in their communities.

3. Suggested Activities

- Personal portfolios: history, “Story of Me,” heroes, dreams for the future
- Art, creative drama, music for self-expression
- Wall of strengths and talents
- Low-ropes activities/team-building games
- Team sports or group exercise (aerobics or yoga)

4. Suggested Resources

- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]
- *V² Volunteerism Action Guide: Multiplying the Power of Service* [ICE No. CD062]

5. Alternative or Follow-up Models

- After-school life skills and leadership clubs
- Annual boys’ or girls’ leadership conferences

6. Stellar Example

KYRGYZ REPUBLIC HEALTH/LIFE SKILLS CAMP

Recently a host country organization and Volunteer conducted a summer camp to provide youth with an opportunity to become trainers and learn about: 1) life skills (i.e., peer education and communication, relationship, and leadership skills), 2) environmental health (i.e., pollution, waste disposal, and hygiene), 3) HIV/AIDS transmission and prevention, and 4) nutrition. In addition, they were encouraged to implement their own community service projects for a hands-on experience.

Additionally, Volunteers were able to work with community members to organize and conduct a summer camp that addressed critical needs for the targeted youth population. The camp was funded by a Small Project Assistance (SPA) grant, involving beneficiaries in determining what the community wanted.

This project included a training of trainers (TOT) for six local volunteers (seventh-ninth form) who, in turn, conducted excellent seminars about life skills, HIV/AIDS, environmental education, and nutrition. In addition, TOT participants learned how to be trainers, role models, and student leaders. Twenty camp participants benefited as well, collectively organizing their own community service project to clean up three beaches, promoting environmental cleanliness and HIV/AIDS awareness.

Participants not only learned about different skills and subjects, but were also able to implement what they learned in a real situation. For example, after the nutrition seminar, participants got to cook lunch and try new nutritious meals. Such knowledge fostered the capacity building aspect of each participant's project.

This project was sustainable because new trainers are now able to conduct future seminars. By learning the skills of becoming a trainer, the student leaders are not limited to the specific topics learned at the camp. Instead, they now have experience leading groups and can apply their knowledge to any given situation.

MOGULS, ACES, ARTISTS, AND PROS: CAREER AND BUSINESS CAMP

1. Purpose

Boys and girls aged 14-18 will explore their personal skills, strengths, and attributes and look at how those qualities may lead to different types of jobs, professions, or businesses. Four pillars each represent an area of growth and exploration during the camp.

- **Moguls:** In this section, campers will learn how the qualities of an entrepreneur—seeking opportunities, defining a niche, responding to needs—can apply and help them. They will also learn the basics of starting a business.
- **Aces:** Campers will engage in activities that show them how they appear and present themselves to others. They will learn assertive communication skills, how to present themselves in professional situations, and how to build confidence.
- **Artists:** Activities in this cluster focus on learning to “do what you love.” Campers will explore their internal strengths and interests, and see how their creativity and passions can lead to a job or a profession.
- **Pros:** Campers will bring together their new skills in business, communications, and creative thinking to undertake a project in which they develop their own personal plans for their professional, career, or business goals. They will work with counselors and their peers to develop action plans, and identify their next steps for training, mentoring, education, or apprenticeship.

2. Expected or Sample Outcomes

By the end of camp, participants will

- a. Identify the qualities of an entrepreneur and explain how they can use these qualities to improve their own lives.
- b. Demonstrate improved communication and presentation skills through simulations, role-plays, and group activities.
- c. Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).
- d. Develop a personal career, business, or training plan and portfolio to help guide their next steps in education, work, business, apprenticeship, or vocational training.

Within six months, after the camp, participants will be engaged in at least one new work, business, apprenticeship, or vocational activity.

3. Suggested Activities

- **Personal budgeting and financial literacy:** Campers will analyze how they think about, spend, and earn money. They will explore their dreams for their financial future.

- Skills and talents inventory.
- Entrepreneurship 101: How to think like, act like, and be an entrepreneur.
- Active communication sessions: How to talk, walk, and be more confident; mock interviews and role-plays for “a day in the life” for various professions. Campers will develop a personal presentation for professional aspirations and steps to get there.
- Teamwork games: trust-building games, challenge courses, or “low-ropes” activities.
- Creative activities: theater, journaling, arts and crafts.
- Guest facilitators: business owners, entrepreneurs, young professionals.
- Portfolio development: CV writing, cover letters, skill inventories, and samples of work.

4. Suggested Resources

- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]
- *Youth Livelihoods: Financial Literacy Manual* [ICE No. M0092]
- *Youth Livelihoods: Employability Manual* [ICE No. M0093]
- *Youth Livelihoods: Entrepreneurship* [ICE No. M0094]

5. Alternative or Follow-Up Models

- Business plan competition
- Career clubs/future professionals club
- Partnering with local Junior Achievement/Future Farmers or 4-H
- Partnering with local chamber of commerce to identify business mentors
- Linking with business department at local university to identify mentors

BRAIN CAMP

A Camp for Creative and Critical Thinking

1. Purpose

There is a growing body of research that insists the brain works much like a muscle—that the more it is exercised (or challenged), the stronger it gets. This concept is central to the Brain Camp curriculum, primarily because it inspires determination. Leaders and individuals who can understand, evaluate, and act on the unlimited possibilities of modern life are vital to the success of any country. This camp is intended to provide an effective way to equip young people with the skills to critically examine their choices, analyze new information, and make reasoned, conscious decisions about how they choose to move forward in their lives and as leaders of their communities. Young people who attend Brain Camp are bright, inspired, and full of potential. The camp will help give them some of the tools to be the architects of their own future.

2. Expected or Sample Outcomes

By the end of the five-day camp, participants will develop the building blocks of clear, creative, and critical thinking. The curriculum aims to teach the following concepts:

- The Importance of Mindset (Beliefs and Attitudes about Intelligence)
- Basic Brain Function and the Learning Process
- Effort (Patience and Persistence)
- Memorization and Study Strategies
- Organizing Information (Pattern Recognition)
- Reasoning
- Strategy and Planning
- Decision Making (Using Criteria and Priorities)
- Forming and Defending Opinions
- Perspective Taking
- Creativity
- Problem Solving

3. Suggested Activities

- Basic information about brain function, as well as physical and attitudinal aspects of learning, through a “Brain Facts” scavenger hunt.
- Daily “cognitive skills” activities taught through icebreakers or warm-up games using the daily skill.

- More rigorous application of cognitive skills through group tasks and hands-on activity “stations” (strategy games, riddles, tactile puzzles, etc.).
- Healthy eating practices and “brain foods.”
- A culminating project with teams of students applying all of their skills.

4. Suggested Resources

- The Global Education Sector Training Package: Session on Critical Thinking (request a copy of this session from post staff)
- *Life Skills for Leadership*, Unit 2 Interpersonal Development [ICE No. M0098]
- *Teaching English as a Foreign Language to Large, Multilevel Classes* [ICE No. M0046]
- *An NGO Training Guide for Peace Corps Volunteers* [ICE No. M0070]. This explores the value of group thinking.
- *Classroom Management Idea Book* [ICE No. M0088]

5. Alternatives or Follow-Up Models

- Brain Clubs as an afterschool or extracurricular activity
- Odyssey of the Mind (www.odysseyofthemind.com)
- Project-based learning (www.bie.org)
- Working with teachers to incorporate critical thinking skills into classroom activities

6. Stellar Example

BRAIN CAMP IN JORDAN

The camp culminated in a final project competition in which teams of students created a “pollution solution”—an invention to combat pollution made with a limited set of materials. The project was designed to require the use of all the cognitive skills studied and practiced throughout the week. Students also performed creative presentations, introducing their projects and attempting to convince a panel of “investors” of the merits of their invention. Student creations included water filtration systems from straws and Pepsi bottles, a cardboard solar-powered bus, a tinfoil robot that retrieves litter, and an “ecovillage,” with houses and roads made of recycled materials.

While the opportunity for students to hear and practice English was another component of the camp, great care was taken to ensure that students of all English levels—even those with no English—could participate. All PowerPoint slides were written in Arabic and counterparts offered translation during presentations and discussions. Also, games and activities were specifically and carefully chosen to be as visually-oriented as possible. To the extent possible, activities were facilitated in Arabic with student-assisted translation when needed.

After camp, Brain Camp materials were converted into a club curriculum for Khalida Al-Qurashiya School and the Salt Center for Boys, to be used during the school year. There were also discussions about training computer center supervisors on how to assist kids in playing online brain-building games.

SAY IT IN ENGLISH!

English Immersion Camp

1. Purpose

Campers participate in activities where they communicate using only English. They learn and/or improve their language skills in a non-threatening, fun environment that encourages oral communication. Campers are introduced to English through art, music, social studies, mathematics, etc. in a balanced curriculum that includes all levels of learners. They also learn how to work as a team and express themselves verbally and nonverbally in team-building exercises. Campers also develop life and leadership skills while working on their English.

2. Expected or Sample Outcomes

By the end of this camp, participants will

- a. Improve their English vocabulary in written and oral English (through daily exercises).
- b. Demonstrate confidence in English by giving an oral presentation individually and/or with a group (by leading an activity, co-designing an activity, reading aloud personal written work, etc.) at least once during the camp.
- c. Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).

3. Suggested Activities

- Personal portfolios: history, “Story of Me,” other activities written in English
- Art, creative drama, music for self-expression using English (songs, dance, poetry)
- Daily journals
- Team-building exercises
- Reading corners
- Country clubs (see Stellar Example)

4. Suggested Resources

- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]
- *Teaching English as a Foreign Language to Large, Multilevel Classes Manual* [ICE No. M0046]
- *Teaching English as a Foreign or Second Language* [ICE No. M0041]

5. Alternative or Follow-up Models

- After-school English clubs
- Newsletters to the campers, via email or snail mail

6. Stellar Example: Country Clubs

MOROCCO ENGLISH IMMERSION CAMP

implemented by Volunteers from various sectors and Moroccan Ministry of Youth and Sports staff

Volunteers implemented a country club format for camp. Campers from all English levels representing different parts of Morocco were assigned to country teams, with each team representing an English-speaking country (Great Britain, Guyana, India, Jamaica, Canada, Nigeria, and Rwanda). The idea was to separate the campers from their pre-existing friends and allow them to spend time with those from other parts of the country. The clubs focused on traditional club areas, such as art, dance, theater, and music, but also discussed demographics, gender roles, landmarks, and cuisine.

Throughout camp, teams competed for points daily through a variety of individual and team-oriented categories. Points were awarded for things like “star camper of the day” or “camper with the cleanest room.” The librarian (see duties on the next page) had the power to run contests and award points, and each Volunteer had 20 daily points to give or take away.

Points were awarded for participation in nightly activities, such as singing in the talent show, telling a story, or placing in the English Olympiad. Camp leaders updated a point chart daily and broadcast the winners during morning announcements.

In addition to the daily country clubs, every night after dinner there was an evening activity; American and Moroccan activities were conducted on alternative nights. Each Volunteer was responsible for co-coordinating at least one evening activity with a ministry staff counterpart.

MOROCCAN MINISTRY OF YOUTH AND SPORTS STAFF ROLES

Camp director (mudir)

The mudir was responsible for oversight of the Moroccan staff and administrative duties; the mudir was the primary point person for the Volunteer camp coordinator.

Counselors

The counselors were responsible for creating and facilitating activities and disciplining campers. They also assisted Volunteers with activities, as needed.

PEACE CORPS VOLUNTEER STAFF ROLES

Coordinator/co-coordinator

The coordinator planned the camp programs with the ministry coordinator, acted as a liaison between the Moroccan and American staff members, and made sure the camp ran smoothly. (It's a good idea for a Volunteer to act as a co-coordinator at a camp before taking on the role of coordinator.)

Librarian

The librarian checked out books and games at library time. He/she also planned library programs like reading races and poetry contests, and allotted team points for each.

English teachers

The English teachers were assigned a class of similar-level English students to teach themed lessons for the duration of the camp. Themes included journalism, HIV/AIDS, community service, and theater.

Club leaders

Club leaders worked with the country club teams. Such leaders taught about their assigned countries, focusing on such themes as art (flag- and map-making), theater, music, dance, food, and culture from each country.

LET'S LEARN ABOUT OUR WORLD!

Environment Camp

1. Purpose

Campers foster their curiosity about the environment as they learn how humans and animals depend on and interact with the environment. They learn how to take care of the environment and how to live more easily in it. They recognize different energy sources and how to use these sources in a respectful way, and learn the harmful impact of pollution and ways to prevent it. They also learn to work as a team and how to express themselves verbally and nonverbally in team-building exercises.

2. Expected or Sample Outcomes

By the end of camp, participants will

- a. Explain at least three ways humans, animals, and the environment are interdependent through oral presentation, art, song, play, and journals.
- b. Perform oral presentations or utilize art, song, play, or journals to explain at least three sources of pollution, their impact on the environment, and how this can be prevented.
- c. Discuss at least three factors that contribute to human behavior toward the environment. Participants will do this by analyzing historical factors, beliefs, and practices that influence attitudes toward the environment.
- d. Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).

3. Suggested Activities

- A walk in the woods with an observation journal—to identify plants, trees, and learn useful information
- Art, creative drama (plays about a tree), and music about the environment
- Team-building exercises
- Reading club
- Crafts and experiments made with material from the environment (leaf collages, erupting volcanoes, etc.)
- Exercises on food chains, water pollution, microbiology, habitat, trees, erosion, desertification, and soil health (see Stellar Example)

4. Suggested Resources

- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]

- *Environmental Education in the Community Manual* [ICE No. M0075]
- *Adapting Environmental Education Materials Manual* [ICE No. M0059]
- *Environmental Education in the Schools: Creating a Program that Works* [ICE No. M0044]
- *A Volunteer's Guide to Community Entry: Learning Local Environmental Knowledge* [ICE No. M0071]

5. Alternative or Follow-Up Models

- After-school environment clubs
- Newsletters to the campers, via email or standard mail
- Eco-corps youth service groups (peer environmental educators)

6. Stellar Example: Environmental Education Camp

NIGER ENVIRONMENTAL EDUCATION CAMP (EEC)

In Niger, children are naturally curious about their environment but have little direction to explore it critically. Already faced with environmental and natural resource challenges, children need to recognize the urgency and identify ways to address these challenges now and in the future. The EEC brought children, instructors, and Volunteers together to explore such issues in a fun and memorable way.

The host country nationals who served as instructors provided Nigerien songs and games to enhance cultural exchange. They also facilitated lessons in the local language so students could understand specific content. It is recommended that HCNs be involved in future camps, beginning at the planning stage.

Topics and sessions covered during the three-day camp included:

- | | |
|-----------------------------|--------------------------------|
| - What is the environment? | - Wind erosion |
| - The habitat game | - Microbiology |
| - Food chains and webs | - Trees and the air we breathe |
| - Water pollution | - Water erosion |
| - Water cycle | - Desertification |
| - Soil health and structure | - Overpopulation |

Such themes could be expanded upon to extend the camp to five or more days.

CAMP.COM

Computer Camp

1. Purpose

Computer camps aim to expose young people to both uses of technology and potential careers in technology. They often require access to a relatively reliable computer lab. Depending on Internet access, they may include a combination of software and hardware use. Some advanced computer camps provide training to young people to troubleshoot or to repair hardware. Ultimately, campers leave with an excitement about what they can accomplish through technology and a sense of what additional training or education they may want to pursue.

2. Expected or Sample Outcomes

By the end of camp, participants will

- a. Demonstrate improved self-confidence.
- b. Demonstrate improvements in at least three of the five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).
- c. Show the ability to access the most effective search techniques for finding useful information.
- d. Show the ability to create a simple HTML webpage with Macromedia Dreamweaver.
- e. Have the ability to describe the internal parts of a computer and explain their roles in making a computer work.

After camp, participants will

- a. Share with others the most effective search techniques for finding useful information.
- b. Share lessons about Internet access and the many communication opportunities it provides.
- c. Update webpages they produced during camp.
- d. Share lessons learned about modems, network cards, routers, and network cable, and see how they work together to create a network.
- e. Share how to transfer files between computers, cellphones, and digital cameras.
- f. Learn more about the best way to pursue careers in IT by taking more computer classes and sharing their knowledge with others.

3. Suggested Resources

- Microsoft YouthSpark Hub (www.microsoft.com/youthsparkhub)

4. Alternatives or Follow-Up Models

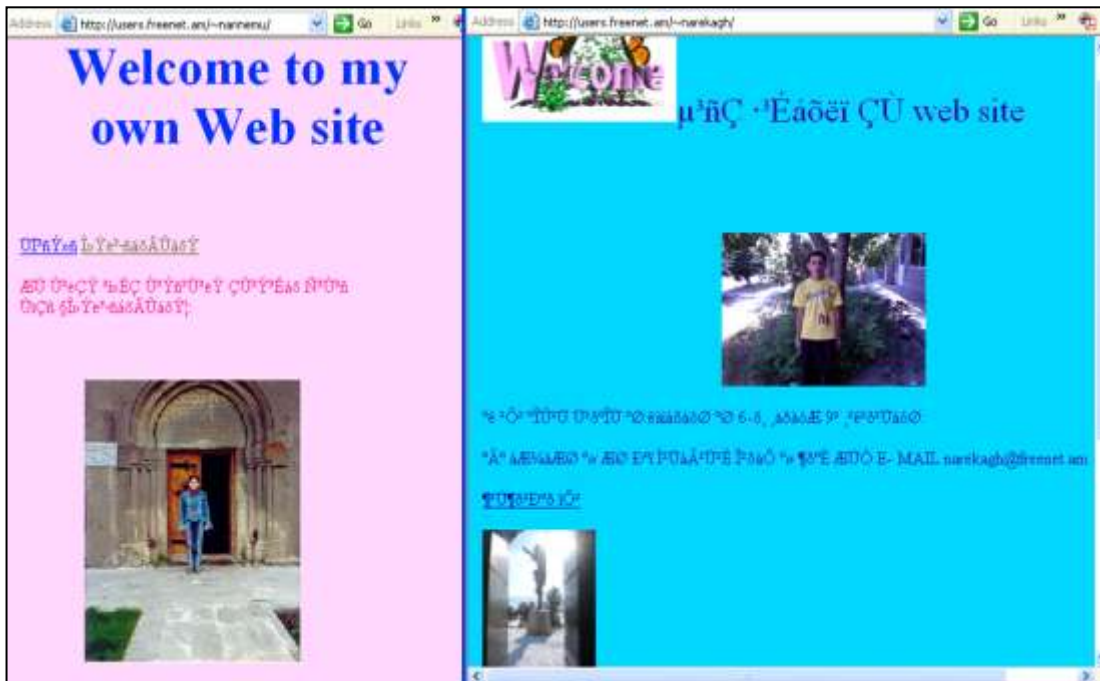
- After-school computer clubs
- Shared community website for IT enthusiasts
- An IT newsletter
- A monthly gathering to host guest speakers employed in the IT industry

5. Stellar Example

CAMP.COM IN ARMENIA

A computer camp designed to expose young people to the information technology (IT) industry, Camp.com was developed by Peace Corps Volunteers and the Charentsavan Community Support Center (CCSC), a nongovernmental organization (NGO). The camp provided participants with technical training and an introduction to IT industry professions. It was organized to create interest and enthusiasm for IT careers.

Participants learned how to create a simple HTML webpage with Macromedia Dreamweaver. Then they used the FTP feature to upload their webpages to a free Armenian Web host (Freenet.am). Participants now have webpages they can update at their convenience. Here are some of the websites the participants created:



HEALTH STARS

Peer Educators for HIV/AIDS Prevention

1. Purpose

Boys and girls aged 11-16, especially those who are vulnerable or at-risk, will become “health stars” and adopt healthy behaviors that prevent HIV infection and mitigate the impacts of the epidemic, preparing them for a productive adulthood. They will do this by developing teamwork, communication, decision-making, and leadership skills that allow them to support, coach, and mentor their peers and encourage family members to do the same.

2. Expected or Sample Outcomes

By the end of camp, participants will

- a. Demonstrate understanding of the modes of HIV transmission and confront common myths around HIV transmission and treatment.
- b. Demonstrate through role-plays, skits, or group interactions, improvements in at least three of five life skills areas (healthy behaviors, teamwork, communication skills, decision-making skills, and leadership/self-confidence).

Within three months of camp, participants will

- a. Teach three camp lessons to five peers.
- b. Report receptive attitudes toward people living with HIV/AIDS (PLHA) in post-camp interviews.
- c. Report having delayed sexual activity or having used a barrier method of protection during sex.

3. Suggested Activities

- Sessions from the *Life Skills Manual for Sexual and Reproductive Health Manual* [ICE No. M0063]
- Self reflection journals, portfolios, or art projects
- Theater activities promoting health education and behavior change
- Sports-based peer education techniques
- Training of trainers methodologies (experiential learning, nonformal education techniques, facilitation techniques, trainers’ games)
- Guest speakers from health clinic providers or people living with HIV/AIDS
- Service projects

4. Suggested Resources

- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]

- *Choose a Future! Issues and Options for Adolescent Boys* [ICE No. YD032] (electronic only)
- *Choose a Future! Issues and Options for Adolescent Girls* [ICE No. WD127] (electronic only)
- *HIV/AIDS Training Resource Kit* [ICE No. T0136K]
- *Y-PEER Toolkit: The Training of Trainer Manual* (<http://38.121.140.176/web/quest/ypeer-toolkit>)

5. Alternative or Follow-Up Models

- After-school clubs
- Community-based youth groups
- Theater-based peer education

CAMP POSSIBILITY

Camp for Orphans and Vulnerable Children

1. Purpose

The goal is to inspire young people to discover themselves, enhancing their self-confidence. The camp provides campers, many of whom are otherwise unsupervised during school breaks, with a safe, structured, and fun environment to better prepare them for a healthy future, improve their communication skills, and help them build relationships and a support group while providing healthy meals.

2. Expected or Sample Outcomes

By the end of camp, participants will

- a. Demonstrate improved self-confidence.
- b. Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).
- c. Demonstrate increased knowledge in at least three ways to protect themselves from HIV/AIDS.
- d. Participate in a healthy structured environment that provides meals, sports, learning, and creative expression.
- e. Develop personal memory books and personal portfolios to help document future goals.

After camp, participants will

- a. Indicate, within three months, that they have greater community support and support from a social network than they did prior to the camp.

3. Suggested Activities

- Self-esteem-building activities
- Interactive lessons on HIV/AIDS from the *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- Self expression through crafts, activities, and sports
- Team-building and peer support activities
- Creation of memory books
- Compilation of a personal portfolio that outlines personal accomplishments, strengths, and future goals

4. Suggested Resources

- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]
- *Choose a Future! Issues and Options for Adolescent Boys and Girls* [ICE No. YD032] (electronic only)
- *HIV/AIDS Training Resource Kit* [ICE No. T0136K]

5. Alternative or Follow-Up Models

- After-school clubs
- Community youth and support groups

6. Stellar Example

CAMP ESPOIR IN TOGO

Camp Espoir was an initiative funded by Friends of Togo and coordinated with Peace Corps Volunteers in conjunction with partner *Association Espoirpour Demain* (AED-Togo), an association of people living with HIV/AIDS (PLWHA). The vacation camp was held at the Peace Corps training center. It was designed to provide an enriching experience for 45 Togolaise children aged 9-15 who are either (1) orphaned as a result of AIDS; (2) living with HIV/AIDS; and/or (3) living with a parent who has HIV/AIDS. Host country nationals from AED-Togo, four associations of PLWHA, and Peace Corps Volunteers participated in the design, preparation, implementation, follow up, and evaluation of the camp.

The objectives of the camp were to

1. Create a stimulating atmosphere for children who are affected and orphaned as a result of HIV/AIDS, helping them gain skills, develop relationships, impart experiences, and most notably, have fun.
2. Provide learning, training, and preparatory activities for children serving as heads of household or primary caregivers for PLWHA.
3. Catalyze a large-scale campaign by Togolaise associations to comprehensively address the needs of the OVC population in their respective areas of the country.
3. Pilot an effective regional program that can be developed into a nationwide camp in the future.

4. Facilitate collaborations between Volunteers from each sector and PLWHA associations.

Prior to the camp, Volunteers invited seven people living with AIDS who represent various associations in each of the five regions of Togo. During these four days, the group planned, prepared, revised, and practiced the camp's proposed program and approach. Specialists from the Peace Corps were also invited to help facilitate the camp's training and development sessions.

Camp organizers outlined a program with activities derived from the following three overarching themes: life skills, self-development, and creative expression. Specific sessions were classified into one of seven domains: health, self-discovery, team building, future planning, agricultural techniques, human rights and gender roles, and experience sharing.

TEACHING OUR BOYS EXCELLENCE (TOBE)

Boys Leadership Camp

1. Purpose

This camp is limited to boys and is intended to foster leadership, gender-equity, and problem solving skills by following a practical outdoor hands-on curriculum. Campers will explore the qualities and attributes of a leader, being exposed to strong local role models such as university students and young professionals who are successful in their fields. Campers will work with these role models to develop an understanding of civic engagement, gender awareness, and mutual respect. Campers will participate in activities and sessions involving teamwork and democratic processes that will allow each to serve as both a leader and team member. They will also gain confidence by participating in physical, outdoor activities that will inspire them to be healthy and make healthy decisions. Campers will be encouraged to continue the camp lessons by creating personal goals and becoming contributing members of their home communities.

2. Expected or Sample Outcomes

By the end of camp, participants will

- a. Describe their understanding of the choices and responsibilities they face as young men.
- b. Demonstrate confidence by giving an oral presentation individually and/or with a group, by leading an activity or co-designing an activity, or reading aloud a personal written work at least once during the camp.
- c. Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).
- d. Explain the definition of gender and how gender awareness can impact their everyday lives.
- e. Develop a personal goals contract that will describe how they will apply leadership skills in their home communities.

3. Suggested Activities

- Gender roles of the past, present, and future
- Health and sex education
- Racial and religious tolerance
- Leadership and the qualities of a good leader
- Goal setting and career planning
- Democracy and democratization
- Diet and exercise
- Outdoors (map, compass, teamwork, survival)

4. Suggested Resources

- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]
- *Choose a Future! Issues and Options for Adolescent Boys* [ICE No. YD032] (electronic only)
- *V² Volunteerism Action Guide: Multiplying the Power of Service* [ICE No. CD062]
- *New Project Design and Management Workshop Training Manual* [ICE No. T0107]

5. Alternative or Follow-Up Models

- After-school clubs (environment, cleanup, homework, etc. that is approved by and monitored by an adult: principal, teacher, doctor, etc.)
- Male mentoring programs (brother to brother)
- Shadow a local professional (write a letter explaining why you want this opportunity)
- Earn “badges” throughout the year to be presented at camp the following year (Boy Scout model)
- Read to children at a church, mosque, or public space

BE THE CHANGE: VOLUNTEERING, LEADERSHIP, AND CIVIC ENGAGEMENT CAMP

1. Purpose

This camp aims to mobilize and support young campers to become facilitators of positive change in their schools and communities. Participants develop relevant skills for the future while they learn to assess, plan, mobilize, implement, and evaluate a project that will benefit their peers and/or their communities. In addition, through relationships, teamwork, and a “web” of support that develops through the camp experience, participants will form their own concrete plans to accommodate a growing network of young leaders throughout the country, using social networking tools or other institutional networks.

2. Expected or Sample Outcomes

By the end of camp, participants will

- a. Demonstrate new skills in assessment, planning, mobilization, and evaluation of community service projects by creating a sample service project of their own.
- b. Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).
- c. Demonstrate the ability to assess their own learning, growth, and professional goals, through individual and group reflection, as well as such assessment tools as journals, worksheets, and personal portfolios.
- d. Develop an action plan for implementing a community service or education project following the camp.
- e. Develop an action plan that will contribute to the establishment of a network of young leaders, using technology or existing institutions.

3. Suggested Activities

- Development of a personal portfolio that includes an assessment of one’s talents, interests, and skills while identifying areas of future career and study interest; and a post-camp action plan for conducting interviews, shadowing, etc. to create a work-readiness portfolio.
- Work through the steps of developing a service project using the *V² Action Guide* [ICE No. M0062].
- Life skills sessions that emphasize communication, negotiation, creative thinking, and decision-making skills.
- Debates, problem-solving games, and sports or outdoor activities that serve to build teamwork.
- Practice and role-plays that involve conducting interviews, facilitating group discussions, and creative problem solving.

- Personal and group reflection activities, including journaling, group discussions, skits, songs, and others.
- Model United Nations, model village, or other simulation games that develop leadership, teamwork, and civic skills.

4. Suggested Resources

- *V² Volunteerism Action Guide: Multiplying the Power of Service* [ICE No. M0062]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]
- *Nonformal Education Manual* [ICE No. M0042]
- *Choose a Future! Issues and Options for Adolescent Boys and Girls* [ICE No. YD032] (electronic only)
- *Life Skills for Sexual and Reproductive Health Manual* [ICE No. M0063]
- *Life Skills for Leadership Manual* [ICE No. M0098]
- *The New Project Design and Management Training of Trainers* [ICE No. T0107]
- *Youth Livelihoods: Employability Manual* [ICE No. M0093], see assessment section
- *Using Participatory Analysis for Community Action Idea Book* [ICE No. M0086]

5. Alternative or Follow-Up Models

- After-school service clubs
- Earth Service Corps clubs
- Job shadowing, internships, or mentoring programs
- Scouts or related groups
- Theater-based clubs promoting social change

6. Stellar Examples

LEADERSHIP CAMPS

Romania. One camp included four days of sessions incorporating experiential learning techniques, discussions on respect and human rights, identity and community ownership, identifying community needs, goal setting (both for individuals and a community), and community development projects. Each student set individual goals and created detailed objectives to meet those goals. Each student worked in a mixed gender group to identify a community need and created a project to address that need. All participants created goals, objectives, and timelines for these projects and presented them to the camp. The students worked on implementing such projects within their communities after the camp.

Macedonia. A one-week residential camp focused on high school-aged girls from various communities who demonstrated leadership abilities. The camp's aim was to provide young women with opportunities to grow as leaders and to empower them to take ownership of their own development and that of their local communities and nation. Since some girls were excluded from the overnight camp, a one-week local day camp with similar objectives was conducted as well.

Niger. Volunteers and their partners implemented a one-week residential camp focused on leadership, nutrition, population education, civic education, and the exploration of professional opportunities that included the opportunity to shadow local professional women. There was also a three-day youth movement held in three villages. Campers learned about peer support, gender, and proper health and hygiene. The focus was to create development opportunities for youth and for campers to identify strategies in which youth can contribute to the development of their communities.

Senegal. Volunteers and their partners participate in an annual leadership academy. The academy consists of two sessions of eight-day residential camps with 60 participants per session. The goal is to provide campers with the leadership skills necessary to lead their communities in economic development that is environmentally sustainable and socially equitable.

Swaziland. Campers participated in four-day workshops, receiving training to become effective facilitators. Theater was identified as an important strategy to provide positive role models, encouraging confidence and self-esteem among theater club members. Participants acquired and perfected project management skills, sharpened their facilitation skills, and learned to promote theater in Swaziland.

I CAN DO IT!

Accessible Camp for Institutionalized Youth and Children with Special Needs

1. Purpose

This camp is designed to give children with severe disabilities an opportunity to participate in a fulfilling camp environment. This type of camp depends largely on working with a host organization that already shares this mission and the existence of a physical camp location that allows for accessibility. Camps such as this will have few barriers, including wheelchair access to lodging, dining areas, and paths. Personnel at the camp will be those who already work with youth of various needs on a regular basis. Activities will include those on an accessible playground, arts and crafts, cookouts, dancing, hikes to notable local landmarks, and naps in the grass. Emphasis should be placed on campers and staff having a “can do” attitude about what campers are capable of doing and experiencing. Behaviors should be monitored closely and changes should be noted.

2. Expected or Sample Outcomes

By the end of camp, participants will

- Demonstrate improved confidence and mastery of at least one camp-related activity.
- Demonstrate improvements in at least three of five life skills areas (communication, decision-making, cooperation/teamwork, goal-setting, and creative thinking).
- Duplicate a youth camp experience that mirrors, as much as possible, the camp experience enjoyed by mainstream youth.
- Campers will enjoy a positive vacation away from regular and familiar environments while care workers and camp participants familiar with the youth will use the opportunity to bond.

3. Suggested Activities

- Basic and simple sporting activities involving balls (soccer, basketball, etc.).
- Walks, assisted or independent, to local landmarks like churches, hilltops, and corner stores.
- Arts and crafts, including finger-painting, flag drawing, portraits, and coloring.
- An accessible environment using available playgrounds. When necessary, lying in the grass is a suitable replacement.
- Cookouts with as much participation as possible. Foods may vary, but building a fire can be a group activity.

4. Suggested Resources

- *Special Olympics, Get Into It!* This is a Web-based education and engagement tool for teachers and students (<https://getintoit.specialolympics.org/>)

5. Alternative or Follow-Up Models

- Special Olympics
- The Association of Hole in the Wall Camps

6. Stellar Example

MOTIVATION ROMANIA

Accessible Camp for Children with Special Needs in Varatec, Romania

Motivation Romania has operated an accessible camp for children with special needs for several years. This camp was built with the help of an American faith-based organization on the site of a field of apple trees where Motivation once conducted a “first-steps” program for wheelchair users.

The fully wheelchair-accessible Camp Varatec has enjoyed multiple uses. It is comfortable enough to be a campsite for conferences or commercial leasing. Its primary purpose is to provide institutionalized youth in the care of Motivation a place to enjoy summers and experience what every kid should. The facility is fully accessible, with wheelchair access to bathrooms, cabins, eating areas, showers, and playgrounds.

Activities at the camp are fairly simple, though they focus on building relational and life skills. Barriers fall significantly around multiple playgrounds, featuring lay-down seats for swings and ramps for jungle gyms.

The beneficiaries who come to the camp range in their abilities and personalities. They have a very real chance of living fulfilling lives, in part due to the treatment they receive from Motivation.

It’s a challenge to implement unique activities with some of the youth. A Peace Corps Volunteer took the opportunity to expose the youth to something American, using an American football. American flags were created with art supplies and participants decorated the camp’s main cabin with Romanian and American flags. Campers also enjoyed a cookout with Volunteers and host-country partners from a community center.

PART 3:
CAMP ACTIVITY IDEAS

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PART 3: CAMP ACTIVITY IDEAS

CHAPTER 1: ICEBREAKERS

Description:

Icebreakers are quick activities to help people meet each other and get acquainted. They may also be used to energize the group after they have been sitting and learning for a period of time. Most take about 20 minutes.

NAME TAG MATCHER¹

Materials: 5-by-7-inch notecards and pens.

Directions:

1. Have campers write their names in the center of the notecard.
 - a. In the upper left-hand corner, write four things they like to do.
 - b. In the upper right-hand corner, write their four favorite singers or groups.
 - c. In the lower left corner, write their four favorite movies.
 - d. In the lower right corner, write four adjectives about themselves.
2. When everyone finishes, have them mingle with the group for a few minutes. Without talking, they are to read the upper left corner of the other group members' cards.
3. When time is up, they are to find one or two people who are most like them and visit for a few minutes.
4. When time is up, they are to mingle again, reading the upper right corner of the other group members' cards.
5. They then find the one or two people most like them and visit. Repeat with the lower left corner and lower right corner information.

Note: To make sure everyone visits with several people, you could implement a rule that no two people can be in the same group more than once.

¹ From *Peace Corps/Morocco Camps Manual*.

WHO AM I?

Materials: One sticky note per person.

Directions:

On each note, write the name of a celebrity, political figure, cartoon character, book character, etc. You can choose one category or mix them up. Use a different person for each note.

1. Place a sticky note on the back (or forehead) of each participant. The participants are to figure out who they are, but can only do so in the following manner:
 - Find a partner and read each other's sticky notes.
 - You may ask the other person three questions to which there are yes or no answers.
2. Once your questions have been asked and answered, make a guess about your identity.
 - If you are correct, move the sticky note to your chest and you become a "consultant" who gives clues to those still trying to figure out their identities.
 - If you are not correct, find a new partner and repeat the process.

ANIMAL SCRAMBLE

Materials: On a slip of paper, write the name of an animal that makes an obvious noise. On another, write the name of a different animal. Depending on the group size, pick 5-8 animals. Write on 3-5 slips of paper for each animal.

Directions:

1. Give each participant a slip of paper, but tell him or her to keep his/her animal a secret. The participants are to find the rest of their kind, but there is no talking. They have to make the noise of the animal. Once two of the same kind have found each other, they stay together to find more. Continue until all of the same animals have created one big group.
2. Use Animal Scramble, but add a hint of danger by planting a couple of dangerous animals who, if incorrectly approached, can take you out of the game (snake, lion, tiger, etc). The last survivor of non-dangerous animals is the winner (Non-dangerous animals need to gather in multiples of three to four of the same kind to be safe in a pack. They can even fake being a dangerous animal but cannot take out anyone—someone catches onto this and the fun begins!)

CATCH ME IF YOU CAN

1. Players should be paired together. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other.
2. Participants should be given approximately 30 seconds to look at their partners, taking in all details about each individual.
3. The leader then instructs the two lines to turn and face away from the center. One or both lines has 15-20 seconds to change something about their appearance (e.g., change a watch to a different wrist, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner.
4. The players again turn to face each other and have 30 seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

DO YOU LOVE YOUR NEIGHBOR?

(Best if played with groups of 20 or more)

1. The group stands in a circle with room in the center. One person begins by standing in the circle and says to an individual in the group, “(Pedro), do you love your neighbor?” The individual pointed out can either say,
 - a. “Yes, I love my neighbors (Maria) and (Juan), but I REALLY love people _____ (wearing green, from my village, etc.)” or
 - b. “No, I do not love my neighbors _____ and _____.”
2. If the individual uses the first phrase, all members of the group with that characteristic must find a new spot in the circle at least three spaces from where they are standing. The person with no space (last person remaining) becomes the caller.
3. If the individual uses the second phrase, his/her two “neighbors” must switch places with one another. The group members move in quickly to “lose” (close) their spaces. The last of the two to reach his or her space becomes the caller.

HUM THAT TUNE

Materials: Small slips of paper with names of a nursery rhyme or well-known song on them.

Directions:

Select several different rhymes or songs and repeat them on 2-5 pieces of paper.

Each person in the group is given one of the pieces of paper. They must hum the song or say the nursery rhyme until they find everyone else with the same instructions. They then form a group.

STRING GAME

Materials: A ball of string or yarn and pair of scissors. The leader can pre-cut various lengths of string (from a couple of inches to about a foot) or have the participants cut their own.

Directions:

1. Participants either select a pre-cut length of string from the group facilitator or they pass the ball around and cut whatever length they want.
2. Each person holds the string between his/her thumb and forefinger. For each “wrap” of the string around the finger, participants must share one thing about themselves.

WHO IN THIS ROOM ... ? AKA HUMAN BINGO²

Materials: Counselors make up a list of facts about the campers (either from their own knowledge or from application forms). There must be one item for each camper. Type the list with space to write after each item. Make a copy for each camper. A pen or pencil is also needed for each camper.

Directions:

1. Distribute the handouts with pens or pencils.
2. Each participant has to find someone in the room who corresponded to these facts, without repeating names. Examples: “I have attended a similar camp before.” “I know how to drive a car.” “I have five siblings.”
3. When everyone is done, stand in a circle and have campers put their papers away. Go around the circle and see what facts (2) go with each camper.

CONNECTED BY A BALL OF YARN

Materials: A ball of yarn or string.

Directions:

1. The participants stand in a circle with one person holding the ball of yarn. The person with the ball has to introduce him/herself: name, interests, and aspirations. He/she throws the ball of yarn to another participant. The final result is a big web of yarn that connects all the participants.
2. To make this activity a challenge, the web can be untangled by throwing the ball of yarn in reverse order. Each participant has to name the participant before him or her and list one interest or aspiration.

² From Peace Corps/Peru’s *ALMA and VALOR Manual*.

HUMAN KNOT

Starting in small groups, the participants have to hold hands, making sure each participant is not holding both hands of the same person. The goal is to untie the knot and form a circle (the final result could be more than one circle with some participants facing outwards). To make the human knot more difficult, the group can be made larger or the group can be told to only communicate non-verbally. This activity teaches basic problem solving, teamwork, and communication (including nonverbal communication).

AGES/BIRTHDAYS ON A LOG

Materials: A log or a board held off the ground by two buckets or bricks.

1. Participants are invited to stand on a log in any order. They must then rearrange themselves from youngest to oldest without getting off the log. The activity is restarted if someone falls off.
2. If all of the campers are the same age, they can arrange themselves in the order of their birthdays, from January through December.
3. This activity teaches problem solving, group work, and communication.

OBSTACLE COURSE

Materials: Construct an obstacle course with various stations where campers have to do something. For example, throwing balls into holes, jump roping, doing push-ups, crawling under ropes, and jumping over ropes.

Directions:

1. Campers can compete as rooms/cabins to see who finishes the course the fastest. This activity is a good way of promoting healthy competition between rooms, while also reinforcing the bond between roommates.
2. To teach trust, group work, and communication, this activity can be done by having each group divide into pairs. One participant in each pair is blindfolded and must be guided by the other participant through the obstacle course without physical contact. If the blindfolded participant touches a prop, the pair must return to the starting line. Blindfolds are switched between the pair at the end of the obstacle course and the obstacle course is completed in reverse. All pairs of the room can go through the obstacle course. The fastest room wins.

SKIING ON LOGS

Materials: Two planks of wood and rope.

Directions:

1. Ropes are tied to two planks of wood so each member of the room has two ropes to hold onto—one for each side of the body. All members of the room/cabin are asked to step onto the two planks, with one foot on each plank and a rope in each hand.
2. Working together, the room must “ski” a specified distance by lifting and moving the planks of wood.

BLINDFOLDED GEOMETRY

Materials: One single rope tied into a circle is needed for this activity; the rope must be long enough so all participants can hold onto it. Blindfolds for all participants.

Directions:

1. The participants are blindfolded and asked to pick up the rope at their feet. They must then position themselves into a large square or triangle. This activity teaches problem solving, group work, and verbal communication.
2. The participants can advance to making a circle and all slowly lean back, allowing the rope and their peers to support them.

SHARK ATTACK

Materials: Several large sheets of paper, such as flip chart paper.

Directions:

1. Place the sheets of paper on the floor throughout the room.
2. All participants are to move about (swimming) in the water around “the islands” (big sheets of paper on the floor). When a counselor screams “shark!” the participants must try to get on the islands. Those who are stuck in the water are eaten.
3. Islands are made smaller or eliminated as the game progresses.

CHAPTER 2: ECOLOGY ACTIVITIES

Description

Campers will conduct experiments and investigate areas within the campground to better understand the concept of the interdependence of an ecosystem and the role humans play.

Purpose

Campers will have an opportunity to learn about their relationship with the environment. They will also discover simple techniques to address some of the issues that harm the environment, such as erosion and litter. They will have an opportunity to create their own nature book or journal by using local plant materials. They will learn the names of different plants in their environment, how to identify them, and will learn how to use them (medicinal, culinary, animal fodder, etc.).

Materials

- Shovel to dig up enough soil for campers to have a few handfuls.
- A bucket of water and enough cups for campers to pour water.
- Picture of our ecosystem, preferably one with which the campers can identify (i.e., desert, ocean).

Suggestions

- Activities can be done alone or in sequence over several days. Select activities appropriate to the campers, their culture, and the environment.
- Find out ways to recycle materials and turn them into projects before beginning this activity. See the *V² Volunteerism Action Guide* referenced below for waste management and community cleanup.
- Try to find community members who can identify plants and can work with the campers by teaching them while going on a walk in the community.

References

- *V² Volunteerism Action Guide: Multiplying the Power of Service* [ICE No. CD062]
- *Working with CCBI: Volunteer Workbook* [ICE No. M0073]
- *Environmental Education in the Community* [ICE No. M0075]

Activities

HABITAT LAP SIT

(20 minutes)

This activity will require campers to come in close physical contact with each other. Before doing this activity, make sure there are no cultural or gender concerns that may cause campers to become uncomfortable due to their participation.

1. Have campers stand in a circle. Describe what an ecosystem is, showing pictures of several different types, if possible. An ecosystem is a biological environment consisting of all the organisms living in a particular area, as well as all the nonliving, physical components of the environment with which the organisms interact, such as air, soil, water, and sunlight. Identify an ecosystem (coral reef, desert, forest, pond, prairie, rainforest, tundra, etc.), preferably one that youth can relate to in their country. Ask the campers to brainstorm all of the living things in that ecosystem. See if they can name the flora and fauna that they encountered during a hike or other experience, for example. Have each person in the circle represent one of the living things listed through the brainstorming activity.
2. Compress the circle so everyone's shoulders are touching. Ask everyone to turn left (or to the right) so each person is facing another person's back.
3. Ask campers to sit simultaneously so each person is sitting in another person's lap. Explain the concept of interdependence. Each forest creature relies on another to live. Each creature is threatened when any one creature in the habitat is eliminated. Introduce an event into the circle, such as deforestation or poaching that causes the elimination of a creature. Ask that person to leave the circle. This will cause the collapse of the circle or habitat. Discuss habitats, niches, and interdependence. Ask the campers to consider local issues that could lead to extinction or a threat to life.

GREEN UMBRELLAS

(20 minutes)

1. Have campers place soil in their palms. Pour water over it and watch the soil erode. This demonstrates the effect of rain on the forest floor when deforestation has eliminated the canopy cover and root system.
2. Ask campers to hold their empty hand over the hand containing the soil to simulate the effectiveness of the canopy cover and root system.
3. Pour water again and show campers that the soil has remained intact. Follow this exercise with a discussion on soil erosion.

SOLID WASTE MANAGEMENT

(90 minutes)

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

Want to turn your one-off trash pick-up camp activity into a longer term project? See V^2 *Volunteerism Action Guide: Multiplying the Power of Service* [ICE No. CD062] for ideas on how to design a good service learning project for youth.

NATURE JOURNAL

(2-3 hours)

Facilitator's note: Read through directions and make a journal before introducing the steps.

Materials

- Leaves
 - Ruler or other measurement; you may need to convert to the metric system
 - Flat seed pods
 - Grass
 - Glue or plant equivalent of glue
 - Varnish or egg whites
 - Paper
 - Cardboard
 - Bowl
 - Two brushes per six campers (Note: brushes can be made from animal tail hair and a flattened tin can)
 - Scissors (optional)
1. Demonstrate the following steps for the campers and then ask them to repeat them. Have the materials ready for each camper. Walk around to help them.
 2. Ask campers to collect fresh plant materials (flat seed pods, large leaves, husks, grass). The leaves must have the juicy stems scraped off the surface area. The seed pods must be broken open, with the seeds being removed and separated into two pieces. The grass must be put into long, thin strips. Put aside.
 3. Fold and tear or cut (if scissors are available) a piece of recycled cardboard into a size conducive to a journal. Ask them to do this.
 4. Show campers how to score the cardboard. Scoring means taking a pointed object and slightly

pressing down on a straight line into the cardboard, then folding in the direction desired. Don't cut through the cardboard. To strengthen the journal, score four equal lines, about one-half inch apart, working off the center point of the piece of cardboard. Score inward for the first two and outward for the exterior two. The center point of the cardboard is now the spine of the book. The outward scoring makes the book easy to open.

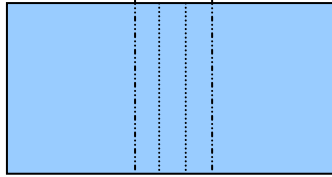


Figure 1. The cardboard is scored to form the spine of the book and to allow the cover of the book to bend properly.

5. Take your seed pods and large leaves and lay them over the surface area of your cover. Glue the plant matter down and fold over and glue the excess to the interior of the cover. Then, take a husk and cut it 4 ½ inches across and long enough to cover the length of the spine, with 1 ½ inches of excess to fold over to the interior.
6. Coat all areas with desired plant matter (leaves, seed pods, etc.) with two layers of varnish. Let first layer dry before applying second layer. Put aside.
7. Cut the number of pages you want in your journal. Make sure they are consistent in size and slightly smaller than the size of your cover when folded.
8. After the cover is completely dry, cut out a piece of paper that is slightly smaller than the size of your cover. Put this on the interior cover and glue it down. This piece should cover the overlapping plant matter.
9. On the exterior of the cover, take a pencil and lightly mark where the binding holes will be. Make two holes 1 inch from the top and bottom of the book and one-half inch from where the cover meets the spine. Measure the length between these two points. For every 2 inches, add another mark where a binding hole will be made. For example, for 12 inches, there should be a total of seven binding hole marks (two outer and five inner).

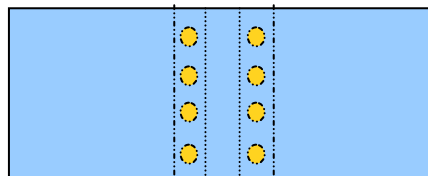


Figure 2. Binding holes are made along the length of the spine, approximately 2 inches from each other.

10. Insert the pages into the scored and folded cover. Make sure the pages are even and centered.
11. Using a thick needle or sharp nail, puncture holes through both the cover and the pages. If the pages and the cover prove to be too thick to penetrate, separate them into smaller portions. Then measure out and mark binding hole points on the paper so they match up with the binding holes on the cover. When completed, bring all the pages together again (if needed) and match them with the cover holes.
12. Take a thick, large needle and thread natural fibers (e.g., strong grass, the interior of an inset leaf) through the eye. Now, thread the fibers through the punctured holes. There are many patterns you can follow. An effective method is to work from the center hole and then back again, including the spine in your binding pattern.

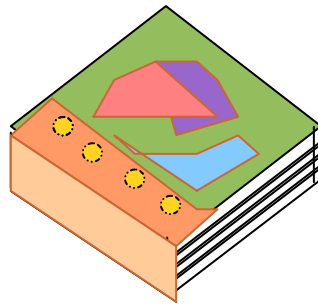


Figure 3. Your book is done. Enjoy!

13. After threading, tie the loose ends into knots two or three times and cut excess, leaving one-half inch to prevent unraveling.

NATURE WALK AND PLANT IDENTIFICATION

The nature walk is a guided tour through the surrounding landscape of camp. Community leaders will work together to teach campers about the local environment through plant identification and by describing various uses for each plant. Along the trail, campers are presented with various plants and informed of their uses. After several plants within the area have been discussed, campers will be instructed to find one of these plants. This activity can last from 20 minutes to an entire afternoon and can be a camp activity that spans several days.

Factors to Consider

- Walking quietly and in single file will increase the likelihood of wildlife spotting.
- Make sure to use a buddy system to keep track of all the campers.
- Depending on time, a snack or lunch and water breaks should be incorporated into the walk.
- Staff should set rules and inform campers before they are sent to search for specific plants.

Materials

- Pen
 - Pencil
 - Notebook/nature journal (see “Nature Journal” activity)
 - Water
 - Snack
 - Proper attire
 - First aid kit
 - Mobile phone (or SAT phone, if service is intermittent)
1. Campers will divide into groups of 10 or less. At least one community leader, elder, or knowledgeable camp staff member will lead each group.
 2. Each camper will follow community leaders along a designated path that will expose the campers to plants the group leaders want to talk about. The group leaders will identify plants in pre-determined spots and discuss them.
 3. The group will stop and the campers will journal about the information shared. Campers will be encouraged to write, draw, and take small samples of these plants.
 4. After learning about the leader-identified plants, each group will be given a list of the recently learned plant names. Within a pre-designated area (where these plants have been confirmed by staff to be present), campers will be instructed to look for the plants and take a sample (a leaf, piece of bark, etc.) with them.
 5. Divide the campers into pairs to enhance their safety during the search process. Ask each camper to find the plants and give them a time limit.
 6. After the campers have found all the plants (or run out of time as determined by camp staff), they will gather together and discuss their experiences looking for plants and report to the other campers what features of the plants they successfully identified that helped them find the plants. It is OK if they are unable to find all of the plants. Make sure the campers collected the correct plant(s). Ask other campers to also observe each plant to make sure it is correct (or not) and why.
 7. Time should be allowed for self-reflection, with campers writing about their perceptions and feelings about the activity. Some campers can share their reflections with the group.

CHAPTER 3: TEAM BUILDING ACTIVITIES

DEVELOPING A TEAM: NAME, COLORS, FLAG, MASCOT, MOTTO, ETC.

Many camps organize their participants into teams or groups that remain intact throughout the camp. In residential camps, teams may be associated with cabins if there are smaller accommodations, rather than a large dormitory.

Creating a team and team spirit is useful and can be fun. However, it does not mean there is always competition between teams. Look for ways during camp to enhance cooperation.

Here are some ways to get started:

1. Begin a new group by identifying various qualities of the team members. Either have members create their own posters or interview each other in pairs, with the interviewer creating a poster of the person he or she interviewed. Useful topics are name or nickname (whatever they want to be called), hobbies, favorite color, favorite animal, physical aspect of themselves they most like and why, etc. Members self-present or are presented by their interviewer. Hang posters on the wall after each presentation.
2. Use the posters to have each group lead a discussion about themselves:
 - a. What things do we have in common?
 - b. How would you describe our group: quiet and thoughtful, enthusiastic, athletic?
 - c. What characteristics might help us create a team name?
 - d. We want to create team flag—let’s think about colors we seem to like, animals we like, hobbies. Do you see things that might represent all of us? If we choose a mascot and colors, how could we design a flag to represent those?
3. Use the discussion to lead into products needed: nameplate for cabin, flag, picture of, or costume for, a mascot. Try to involve all campers in final product: artists, writers (motto, song, or chant), dancers, etc.

Discovering leadership and group dynamics in teams

Free Standing Tower Contest

(30 minutes)

Purpose: To have each team learn about its own dynamics as a group through a competitive activity with other teams.

Materials

- 100 straws per group
- One roll of masking tape per group
- Yard/meter stick
- Flip chart with questions:
 1. What did your team do first?
 2. How did you decide what to do?
 3. Did someone become the leader?
 4. Did everyone participate? How?
 5. How could you have worked better as a team?

Steps:

1. Ask teams to form circles in a room with some open space in the middle.
2. Explain that they are going to each get a large packet of straws (about 100) and a roll of masking tape.
3. They will have 10 minutes to construct the TALLEST FREE STANDING tower. Towers cannot be taped to the floor or to the ceiling.
4. Distribute supplies. When all have their supplies, signal “Start.” Note time and watch for end of 10 minutes to call “Stop.”
5. Ask teams to leave their structures and move back against the wall.
6. Measure all towers that can stand on their own and announce a winner.
7. Ask teams to gather by their towers. Reveal the flip chart. (If it will be difficult for all to see, consider distributing a handout as well.)
8. Lead a large group discussion based on the questions.

CHAPTER 4: THEATER ACTIVITIES

Description

Campers will learn how to express themselves through imagination, mime, role-play, short skits, and improvisation through a series of exercises that will prepare them to write, direct, and act in their own productions.

Purpose

Campers will engage in activities that help them step outside of their comfort zones, learn about different communication styles, promote self-awareness, and solve problems creatively. Learning to work together in a fun environment, campers develop communication skills, self-confidence, and self-esteem.

Materials

- Face paint
- Costumes
- Props (as necessary, such as chair, table, etc.)
- Paper
- Markers
- Tape
- Large space in which to move

Suggestions

The activities are presented to take place over a four-day period; however, facilitators can follow a different format to better fit with their camp program.

Warm-Up Activities: Choose one example below to warm up before each activity

1. **Copy Cat** – One camper does something, which is mimicked by his partner (similar to looking into a mirror).
2. **Body Sculpture** – One camper is an artist and the other is clay. Campers are given an act (swimming, dancing, playing soccer) and must “mold” the camper to represent that act.
3. **Numbers Game** – Campers walk around and when a number is called, they must form groups of that number. The objective is to teach them to listen carefully, while emphasizing that they must always be ready to respond and participate.
4. **Chair Maze** – Half of the campers are blindfolded and are led through a maze constructed of chairs by the remaining campers. The objective is to teach trust for those blindfolded and emphasize the importance of giving clear directions to those who cannot “see.”

5. **Honey walk** – One camper or facilitator shouts out different kinds of walkways, such as side walk, rope bridge, log, etc., and the other campers walk from one side of the room to the other on that particular walkway.
6. **Basic Trust Falls** – Campers line up in two rows and “fall” into another camper.
7. **Trust Fall Circles** – Campers form a smaller circle within a larger one. One by one, the campers in the middle circle fall while the campers on the outside catch them and push them back in. Have the two circles of campers change roles so everyone gets a chance.
8. **The Gauntlet** – Have campers form a human “zipper” by forming two lines in parallel and facing each other. Have each camper cross his or her arms and hold hands intertwined. Have the last camper in the line run through and “undo the zipper” while the campers hold tight until the last second. Do this until everyone has had a turn.

DAY 1: The first day focuses on nonverbal communication and expressing emotions without speaking, using only the body and face. The activities listed below are suggestions only; facilitators do not have to do all of them today.

Choose a warm-up activity from the list above.

Games

Just the Face – Campers must show an emotion (happy, sad, crazy, tired, etc.) using only their faces. Participants will be tempted to use their bodies so facilitators should remind them to just use their faces.

Just the Body – The reverse of the above activity. Campers must express an emotion with their bodies. These two activities can be concluded with a question and answer session. What did we learn? Why is it important to use both our bodies and faces?

Emotions Party – Campers are divided into two groups. Group one is already at the emotions party and is waiting for group two to arrive. Members of group two enter the party individually and each one acts out a different emotion. All of the guests begin to act out the same emotion. The second person from group two enters and acts out a different emotion that all of the guests copy, including the first person who entered the party. Each time a new person enters, everyone at the party must act out the new emotion.

Charades – Divide campers into two groups and have them write down actions that the other team will act out. It is best if this is done in the local language to ensure that everyone understands.

Gesture Telephone – Similar to the game “telephone,” in which campers pass along a message, but in this case they are passing along an action. One camper acts out an action (e.g., driving a car,

going to the market, etc.) and taps the next person in line who is looking the other way. The campers standing in line should not see the person act out the action. The action is passed along, and in most cases a different action is interpreted. This works best if the action that is passed is a short story (e.g., you were at the café when you got into an argument, etc.).

Conclusion – Bring the campers into a large group and ask them what the point of the exercises was. Campers should realize that the activities focused on nonverbal communication and ways to demonstrate an action without talking. The point is to show that theater isn't all verbal, and in most cases you have to use your face and body to be successful.

DAY 2: This day focuses on imagination and mini-play activities.

Choose a warm-up activity from the list above.

Games

Name Game with Gestures – Campers say their name and make a gesture that describes their personality. After going around once, campers must then “tag” each other by saying a camper’s name, along with making the accompanying gesture.

“Huh? Wow! Huh?” – Campers are divided into four groups and given three words they have to use in a short play. Each group acts out their play. Then they can add words to their own plays. Have the campers act the plays again, this time with an assigned emotion that the rest of the class has to guess.

Zoo Game – Divide the campers into two groups. Half the campers are animals at a zoo, while the others are tourists visiting the zoo. The kids pick an animal they want to be and act it out, while the tourists must guess which animals are being depicted. This activity can be repeated as kids act out other animals that are more difficult to portray (e.g., giraffe, hippo, etc.).

Anything Fabric – Campers must find different uses for the same object. A sheet works best, but other things, such as a water bottle or a ball, can be used. In the case of a sheet, it can be a coat, a turban, a carpet, or a dress. It is best if campers aren't prompted and instead use their imagination.

Mini-plays

Split the campers into groups of three and four and have them perform plays based on the scenarios below. The following examples have been successful:

1. Friends are playing cards and one is caught cheating.
2. A kid tries to convince his parents to let him keep a dog that he found on the street.
3. Three friends decide to rob a bank but one is opposed and thinks it is a bad idea.
4. An American moves to Morocco and struggles with the culture.

After 5-10 minutes, campers gather and perform the plays. This exercise works well if the “audience” critiques and gives suggestions as to what could have been improved.

DAY 3: Improvisations. Remember, this means saying and doing whatever comes to mind; it is spontaneous.

Warm-Up Activities: Play Freeze Tag for a few minutes as a preview of activities that will be done later. In this game, the person who is “it” tags one of the campers and that camper has to “freeze.” The person who is “it” has to tag all campers. There are variations where the campers who are not yet “tagged” can “defrost” those tagged.

Situation Improvisation

Split the campers into groups of three and four. Give each group a scenario and one minute to “improvise.” Facilitators can judge how much time each group needs but should make sure the campers are spontaneous and react to one another. Continue until each group has participated.

1. A girl wants to travel overseas but her parents want her to get married. What should she do?
2. Four friends have dreamed of traveling overseas and have the opportunity, but one discovers that his mother is sick and he must stay home. What should the others do?
3. Four friends are studying for the high school exam. One claims that he/she knows someone who can provide the answers for a fee. What should they do?
4. A girl wants to join the basketball team but is told that she shouldn’t because it is inappropriate for girls to do this. What action should she take?

Games

Freeze Frame – Campers improvise a conversation, a situation, or an exchange. Facilitators can make up the situations or have the campers brainstorm a list, such as: trying to escape from prison; climbing through a window because you forgot your key; washing a car; etc. The group members begin their improvisations. Someone yells “freeze” and campers freeze. Campers can change groups and then a facilitator shouts “start” and a new situation begins. This game can also be done with an object, in which the kids must build a new play around the object that was used in “Anything Fabric.”

Conclusion

What have you learned about theater from the games we played? Why is improvisation important in theater? Talk about how you felt when you had to think fast.

DAY 4: Campers write, direct, and perform their own plays.

Choose a warm-up activity from the list above.

Forum Theater

1. Talk about problems facing the country, youth, etc. and write them on a flip chart or board. Help participants elicit some if they are having trouble brainstorming.
2. Divide the class into groups and have them choose a problem to make a short play about. Make it clear that you want a play about the problem, without a solution.
3. Have them perform plays. The play is initially performed without interruption. When the play is performed a second time, someone from the audience says “freeze” when they see a way to solve a problem. The person who yelled “freeze” switches place with one of the actors and becomes a character to help solve the problem. Encourage campers to think about different ways to solve the problems, and not just change them so the problems no longer exist.

Camper Production

Campers make up their own plays in groups. They should be given enough time to make up a 3- to 5-minute (or longer) play, create props, practice, and perform. They should be encouraged to write down the lines and different parts/scenes. All should act in the play.

PART 4:
COUNSELOR TRAINING

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PART 4: COUNSELOR TRAINING

CHAPTER 1: INTRODUCTION

Description:

This section of the manual provides sample training sessions and schedules that may be useful to prepare camp counselors, staff members, and junior counselors. These training sessions are intended to support Peace Corps Volunteers as they work to build the capacity of local community members to facilitate camp activities (and other positive youth development activities such as clubs or after-school programs) and reduce reliance on the Volunteers. The sessions are also intended to address the basic knowledge, skills, and attitudes that camp staff members need to work as a team and to facilitate fun experiential learning activities while creating a safe and supportive environment for campers.

Any of these topics could be addressed in greater depth, but these sessions should provide a foundation for Volunteers and their local partners to begin. Before using the sessions, Volunteers and their partners are strongly encouraged to conduct an assessment to determine the specific knowledge, skills, and attitudes needed by the identified camp counselors. This may be done as part of the staff recruitment process and developed at the same time the camp schedule is finalized, four to five months in advance (See Part 1). It may be the case that all sessions are not needed as is, or that sessions need to be refined or changed to a more basic level. Listed at the end of the table are several additional training sessions that might be useful. They are intended to be adapted as needed to make them appropriate for local partners, the goals of the camp, and cultural context.

The learning objectives outlined in the following table were developed to help camp staff members prepare and contribute in their various roles to each of the five components of planning high quality, effective youth camps:

1. **Planning with a purpose** — defining camp outcomes, and including monitoring, reporting, and evaluation throughout;
2. Building on **strong local partnerships** to promote capacity building and sustainability;
3. Ensuring there is a process that involves detailed **planning**, taking into account the many **logistics** involved in camp planning;
4. Considering **health and safety** at every stage of the planning and implementation process; and
5. Preparing and supporting **caring and competent staff**.

Adapt counselor training sessions as needed, but ensure that these topics, especially those related to health and safety, are still addressed in any such training. In addition, allow time in the counselor training to become familiar and comfortable with the camp content (such as health, environment, English, etc.).

Note that throughout the training sessions, the terms “participants” or “counselors” are used interchangeably. This is intended to identify the most common target audience for these training sessions—staff members who will be working directly with campers. This may include counselors, junior counselors, teachers, coaches, or other direct service camp staff members.

When planning camp counselor training, camp planners may be able to plan sessions that are held well in advance (one-two months) of the camp. If this is the case, these sessions could be easily adapted to allow counselors to have greater input in designing the camp sessions and greater input concerning the schedule and rules and policies. Since this is often not the case, they were designed to be implemented two to three days prior to camp. Camp planners may also want to consider developing additional sessions to be implemented during the camp as *in-service training* to address topics in which counselors may feel they would like additional support or training (e.g., behavior management, effective communication, etc.).

Prior to this camp counselor training, the following things should already be in place (See Part 1 for more details):

- Clear camp goals and objectives have been defined.
- A detailed schedule has already been created, including sessions with clearly defined learning goals.
- A plan for monitoring and evaluation of the camp learning goals has been developed.
- Time will be allotted in the camp counselor training for counselors to practice facilitating sessions.

CHAPTER 2: SESSION DESIGN OF CAMP COUNSELOR TOT

Session Title Sequence*	Session Learning Objectives	Time/Prerequisites
Camp Introductions and Expectations	<ol style="list-style-type: none"> Using a metaphor activity, staff members will articulate their expectations and hopes for the camp. After a presentation on the goals, objectives, and schedule of the camp and assessment of their strengths, staff members will identify at least three of the assets and talents they bring to the camp team. After reviewing the basic monitoring and evaluation plan for the camp, counselors will identify the points at which they will be responsible for documenting camper progress. 	120 Minutes/None
Team Building, Rules, Roles, and Responsibilities	<ol style="list-style-type: none"> After an experiential learning activity, staff members will identify their roles and responsibilities as a part of the staff team. Following a review of camp policies and procedures, staff members will articulate at least one reason why these rules are important for keeping the camp running smoothly and campers safe. 	90 Minutes/Camp Planning Introduction
Learning at Camp	<ol style="list-style-type: none"> Reflecting on a previous experiential activity, camp staff members will identify at least two possible methods appropriate for camp activities that will engage campers in creative reflection to promote learning. Following a reflection exercise and given a list of reflection methods, participants will develop a sample creative reflection activity for campers that will reinforce learning. 	90 Minutes/Team Building, Rules, Roles, and Responsibilities
Teaching and Presentation Methods	<ol style="list-style-type: none"> Following a discussion on learning methods, counselors will describe at least one appropriate use of a learning method and how to use it successfully. After examining the continuum of learning methods from teacher-centered to learner-centered, counselors will accurately place at least four teaching methods on the continuum. Given a sample camp session, counselors will develop and deliver one camp activity that activates all steps of the experiential learning cycle for potential participants. 	90 Minutes/Learning at Camp
Health and Safety of Campers	<ol style="list-style-type: none"> Using the physical campsite as the venue, staff members will identify all physical areas of the camp and any health and safety issues related to each. After reviewing the camp policies and procedures, staff members will determine the roles and responsibilities of various staff members for health and safety, including the steps for handling emergency situations. Following a review of the camper training session on health and safety, staff members will demonstrate the ability to facilitate at least one component of camper health and safety training. 	120 Minutes/None

Session Title Sequence*	Session Learning Objectives	Time/Prerequisites
Working with Campers Part 1. Positive Communication for Positive Behavior	<ol style="list-style-type: none"> 1. After generating a list of positive qualities for campers to develop, participants will identify at least three behaviors that would demonstrate these positive qualities. 2. Using either a verbal or written strategy, participants will demonstrate at least one example of a positive communication technique they can use with campers that will support positive behavior. 	90 Minutes/None
Working with Campers Part 2. Managing Behavior	<ol style="list-style-type: none"> 1. After developing a list of proactive and early onset behavior management strategies, participants will apply at least one of these strategies to a given camper behavior scenario. 1. Using a behavior management process, participants will work in teams to develop at least one positive strategy to manage unwanted camper behaviors in sample camp situations. 	90 Minutes/Working with Campers Part 1
Camp Counselor as Mentor	<ol style="list-style-type: none"> 1. Based on personal experiences, participants will list at least three qualities of effective camp counselors or youth development workers. 2. Using a self-assessment tool, participants will consider 12 active listening skills and identify at least one personal strength and one area for personal improvement. 3. Participants will demonstrate in role-playing scenarios at least two culturally appropriate youth mentoring techniques. 	90 Minutes/None

Note: An alternative or supplementary session for the counselors' training is "Facilitating Reflection in Youth Group Activities" that is part of the *Global Youth in Development: Asset-based Approaches to Youth Development* training package. Ask local Peace Corps staff members for a copy of this session.

CHAPTER 3: SAMPLE PRE-CAMP COUNSELOR TRAINING SCHEDULE

Participants: All counselors, junior counselors, teachers, facilitators, and trainers who will be conducting sessions during the camp or who are responsible for working closely with campers

Goal: By the end of the camp counselor pre-camp training, camp staff (including teachers/facilitators, counselors, and junior counselors) will work as a high-functioning team that is familiar with the camp content, will be fully engaged during camp activities, will communicate with campers in a caring and purposeful manner, will provide a safe and healthy environment, and will promote the use of interactive and experiential methods of learning.

Three-Day Schedule

Time	Day 1	Day 2	Day 3
8:00 a.m.	Arrival and registration	Arrival, welcome, daily summary	Arrival, welcome, daily summary
8:30-10:30 a.m.	Session: Introductions and Expectations <ul style="list-style-type: none"> • Metaphor activity • Heads, hearts, and hands • How will we know if we are successful? 	Session: Health and Safety of Campers <ul style="list-style-type: none"> • Venue scavenger hunt • Review and refine rules and procedures 	Session: Camp Counselor as Mentor <ul style="list-style-type: none"> • Qualities of effective camp counselors • Self-assessment of active listening methods • Demonstrating techniques
10:30	Break	Break	Break
10:45 a.m.-12:15 p.m.	Session: Team Building and Roles and Responsibilities <ul style="list-style-type: none"> • Keep balloons in the air • “It could happen” scenarios • Moving beyond the scenarios 	Session: Working with Campers-Part 1. Positive Communication for Positive Behavior <ul style="list-style-type: none"> • Identify positive qualities and behaviors • Using positive communication 	Presentations: Facilitating Camp Activities (Content determined by the camp) <ul style="list-style-type: none"> • Prepared sessions on Day 2 • Each team presents • Provide peer feedback
12:15	Lunch break	Lunch break	Lunch break
1:30 - 3:00 p.m.	Session: Learning at Camp <ul style="list-style-type: none"> • Individual reflection • The experiential learning cycle • Selecting and developing reflection activities 	Session: Working with Campers-Part 2. Managing Behavior <ul style="list-style-type: none"> • Proactive and early onset action • Behavior management scenarios 	Presentations: (Continued)

Time	Day 1	Day 2	Day 3
3:00 p.m.	Break	Break	Break
3:15-4:45 p.m.	Session: Teaching and Presentation Skills <ul style="list-style-type: none"> • Visualization • Using different learning methods • Assignment for Day 3 	Session: Preparing for Session Delivery <ul style="list-style-type: none"> • In teams, work on preparing to facilitate camp sessions in Day 3 • Independent group work 	Final Preparations <ul style="list-style-type: none"> • Review reporting and evaluation requirement • Sample reflection/closing activities • Address final concerns/issues
4:45-5:00 p.m.	Closing <ul style="list-style-type: none"> • Review assignment for Day 3 • Identify resources available to assist 	Closing <ul style="list-style-type: none"> • Write themselves letters about hopes and expectations to read at end of camp 	Closing <ul style="list-style-type: none"> • Review training goals to see if they were met

Options and Variations to this Schedule

Camp planners may want to consider switching the Day 1 afternoon sessions and Day 3 sessions. Counselors may quickly want to jump into their skills for working with youth and practice implementing camp sessions. However, the schedule provided above gives counselors the opportunity to plan and then apply experiential learning methods in their delivery of an activity on Day 2.

If the camp only has time for two days of training, the amount of time for planning session delivery can be consolidated. Use only the first “Working with Campers” session and combine the “Presentation Skills” session at the beginning of practicing session delivery.

In identifying the camp session, see Part 4: Camp GLOW for examples. *The Peace Corps Life Skills and Leadership Manual* may be a valuable resource for counselors to practice facilitating. Volunteers can ask their program staff for Volunteer training sessions on topics such as youth participation, youth leadership, or facilitating reflection. With the camp partners and the camp director, determine the counselor training schedule based on the goals of the camp and the skills needed by the perspective counselors. For example, if the counselors are primarily teachers on summer break, camp planners can likely plan on spending less time on teaching and learning methods and more time on content.

CHAPTER 4: COUNSELOR TRAINING SESSION PLANS

INTRODUCTIONS AND EXPECTATIONS

Session: Introductions and Expectations

Training Package:	Camp Counselor Training
Rationale:	This introductory session helps participants get acquainted while exploring their expectations of the camp. Expectations are compared with the goals, objectives, and camp schedule and realigned, as necessary.
Target Audience:	Counselors, junior counselors, teachers, facilitators, presenters
Facilitator Expertise:	Previous training experience
Time:	120 minutes
Pre-requisites:	None

Session: Introductions and Expectations		
Date: [Pick the date]	Time: 120 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. Locate photos for the activity in the Motivation section. Practice doing the photo metaphor activity for yourself and with friends/colleagues so you can see how it works, if this is new to you. Be prepared to share your metaphor as well. 2. If photos are not available, use paper and drawing implements for participants. 3. Prepare and finalize, if not already completed, the goals and objectives for the camp and the camp schedule (See Part 1: A Camp Outline and Part 4: Camp GLOW for examples). 4. Prepare and finalize a monitoring, reporting, and evaluation plan for the camp and summary, if needed, for the camp counselors. Define the points before, during, and after camp where counselors have monitoring, reporting, and evaluation responsibilities and tasks. For an example, see “Camp GLOW Camper Success Tool” in Part 5 of this manual. 5. Prepare photocopies as needed. <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Photos from magazines, snapshots, images downloaded from computer, etc. (accommodate for at least twice as many as staff members present.) Photos should be metaphors for expectations, not direct representations. For example, do not use pictures of campers doing activities, but utilize images like a rainbow, a pebble in water making waves, or a lock, chain, key, salad, glass of water, sunrise, etc. 2. Flip chart paper 3. Markers 4. Tape • Handouts <p>Handout 1: Goals and objectives of the camp (See Appendix A.9 for sample)</p> <p>Handout 2: Camp schedule (See Appendix D.8)</p> <p>Handout 3: Monitoring and evaluation summary and/or tools to be used by counselors (See Evaluation section in Part 5: Camp GLOW)</p> • Trainer materials <p>Trainer Material 1: Prepared flip chart: goals and objectives of the camp.</p> <p>Trainer Material 2: Prepared flip charts: three charts, with “Head,” “Heart,” or “Hand” written or drawn at the top of each.</p> 		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Using a metaphor activity, staff members will articulate their expectations and hopes for the camp. 2. After a presentation on the goals, objectives, and schedule of the camp and assessment of their strengths, participants will identify at least three of their assets and talents they bring to the camp team. 3. After reviewing the basic monitoring, reporting, and evaluation plan for the camp, counselors will identify the points at which they will be responsible for documenting camper progress. 		

Instructional Sequence

I. Motivation (10 minutes)

Materials:

Preselected photos

1. Select or draw a picture (prior to beginning of workshop)
2. Write instructions on a flip chart or blackboard. Spread pictures out on a table or on the floor.

Instructions: Think about what your expectations are for the participants of this camp. Select a picture that represents your expectations. Take it to your seat.

3. As staff members arrive, greet them and show them the instructions. Encourage them to select a picture.

II. Information (30 minutes)

Materials:

Prepared flip chart of goals and objectives of the camp

Handout 1: Goals and objectives of the camp

Handout 2: Camp schedule

1. Welcome and getting acquainted
 - Welcome participants with appropriate remarks.
 - Ask participants to introduce themselves, saying 1) name; 2) what their role on the staff will be (if it is known to them); and 3) what image they chose and how it reflects their expectations for the participants of the camp.
 - Thank participants.
2. Introduce the goals and objectives of the camp
 - Reveal the flip chart with the goal(s) and objectives of the camp. Ask participants to read them aloud. Ask if they have questions or clarifications.
 - Ask participants to relate their metaphors to the goals and objectives. Do they see their expectations expressed in them? If not, clarify any expectations that cannot be met and why.
3. Introduce the camp schedule
 - Distribute copies of the camp schedule.
 - Ask participants to review the schedule, relating sessions to the objectives.
 - Ask participants to identify where in the schedule their expectations are met and where they have a role.
 - Clarify any questions, confusions, doubts.

III. Practice (40 minutes)

Materials:

Three prepared flip charts with head, heart, and hands written or drawn on the top of each

Head, heart, and hands

Counselors think about ways in which they are bringing their “head, hearts, and hands” to camp. In other words, how they are bringing their passion, purpose, good judgment, and skills to their work as a team and with campers.

1. Explain that now that they have reviewed the goals, objectives, and schedule of the camp, they are going to start thinking about how they are going to contribute to achieving these goals and what they bring to the team.
2. Place each of the three flip charts on different walls or in different areas of the room. Break the participants into three groups, with each group assigned to one of the charts. Give the directions, *“As a group, you are going to discuss and list on the flip chart paper some of the things—your gifts, your talents, and skills—each of you are bringing to camp and to your team that will help support achieving our goals and making sure this is a positive, transformational experience with our campers. First, I will explain what we mean by each of these labels.”*
3. Walk to each poster and explain the following (or ask for participants’ thoughts about their meaning first, then explain):
 - **Head:** *“Our head encompasses our knowledge and good judgment that we bring to camp. Each of you brings your life experience, your common sense, and your knowledge and understanding about what we are trying to achieve with the goals and objectives of the camp. As a group, talk about some of these things and list them on the flip chart. Leave room on the paper for the other groups to add theirs.”*
 - **Heart:** *“At the very beginning of the session we asked you to select an image that represented your hopes and expectations of the camp. We were asking each of you to connect with why this camp is important to you and communicate it with the rest of us. We will be asking you to bring this sense of ‘why this matters to you,’ or why you care, to everything you do with the camp. This is your passion, your caring, and your emotional connection to both the topics we are addressing and the campers with whom we will work. It will be essential that you connect to this purpose and help the campers find and connect to their own purpose throughout camp. This is why we are here!”*
 - **Hands:** *“Hands represent the skills each of you brings to the team. These are the things you know how to do and will take action on, helping campers learn new skills while they are here.”*

4. Allow each group to spend five minutes in front of each poster to discuss and write, then call time and have them rotate to the next poster. At the end, ask the group to share thoughts about the chart they are in front of.
5. Ask the group how it feels to look around and know that their team has so many talents, skills, experiences, and commitments to offer. Did they take away some new ideas or resources that they are going to draw on from their team members and ask for help?
6. Point out that this activity, as well as the previous metaphor activity, models very closely the approach we will ask them to take in working with their campers throughout camp. We start off with the assumption that young people already have many resources to begin with, just like we recognize how much our staff brings to the table already. It is our job as counselors to help the campers connect with the things they truly care about, uncover the resources and talents they have, and move forward in a way that empowers and supports them. We also understand that as camp leaders, if we are going to ask campers to do this with us, we must first “walk the walk” and do it ourselves.

IV. Application (40 minutes)

Materials:

Handout 3: Monitoring and evaluation tools or a prepared summary (prepared by camp administrators)

How will we know if we are successful?

Counselors understand their role in monitoring, reporting, and evaluation (MRE), or knowing whether the camp is successful in meeting its goals.

1. Explain, *“In this part of the session, we are going to introduce our monitoring, reporting, and evaluation plan for the camp. We intentionally want to talk about this at the same time we are connecting with the purpose of the camp and what it means to you. Many people often think that monitoring and evaluation is something we do for our funders, or for the final report to send to outside agencies. We believe monitoring and evaluation is more important than that. It is the way in which we know if we are successful in achieving our goals and objectives for the camp—both for ourselves and for our campers.”*
2. Refer back to the goals and objectives for the camp and ask counselors, *“Looking at our objectives, how will we know if we are successful in achieving these? How can we be sure?”* Allow participants to offer suggestions. If the goal is “campers incorporate new health behaviors related to their sexual health or hygiene,” they might say, *“We could follow up with campers three months after camp and ask them about new healthy practices they incorporated into their lives.”* Go through the list of camp goals and objectives, and get suggestions from counselors about ways to “monitor and evaluate” if they are met.

3. Distribute Handout 3, a summary that includes monitoring and evaluation tools that camp counselors will need to know how to use and for keeping records throughout camp (prepared ahead of time by camp planners). For a sample, see the “Camp GLOW Camper Success Tool” in Part 5, which is the primary MRE tool for Camp GLOW.
4. Ask counselors to pair with a partner and review the tools, referring both to the agenda and the goals and objectives for the camp. Together, they should identify the points during the week, either in the related sessions or in cabin or other small group time, in which they think they would need to devote time to evaluating if the goals and objectives are met.
5. After 10 minutes, review each of the key monitoring and evaluation tasks and ask for participants to offer where and how they think that information is going to be captured, given the camp schedule. Alternatively, if counselors don’t readily see the connection, the facilitator can walk through the M&E tasks and note where they will be measured or documented in the schedule and who will be responsible.

Note: Some changes are going to best be captured by the cabin counselors who will get to know the campers well over the week. (For example, noting things like increased confidence or communication skills.) Other things may be best captured by the facilitators or trainers of sessions, which may not be the campers’ primary counselor (such as knowledge about HIV transmission, which may be measured in a pre/post session assessment). Determine who will be responsible for capturing the needed information and when.

6. Other key summary points about monitoring and evaluation:
 - If they have questions, or are not clear of their roles, counselors will be able to ask the camp director or their supervisors for help.
 - Monitoring and evaluation is not something to only complete at the end of camp. It is important to know where we are starting with the campers so we can see progress over time. This is the reason this is being addressed at the outset, and why they are connecting it directly with the goals and objectives of the camp. (Ideally, there will be a post-camp follow-up strategy with campers as well).
 - They should easily be able to connect the monitoring and evaluation with the purpose of the camp, or to the question, “Why are we here?” This isn’t just for us, it is for the campers. Campers are part of the M&E process as well—they need to see their progress! Keep them involved and ask them about the changes they see in themselves.
7. Ask for questions and clarifications regarding monitoring and evaluation from the counselors.
8. Review the session objectives to see if they were met.

V. Assessment

1. Learning Objective 1 is assessed when each staff person introduces himself or herself and uses his/her selected picture to illustrate his/her hopes and expectations for camp.
2. Learning Objective 2 is assessed when the groups complete all three rounds of the “head, heart, and hands” flip charts and discuss the individual and collective assets they bring to camp.
3. Learning Objective 3 is assessed in the group discussion in the Application part of the session when counselors identify the points in the schedule in which they will need to monitor and document progress and achievements of campers.

References:

TEAM BUILDING ROLES AND RESPONSIBILITIES

Session: Team Building, Rules, Roles, and Responsibilities

Rationale:	Through an experiential activity, camp staff members explore the importance of functioning as a team, having rules, and each carrying out supporting roles and responsibilities.
Target Audience:	Counselors, junior counselors, teachers, facilitators, presenters.
Facilitator Expertise:	Previous facilitation experience; knowledge of the camp rules, roles, and responsibilities.
Time:	90 minutes
Pre-requisites:	Session: Introductions and Expectations of the Camp

Session: Team Building, Rules, Roles, and Responsibilities		
Date: [Pick the date]	Time: 90 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. Collect materials needed. 2. Compile the camp rules with the planning committee prior to camp for review in this session. Ideally, this session is the opportunity to present such rules to staff members and make any minor adjustments needed. If they have not yet been created, develop a sample to use as the basis of the discussion. For an example from PC/Ukraine, see Appendix B.2 in this manual. 3. Learn what the camp rules and staff roles and responsibilities will be, or samples if they will be finalized in this session. 4. Prepare flip charts and handouts. 5. Review, adapt, or create new scenarios for Trainer Material 1: “It could happen scenarios” to go with rules. (Use any that were created or suggested by the camp planning committee.) 6. Inflate and tie balloons just prior to session start time. <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Balloons – various sizes and shapes or all one shape; enough for all staff members plus extra in case of breakage 2. Flip chart or blackboard 3. Markers or chalk 4. Tape or push pins 5. 3-by-5 cards with “It Could Happen” scenarios (at least one per participant) • Handouts <p>Handout 1: Camp rules (developed prior to this session. See <i>The New Project Design and Management Workshop Training Manual</i> [ICE No. T0107], p. 93.)</p> <p>Handout 2: Roles and responsibilities</p> • Trainer materials <p>Trainer Material 1: “It Could Happen” scenarios</p> <p>Trainer Material 2: Flip chart of general camp rules</p> <p>Trainer Material 3: Flip chart of roles and responsibilities</p> <p>Trainer Material 4: Signs with each staff role: camp director, medical person, counselor, etc.</p> 		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. After an experiential learning activity, counselors will identify their roles and responsibilities as a part of the staff team. 2. Following a review of camp policies and procedures, counselors will articulate at least one reason these rules are important for keeping the camp running smoothly and campers safe. 		

Instructional Sequence

I. Motivation (20 minutes)

Materials:

Inflated balloon for each person

Keep the Balloons in the Air Activity

This activity is a metaphor for running a safe and efficient camp.

1. Ask participants to take a filled balloon and form a circle. Tell them they should keep all the balloons in the air and off the floor for about 5 minutes. Tell them to start.
2. Call stop. Ask them to reflect on what happened (You might note their answers on a flip chart to review later):
 - How do you think it's going? How do you rate your success?
 - What strategies did you use to keep the balloons up?
 - Was everyone involved?
 - How is the activity a metaphor for our work at the camp? (Example: everyone needs to help with the task; we need to share the goal to make it work; if someone is in trouble we need to help ...)
 - What rules might we create that would promote safety or make it more similar to our work? (Possible answers: *Rules related to safety—such as only touch balloons with our hands; no kicking; ask for help if we need it; stay close together. We all have to play our individual parts while working as a team; we have to agree on/buy into the goal and work toward it.*)
3. Say that they will play again, keeping their rules and ideas in mind. Start the activity. Quietly pull out players, one by one, until just a few are left trying to manage all the balloons.
4. Call stop. Ask them to reflect on what happened this time (You may want to note some ideas on the flip chart):
 - a. Which rules were we able to follow? Did they help?
 - b. How did you feel if you were pulled out of the activity?
 - c. How did you feel if you were left to try and keep all the balloons in the air?
 - d. What are some parallels with serving on the staff of the camp?
 - e. What if the balloons were campers? (Look back at notes on flip charts, if necessary.)

II. Information (15 minutes)

Materials:

Flip charts of camp rules, staff roles, and responsibilities

Camp rules and staff roles and responsibilities

Read and discuss the actual rules for the camp and roles and responsibilities of all staff members.

1. Remind counselors that we set up some rules to help make the activity go smoother and keep participants safe. The same is true for having camp rules.
 - a. Reveal the list of rules and review them.
 - b. Clarify any aspects of the camp where safety is of particular concern, such as swimming, hiking, working with tools, etc. Clarify any questions.
2. Point out that focusing on our roles and responsibilities helped us achieve our goal of keeping the balloons in the air. Reveal the list of roles and responsibilities and review them. Clarify any questions.
 - a. Identify roles that all staff members share (Some examples might include: watching for any needs of campers, such as illness, loneliness, etc.). Introduce the concept that every adult at camp should be a “first responder” in helping any camper or addressing a situation as it arises. He/she should be clear about whom to then refer the matter in order to resume normal duties.
 - b. Identify how they can assist each other to perform their roles (Examples: offering to sit in sessions as a helper; be an additional staff member at activity venues, etc.)

III. Practice (20 minutes)

Materials:

3-by-5 cards with potential scenarios

Signs with staff roles

Handout 1: Copy of camp rules and staff roles and responsibilities (developed prior to the session. See PC/Ukraine example in Appendix B.2)

“It Could Happen” Activity

This is an active way to see the value in knowing the rules and responsibilities of staff members.

1. Post staff members’ roles around the room. Examples provided in Trainer Material 1
2. Distribute 3-by-5 cards to participants and instruct them to read the scenario on the card. Sample scenarios are provided in Trainer Material 1, “It Could Happen” scenarios.
3. Ask all participants to read their cards, think about the situation, and stand by the sign of the staff member they think should deal with it.
4. Ask each group by the sign to share their scenarios with each other and see if they agree that they all belong with that staff member.

5. Have each group tell the rest of the participants why they believe their scenarios belong to the staff person indicated on their sign. Ask the rest of the participants if they agree or have questions. The scenarios should be conversation provoking about ways in which to work together, knowing how to handle various situations that may arise, and designating responsible people ahead of time. Make sure to point out that anyone on staff can be the person who observes or is present when one of these scenarios arises. It is **everyone's** responsibility to be a "first responder."
6. Ask participants if they can articulate why it is important to develop rules, roles, and responsibilities and make sure everyone is aware of them. (Possible answers: *If everyone knows what their job is, and what to expect, then camp will be more fun, keep everyone safe, reduce stress, and allow us to respond to emergencies as needed*).
7. Distribute handouts, if rules and staff roles and responsibilities are finalized. Ask participants to review and clarify any questions. If they have not already been bought up, make sure these points are articulated:
 - All staff members are responsible for being effective first responders: that is, if they see or observe something happening, it is their role to immediately respond in a way that supports health and safety and then to ensure the matter is referred to the responsible person.
 - Having clear parameters about roles and responsibilities in place before campers arrive makes camp run smoother—and makes it more fun!

Alternative way to structure the "It Could Happen" activity

1. Post the titles of all of the various staff members on signs around the room.
2. Read the scenarios aloud, one by one, and ask the participants to stand by the sign of the staff position they think should be responsible for handling each of the situations.
3. Engage the participants in a discussion after each scenario, discuss discrepancies, and provide clarity about the roles and responsibilities for the different scenarios, as needed.

IV. Application (35 minutes)

Materials:

Prepared flip chart with directions
Counselor notebooks

Moving beyond the scenarios

Counselors use the ideas and issues brought up in the practice session to develop an activity to help campers learn about camp rules and take ownership for maintaining them.

1. Summarize the previous activities by explaining, *“The purpose of this session is to communicate the camp rules, to ensure you, as camp staff, see your roles in supporting the camp rules and guidelines, and finally, to ensure that there is a collective sense of shared ownership for the camp rules as they are the way to make sure everyone is healthy, safe, and able to have a good time. In this part of the session, you will have the opportunity to develop an activity you can use with campers to allow them to learn the rules and take some ownership in helping to maintain them.”*
2. Break camp staff into small groups (3-6 people each). Pair experienced participants in groups with less experienced staff. Allow each group 15 minutes to work on creating an activity they can use with their group of campers on the first day of camp to help them learn about the rules. One person should write down the activity outline. Each group will have two minutes to explain its activity when it’s done.
3. Post the directions on the prepared flip chart:
Your task is to create an activity to help campers: a) learn the rules of camp; and b) develop a sense of ownership and commitment to maintaining these rules.
This activity should:
 - a. Take between 30-60 minutes on the first day of camp
 - b. Be interactive, educational, and fun
 - c. Help the campers take responsibility for maintaining the rules

Post Adaptation: If the idea of leading an interactive activity with youth is a new concept or unfamiliar with participants, spend a few minutes brainstorming or offering some examples prior to beginning with the activity. For example, ask the participants to talk about rules they would think are important and create lists together, then show them the official rules and make some changes, as a way to build ownership. Another example might be to create a camp rule list and have all the campers place their handprints on the sign to show their commitment, etc.
4. Allow the groups 15 minutes to work. When they have finished, allow each group two minutes to explain its camper activity. Allow other groups to provide feedback or ask questions about their activities.
5. As a large group, summarize and conclude the session by asking for final clarifications or questions about camp rules, roles, or responsibilities among the staff. Remind them that everyone needs to work together to “keep all the balloons in the air.” If necessary, make sure that every staff person knows who their “supervisor” or support person is if they need help. Make sure that counselors and junior counselors always have someone they can consult if they need clarification at any point in the camp.
6. Either arrange for one counselor to gather all the activities to collate them or have a facilitator do so.

V. Assessment

1. Learning Objective 1 is assessed at the conclusion of the Information part of the session.
2. Learning Objective 2 is assessed at the end of the Practice portion of the session, when participants are asked to articulate why these rules are important for keeping the camp running smoothly and campers safe.

References:

Trainer Material 1: “It Could Happen” Scenarios

Adapt these scenarios to situations or incidents that have happened in prior camps in your country or that you think could happen given your setting (for example, if your camp will involve swimming, ensure there are scenarios on water safety). Write these on 3-by-5 cards and distribute to counselors during the Practice portion of the session.

<p>Scenario 1</p> <p>Two campers from different cabins are caught sneaking out after hours to meet each other in the activity room.</p>	<p>Scenario 2</p> <p>One of the campers in your cabin has been coughing, sneezing, and sleepy all day.</p>
<p>Scenario 3</p> <p>A person who says he/she is a camper’s parent shows up at camp unexpectedly and says he/she is taking the camper home.</p>	<p>Scenario 4</p> <p>You notice that one of the campers in your cabin has eaten almost nothing for breakfast or lunch for two days.</p>
<p>Scenario 5</p> <p>A local restaurant owner shows up at the camp gate and is demanding money for providing sandwiches and drinks for a field trip earlier in the week.</p>	<p>Scenario 6</p> <p>One of the guest speakers for a breakout session didn’t show up.</p>
<p>Scenario 7</p> <p>One of the junior counselors notices that a girl in her cabin is getting teased by several other girls from a different cabin.</p>	<p>Scenario 8</p> <p>In the afternoon, when there is a rotating schedule for various camper-choice activities, one group never seems to return on time and, as a result, leaves the other campers milling about and disorganized.</p>
<p>Scenario 9</p> <p>Two campers have gone into the water without life jackets.</p>	<p>Scenario 10</p> <p>You are on a hiking day trip away from the camp. One of the campers falls and twists her ankle and is unable to walk.</p>

Example Staff Roles at Camp

Post signs around the room with the titles of various staff roles written on them. Adapt these titles to be appropriate for your camp.

- Camp Director/Co-Director
- Financial Officer
- Logistics Coordinator
- Floating Counselor
- Counselor(s)
- Junior Counselor(s)
- Schedule Coordinator/Timekeeper
- Nurse/Medical Officer

LEARNING AT CAMP

Session: Learning at Camp

Rationale:	This session uses the earlier activity of keeping balloons in the air (See Team Building, Rules, Roles, and Responsibilities) to explore the experiential learning cycle, different learning styles, and learning through reflection activities. Staff members will understand how learning takes place through experiences and how different learning styles can be accommodated.
Target Audience:	Counselors, junior counselors, teachers, facilitators
Facilitator Expertise:	Knowledge of experiential learning cycle and learning styles; experience with youth camps
Time:	90 minutes
Pre-requisites:	Team building, rules, roles, and responsibilities

Session: Learning at Camp		
Date: [Pick the date]	Time: 90 minutes	Facilitator(s):
Facilitator preparation: <ol style="list-style-type: none">1. The presenter must be familiar with the experiential learning cycle and learning styles.2. This session relies on the group experience with the balloon activity in Session 2. If that activity was not done with this staff, another common experience needs to be substituted.		
Materials: <ul style="list-style-type: none">• Equipment<ol style="list-style-type: none">1. Flip chart and markers2. Paper and pens or pencils• Handouts<p>Handout 1: The Experiential Learning Cycle Handout 2: Reflection Activities</p>• Trainer materials<p>Trainer Material 1: Experiential Learning Cycle flip chart</p>		
Learning Objective: <ol style="list-style-type: none">1. Reflecting on a previous experiential activity, camp staff will identify at least two possible methods appropriate for camp activities that will engage campers in creative reflection to promote learning.2. After examining a model of teacher to learner-centered methods, staff will describe at least two methods appropriate for a camp setting that are learner-centered.		

Instructional Sequence

I. Motivation (10 minutes)

Materials:

Notebooks or paper and pens or pencils

Individual Reflection

Participants engage in a reflection activity by thinking about what they learned earlier. The topic of reflection is revisited later in the session.

1. Welcome participants. Say, *“We’re going to take a few minutes to reflect on what we did in the previous sessions. Please take out a piece of paper and pen. I’d like for you to think back through the activities, both from our introductions and the ‘keep the balloon in the air’ activity. Take a few minutes to remember what happened, and then write down what you learned by being involved in one or both of them. You’ll have 10 minutes to think and write.”*
2. Participants reflect and write.
3. Call time. Say that we will return to this reflection a little later.

II. Information (35 minutes)

Materials:

Blank flip chart and markers

Flip chart and handouts of the Experiential Learning Cycle

The Experiential Learning Cycle and Learning Styles

Participants use the team-building activity of the earlier session to create the experiential learning cycle and discuss learning styles.

1. Ask participants to describe the “keep the balloons in the air” activity. Encourage them to think through it from beginning to end. (If you wish, you can note the steps they mention on a blank flip chart, but don’t spend too much time doing this.)
2. Reveal the flip chart of the Experiential Learning Cycle. Ask participants to help recreate the balloon activity and what was done in terms of the steps:
 - a. **Experience** – Standing in circle trying to keep balloons in the air. Stopping and talking, and then trying again. People removed; fewer to keep all the balloons in the air.
 - b. **Reflection** – Discussion about what was going on as they tried to keep the balloons up, how they felt, what rules they developed, why?
 - c. **Analysis** – How it could be a metaphor for running a camp. What if the balloons were campers? What if there were no rules? What if some staff members do not do their jobs? What did we learn about functioning as a team?

- d. **Planning/Application** – Clarification of rules for camp, roles of various staff members, roles for everyone, and how to help each other.
3. Ask participants to think about how they like to learn.
 - a. *“How many of you like to learning by doing things? If given a choice, would you prefer to just experiment rather than read or discuss? Did you enjoy thinking about the camp through the activity we did? (note top of chart)*
 - b. *“How many of you like to learn by thinking about and discussing something? Observing someone do something and then talking about it? (note reflection side of chart)*
 - c. *“Who likes to learn by reading or hearing an expert talk? Would you like to read about what makes a good team? Would you have preferred to just have been given the camp rules and roles and responsibilities that we need? (note bottom of the chart)*
 - d. *“Who liked the idea of creating rules and defining some of our roles and responsibilities based on our experience with the balloons and applying that to the camp?”*
4. Remind staff members that all can learn in different ways, and need to, depending upon the situation. However, most of us have preferences, and so will our campers. Camp will have a lot of learning activities and experiences. In order to learn from these, we need to help campers complete the learning cycle by discussing and analyzing what we did, and thinking about how to apply what we learned.
5. Distribute the Experiential Learning Cycle handout for reference.

III. Practice (10 minutes)

Materials:

Reflections written at beginning of session

Reflection Activities

By working with their reflections of the morning sessions, participants see how reflection activities bring learning to consciousness and enable learners to use what they have learned. It also shows that individuals learn differently.

1. Remind participants that we started this session with a reflection activity. *“I asked you to think about what we did in the morning and then write down your thoughts about it.”*
2. Ask participants to form pairs and share their reflections.
3. With whole group, ask:
 - a. *“Were there any surprises? Did your partner mention things you did not mention or did you feel differently about what we did earlier?”*
 - b. *“What types of learning was noted?”*
 - c. *“Did anyone have application ideas?”*
4. Note that *“Writing is one type of individual reflection. We did group reflection when we talked about the balloon activity and what we learned from it. These are ways to solidify learning from experiences. We will be using various reflection activities during camp so the campers will identify their learning and be able to use it at other times and places in the future.”*

IV. Application (35 minutes)

Materials:

Handout 1: Reflection Activities

Notebooks or paper and pens or pencils

Variety of Reflection Activities Possible at Camp

Participants see the wide range of ways campers can be encouraged to reflect on their camp learning activities, including some that share that learning individually or in groups.

1. Distribute Handout 1: Reflection Activities. Ask participants to quickly read through it and identify two ideas they think are interesting. Share some of their selections.
2. Ask them to break into pairs again, referring to the camp schedule and the list of reflection activities. They will have 10 minutes to develop ideas for reflection activities that will help their campers learn and make the content of the camp meaningful to them. Write them down on a piece of paper that can be collected at the end.
3. After 10 minutes, call time and ask each pair to share some of their reflection ideas. As a group, review the activity ideas together:
 - *“Of the reflection activities that seemed most interesting to you, what were the parts that intrigued you? Were they the most fun? The most interactive? Or those that required the campers to think deeply about the topics?”*
 - *“Note that good reflection activities engage all parts of the learner—like we discussed earlier—the hearts, heads, and hands of the campers are all engaged. Can you give examples of different reflection activities that engage the heart, head, and/or hands?”*
4. Collect the reflection activity ideas and designate a participant or facilitator to compile and share them later.

V. Assessment

1. Learning Objective 1 is assessed at the end of the Application portion.
2. Learning Objective 2 is assessed through the development of camp reflection activities in the Application section.

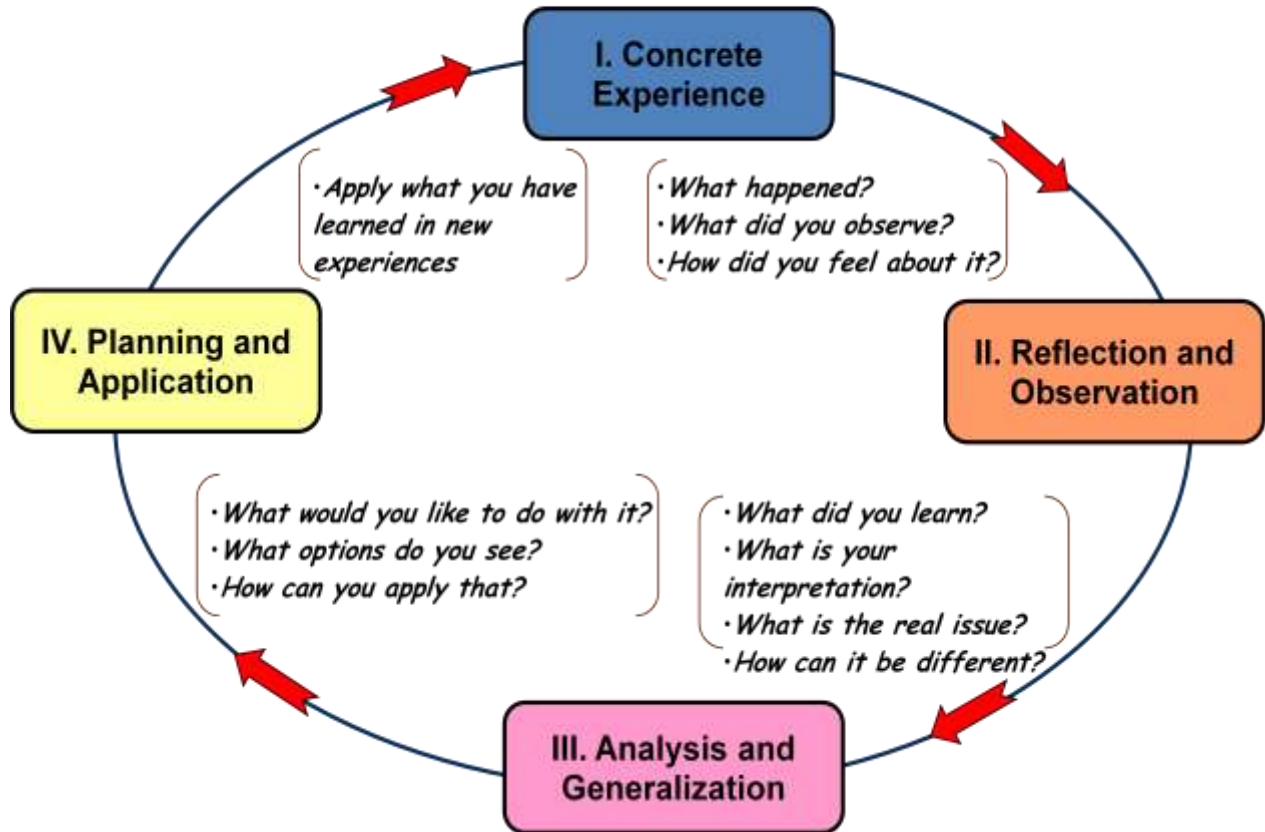
References:

Nonformal Education Manual [ICE No.M0042], pp. 46-50

Working with CCBI: Volunteer Workbook [ICE No.M0073], pp. 38-40

Handout 1: Experiential Learning Cycle

Experiential Learning Cycle



Handout 2: Reflection Activities

Reflection is any activity that helps learners think about information or an experience in order to be able to use what they learned from it later or in other circumstances.

Help campers deepen their understanding of themselves and the issues they are addressing through scheduled reflection time each day. Reflection is often the point at which learning takes place! You can use journals, art, theater, discussions, role-plays, or games to help facilitate the process.

Reflection can be fun and creative. Campers should have individual time for reflection so they solidify their learning, as well as time for pair, group, or cabin reflection.

Here are a few of many ideas that might be selected to be incorporated in a camp experience.

Individual reflection activity choices to work on daily

1. Write in a journal each day. Counselors might pose a question for the day: What event was most important to you today and why? What did you do really well today? What was difficult for you today and how did you handle it? Guiding questions can also address more global topics, such as: What kind of leader do I hope to be? How can I show others I care about myself and my community? How can I make my community and country a better place to live?
2. "It Happened To Me." This activity helps campers write their own critical incident. They write about something that happened that had implications that were bigger than what they thought. They can use this as a basis for a presentation. For example, maybe they overcame their fear of speaking to a group today, or they had the opportunity to help someone else complete a task. By identifying what happened and thinking about why it was important to them, they can learn more about themselves.
3. Take photos or video or make drawings of activities of the day.
4. Create a personal portfolio or scrapbook that incorporates writing, pictures, and objects that document the camp experience. Work on it daily.

Group reflection activities (that may lead to a presentation at the end of camp)

Subgroups (cabins, other group designations) can decide what they want to do. Each would involve group discussion about each day's events: highs, lows, learning.

1. Develop a poem, mural, rap/song, or dance that represents what they learned.
2. Create skits, plays, or stories that highlight humorous or memorable events.
3. Develop a time capsule; each day, consider what would best represent that day's activities/learning.

Individual reflection possibilities for end of camp

1. Write a postcard to a future camper that highlights why he/she should come to this camp.
2. Create an “It Happened to Me” scenario for the future—something that happens because of their camp experience.
3. Write a letter to a 20- or 30-year-old version of themselves about their hopes and aspirations for their lives.
4. Develop an action plan for how to share what they learned with family, classmates, and/or community members.

Reflection activities are a good place to let older campers use their own skills and interests to drive the way they present their personal learning.

TEACHING AND PRESENTATION METHODS

Session: Teaching and Presentation Methods

Rationale:	This session reviews different ways to present information and engage campers in learning. It focuses on several common methods, encouraging trainers to consider what each is used for and how to use it successfully. An underlying goal is to encourage trainers to use a variety of methods in order to engage different learning styles and keep the camp schedule interesting. Hopefully, it is preparation for practicing presentations the following day or later in the training sessions. Note, this session can also be incorporated into Training of Trainer (ToT) sessions for campers if they are to return as junior counselors or engage in post-camp training activities with their peers.
Target Audience:	Counselors, junior counselors, teachers, facilitators, presenters
Facilitator Expertise:	Knowledge of different teaching/presentation methods and how to link them to learning objectives.
Time:	90 minutes
Pre-requisites:	“Learning at Camp,” which reviews the experiential learning cycle and learning styles.

Session: Teaching and Presentation Methods		
Date: [Pick the date]	Time: 90 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. The camp schedule and session plans need to be available for this session. If presenters have the responsibility to determine how they will present the topics, session plans may not be available, but the topics and objectives for each should be. 2. Given the content and format of the camp, select the teaching/learning methods that will be used. If additional ones are desired, write similar descriptions to the ones provided. 3. Given the number of the counselor training participants, determine the small group size. Hopefully you will have enough for at least pairs to work together, though individuals could do the demonstrations, if needed. 4. Determine which sessions will be assigned to practice the following day. If full sessions will not be presented, identify which parts the presenters will practice. 5. Allot time in the counselor training session for the camp activity presentations. Giving counselors time to work in the evening and present the next day is the best option. <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Flip chart and at least one marker per participant 2. Paper and pens or pencils for use in demonstrations 3. 3-by-5 cards with names of two methods and one topic on each • Handouts <ul style="list-style-type: none"> Handout 1: Teaching/learning methods Handout 2: Continuum of teacher-centered to learner-centered methods Handout 3: Camp schedule (if available) Handout 4: Camp session plans (if available) • Trainer materials <ul style="list-style-type: none"> Trainer Material 1: 3-by-5 cards with names of two methods and one topic on each Trainer Material 2: Flip chart: Sample of one of the 3-by-5 cards Trainer Material 3: Flip chart: Continuum of teacher-centered to learner-centered methods Trainer Material 4: Flip chart: Experiential Learning Cycle (from Session 3: Learning at Camp) 		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Following a discussion on learning methods, counselors will describe at least one appropriate use of a learning method and how to use it successfully. 2. After examining the continuum of learning methods from teacher-centered to learner-centered, counselors will accurately place at least four teaching methods on the continuum. 3. Given a sample camp session, counselors will develop and deliver one camp activity that activates all steps of the experiential learning cycle for potential participants. 		

Instructional Sequence

I. Motivation (5 minutes)

Visualization

To get participants to think of a memorable learning experience and what the method of learning was.

1. Ask participants to close their eyes and think of a personal memory from a camp, club, school, team, or somewhere else in which they learned something that has been valuable or important to them. (Pause and let them think. Then give the prompts below.)
 - a. *"Picture the setting where the learning took place. (pause)*
 - b. *"Who was there with you? (pause)*
 - c. *"What were you doing? What was the activity? (pause)*
 - d. *"What did they learn? (pause) Why was it important? (pause)*
 - e. *"What method did the teacher, counselor, or coach use? Think through the process of how you learned." (pause)*
2. Now explain, *"Open your eyes. Let's take some quick examples: What did you learn? What was the method? For example, someone might say, 'I learned the importance of planting trees when my teacher took us to the tree nursery and we got to see all of the benefits that trees provide to the environment.'"*

II. Information (10 minutes)

Materials:

Trainer Material 1: Prepared 3-by-5 cards
 Handout 1: Teaching/learning methods handout
 Flip chart paper and markers
 Paper or notebooks and pens or pencils

Considering different methods

Participants work with content and different methods to determine how to appropriately match them.

1. *"In this session we are going to explore different methods of presenting our camp content that will engage campers meaningfully and get them excited and passionate about learning. You will have an opportunity to both demonstrate a technique and be a participant in some demonstrations."*
2. Explain that they will work in pairs or small groups. Reveal the flip chart and explain that each will get a card with two methods and a topic. They are to think about how they would introduce the topic and what participants will do, according to the method chosen. For

example, they might say, *“Today we are going to think about how we can learn more about the lives and work of women we admire. This is how we are going to do it. You will form three small groups ...”*

Adaptation: Modify the topics and methods to reflect the kind of topics of your camp and appropriate methods for your setting and content.

3. Say, *“For reference, you will have a handout on presentation methods. Look up the two on your card and make sure you understand how they work. If you need clarification, ask me for help.”*

Adaptation: Alternatively, you can give the topics only and participants can select any two methods they might use. The drawback in this adaptation is that many of the potential methods may not be explored by anyone in the group.

4. Have participants form groups and draw a 3-by-5 card. Distribute the handout.

III. Practice (60 minutes)

Materials:

Flip chart, markers

Small Group Activity with Methods

Small groups read their topic and descriptions of two methods given on their cards. They plan and demonstrate with the rest of the group how they would use the methods with that topic.

1. Give groups 10 minutes to prepare. Have flip chart paper, markers, and paper available for their use.
2. Ask each small group, in turn, to present their two techniques.
 - They will only have a few minutes to explain what participants are to do.
 - After each presentation, ask all participants to identify what the techniques were and when they can be used. Discuss the differences in the two techniques described and the particular advantage of each. (Make a list on a flip chart as the different techniques are demonstrated).
3. After all presentations are done, review the flip chart of techniques. Ask participants if they would like to add other ones they know. For each addition, ask for a brief description of what it is and what types of content it is appropriate for.

IV. Application (15 minutes)

Flip chart: Continuum of teacher-centered to learner-centered methods

Handout 2: Continuum of teacher-centered to learner-centered methods

Teacher-centered/learner-centered activities

Participants link the choice of methods to the learning objectives and the amount of learner control.

1. Reveal the flip chart with the continuum on it. Note that some techniques are more teacher-centered than others.
 - a. Ask for examples that rely on the teacher to present the information. Put them on the teacher-center end of the continuum.
 - b. Ask for examples that are heavily learner-centered and add them to the chart.
 - c. Distribute the handout. Ask them to pair with their neighbor and add the methods from the demonstrations to the continuum.
 - d. If desired, ask for the placement of some of the techniques.
2. Ask participants if any technique can be used with any topic.
 - a. Discuss the relationship of who “owns the knowledge” with the technique used. This can be explained through examples. There are instances in which a subject matter expert is needed (e.g., teaching how to paddle a canoe, the identification of edible plants, the steps in writing a story). In these instances, the technique needs will be more teacher-centered.
 - b. Discuss the relationship of the learning objectives to the technique. For example, explain that different techniques are required if a participant is expected to be able to express a feeling through art or if she or he is to describe the ways HIV is transmitted.
3. Remind participants of the experiential learning cycle and different learning styles.
 - a. Show how all techniques fit with the experiential learning cycle, but may start at different places. It is important to complete the cycle, so information gained in any way is processed and applied.
 - b. Remind participants of different learning styles, and the need to address the differences by steps in the sessions.
4. Give the assignments for practice teaching the following day.

According to a plan determined in advance, distribute the assignments that give all counselors a chance to present a short segment of training. Some options:

 - a. Provide camp schedule and assign topics.
 - b. Provide session plans and assign one or more person to train parts of the session. These can be camp sessions and/or sessions for the staff. Two examples for the staff would be:
 - Working with Campers
 - Leadership Development: Young People As Partners

V. Assessment (10 minutes)

1. Learning Objective 1 is assessed at by the Practice activity.
2. Learning Objective 2 is assessed during the Application portion of the session.
3. Learning Objective 3 is assessed following the session by sample camp activities presented by the counselors.

References:

Nonformal Education Manual [ICE No. M0042]

Trainer Material 1: 3-by-5 Cards

Adapt the sample topics to be appropriate for the camp and the campers. Print this page on card stock and cut out the individual rectangles for use in the session. Alternatively, print and glue on 3-by-5 cards.

<p>Brainstorming – Discussion How can we share what we learned at camp?</p>	<p>Demonstration – Discovery Using items from our surroundings to teach about recycling.</p>
<p>Group Work – Jigsaw The benefits and challenges of reading about, interviewing, and shadowing adults we admire.</p>	<p>Role-plays – Skits The differences between assertive, aggressive, and passive communication.</p>
<p>Lecture – Interactive Lecture How HIV is transmitted.</p>	<p>Structured Experience – Game Cooperation vs. competition</p>
<p>Pictures – Storytelling What we learned about [subject] on our field trip.</p>	

Handout 1: Teaching/Learning Methods

	Brainstorming	Discussion
Description	The purpose of brainstorming is to get as many ideas as possible in a short amount of time. All ideas are welcomed and listed before any discussion of the ideas takes place.	Discussions usually have a leader who helps keep the conversation going. A topic is announced and participants are encouraged to offer their knowledge of it, suggestions, point of view, possible solutions, etc. The leader encourages participants to respond to each other, raise questions, and offer alternatives.
Uses	<ul style="list-style-type: none"> • To see what participants know about a topic, to begin a session. • To generate possible actions, choices of projects. • To suggest potential solutions to problems. 	<ul style="list-style-type: none"> • To share information about a topic, raise questions participants wish to know about it. • To offer and consider options for solving a problem. • To consider how to use information that has been presented. • To determine how they will carry out a project.
Challenges	<ul style="list-style-type: none"> • The topic must be something participants can generate ideas about and are willing to state. • Trainer needs to be able to control the group and assure that everyone can participate. • Trainer needs to be able to capture ideas quickly and legibly on a flip chart; can use a helper. • Trainer must value all contributions and list them. 	<ul style="list-style-type: none"> • A presenter-led discussion, with participants all facing forward, often becomes a conversation only with the presenter. Participants should be talking to each other as well. • Presenters often call a discussion a brainstorm, and allow comments and discussion on suggestions as they are made. • With a large group, only a few participants may participate.
Suggestions	<ul style="list-style-type: none"> • Explain the rules: all ideas welcome; no discussion until list is finished; listen to others and expand on, piggyback on ideas; express alternative idea if you disagree. • Set a short time limit (e.g., 5 minutes). • Encourage participants to call out ideas; perhaps have each person make one suggestion initially, then everyone can add more. • Once list is done, ask everyone to read it and ask questions if they don't understand something; see how it pertains to the subject. • Do something with the list: depending upon the purpose, you may group items to be discussed in small groups and determine short-term to long-term solutions/projects, etc. 	<ul style="list-style-type: none"> • If possible, arrange seats in a circle so participants can see each other. This contributes to conversation between participants and not just the leader. • If a group is large, break into small groups to discuss and have participants report out, so more people will have a chance to talk. • Have a purpose for the discussion and use the results. • If one solution or course of action must be decided, be sure the discussion includes the pros and cons of all ideas, and that there is some method for choosing the final option – perhaps by voting.

	Demonstration	Discovery
Description	A knowledgeable or skilled person demonstrates how to make or do something. Participants watch and listen to learn; they must have time to practice to gain the knowledge or skill.	Participants have a project or a task that can be done in a variety of ways. They can be creative in the way they do it. Or, an activity is set up to be done first, with the learning coming in a discussion about what happened after the activity.
Uses	<ul style="list-style-type: none"> • To teach something that has a specific sequence or correct way it must be done. • To model something that needs more than visuals, such as a foreign language or a song. • To teach specific skills, such as making paper maché or making a cake. 	<ul style="list-style-type: none"> • To encourage participants to be creative in their approach to a task, rather than proscribing a process, such as how to use items in their environment to create a learning aid. • To learn through deduction after an activity, rather than learning the principles first.
Challenges	<ul style="list-style-type: none"> • The person modeling must be prepared to do it correctly. • The demonstration should be slow enough and with enough explanation to be understandable. • All participants need to be able to see and hear. 	<ul style="list-style-type: none"> • The task must be appropriate for creative solutions. • An activity chosen must provide the lessons desired.
Suggestions	<ul style="list-style-type: none"> • Arrange seating – or standing – so all participants can see and hear. • Practice the demonstration with a few participants to make sure it is clear. • If there are many steps, prepare a handout to use following the demonstration. • Have sufficient supplies, if participants are making something, to enable practicing the skill several times. 	<ul style="list-style-type: none"> • Ensure that participants have the requisite skills/knowledge to create a solution or do a task in a creative way. • If using an activity to teach something, practice it with a small group to make sure the lessons can be deducted.

	Lectures	Interactive Lectures
Description	The presenter provides all the information verbally, perhaps with the use of visual aids. Participants are passive recipients only.	Interactive lectures are presentations that have short activities before, during, or after to help focus participants' attention, and provide individual or group reflection on the content being presented.
Uses	<ul style="list-style-type: none"> • To transmit facts or theory in a succinct matter. • To make sure all participants receive exactly the same information. • Often the preferred method of subject matter specialists, guest speakers, panelists. 	<ul style="list-style-type: none"> • Prior to a guest speaker, participants might brainstorm what they know or think about the topic. • Prior to a lecture, participants might take a short true/false test (3-5 items) to focus on the major points that will be covered. • Prior to the presentation, participants in groups can be asked to listen for specific information or listen from a specific point of view (e.g., Listen as if you are mothers in the family, if you are health workers in the community, if you are fishermen). After the presentation, each group reports back. • After a portion of the lecture, the presenter could stop and ask participants to write down what they just learned, or ask them to turn to their neighbor and ask a question about, or discuss, what they just heard. • At the end of the presentation, individuals are assigned to do something: create a question, draw a representation of a learning point, etc.
Challenges	<ul style="list-style-type: none"> • Attention span of audience is often overestimated. • Listening alone is not a very effective learning method. 	<ul style="list-style-type: none"> • If you are having guest speakers, you need to know what their learning points are to plan some types of activities. • Guest speakers may not want to pause during their talk.
Suggestions	<ul style="list-style-type: none"> • Add visuals, if possible. • Limit presentations to 10-15 minutes. • Follow up with discussion, handouts for reference. 	<ul style="list-style-type: none"> • Consider an appropriate activity, given the participants and the content of the lecture. • Help presenters find appropriate places in their talk to pause and let you introduce a short reflection activity.

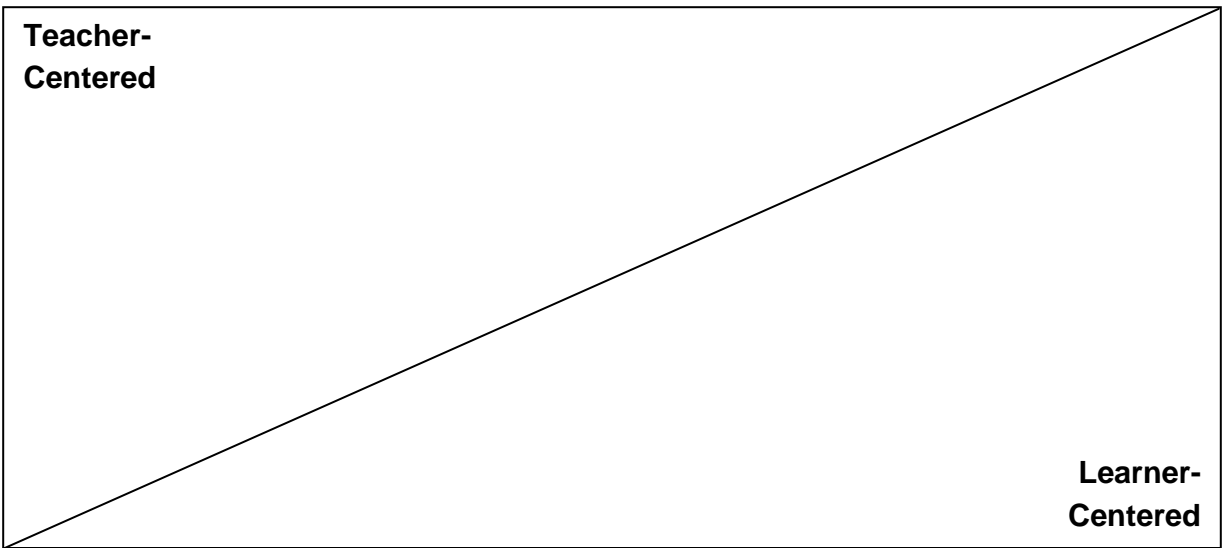
	Group Work	Jigsaw
Description	<p>Topics, questions, or tasks are assigned to pairs or small groups. What they are to do must be clear and the task must be doable, given their knowledge and skills.</p> <p>Groups may be predetermined in order to spread more knowledgeable participants around, to split up unproductive groups, etc. Predetermined groups cut down on the time needed to form groups.</p>	<p>There are two phases of this small group technique. First, each small group has a different topic or aspect of the content. For example, five different groups may each have a method of gathering information to explore. They may read something and discuss, or simply share their ideas. Each member of the group must have a good understanding of the topic. Then, new groups are formed with one member from each of the first small groups. Each member of the new group then shares the information gained in the first group.</p>
Uses	<ul style="list-style-type: none"> • To have participants share their knowledge and skills with each other to accomplish a task. • To involve more participants in discussion because of fewer people involved. • To generate next steps or applications of knowledge gained through other methods. 	<ul style="list-style-type: none"> • To have every participant become responsible for learning and sharing information; everyone becomes an “expert.” • To learn more information in the amount of time by dividing up the responsibility of learning parts of it. • It can be used by subsets of information, different views of an issue, or the separate steps in a process.
Challenges	<ul style="list-style-type: none"> • It takes time to organize groups and get them all working. • The task must be very clear, and how the group will report their work must be explained. • Trainer must circulate to answer questions and keep group on task. • If all groups are working on the same task, the report out may become very repetitive. 	<ul style="list-style-type: none"> • The topic must be appropriate to dividing it into segments. • Each initial group’s learning must be doable in the time available for all group members. • Some participants may be less able to share their initial group’s task, making the overall sharing of knowledge unequal.
Suggestions	<ul style="list-style-type: none"> • Plan all details in advance, and give all instructions before participants begin to form groups. • Have assignment on a handout or a flip chart that is readable from where all groups are seated. • Carefully consider the report out stage, based on what is needed. If all ideas are to be compiled, create one flip chart record with each group adding one idea until all are exhausted. • Consider having groups create flip charts of their work, post them around the room, and have a gallery walk where all groups see what each other has done. 	<ul style="list-style-type: none"> • Use only when different groups can learn a portion of the information. • Prepare materials for each group that clearly focuses on its part of the task. • Monitor groups, both first and second, to make sure tasks are getting done, and that everyone in the second group has a chance to share.

	Skits	Role-Plays
Description	Skits are short dramas that participants create to demonstrate points or issues in a dynamic, entertaining way. The acting is usually spontaneous, though what is supposed to happen is planned; written scripts are not usually made for skits. Once developed, they can be repeated for different audiences.	Role-plays are interactions between two or more individuals who are playing prescribed roles. Role-plays simulate real life experiences, like conversations between youth, youth and adults, interviews, etc. Participants receive background information on what they are doing, such as practice questioning skills, or who they are supposed to be, such as the mother of a 12-year-old girl who wants to have a serious relationship with a boyfriend. The interactions are spontaneous but are to be in role.
Uses	<ul style="list-style-type: none"> • To raise issues (e.g., problems youth have in the community). • To explore attitudes and feelings. • To illustrate content presented by other methods. • To explore solutions to a problem. • To apply information gained in sessions. • To summarize learning over a period, such as the length of a camp. 	<ul style="list-style-type: none"> • To practice skills that have been taught, like listening skills, assertive communication, and interviewing skills. • To provide an example at the beginning of a session of content that will be elaborated on during the session. • To provide participants with a chance to see the consequences of their actions as it relates to others. • To provide participants a chance to see how they might feel/ behave in a given situation. • To practice social interactions. • To explore alternative solutions to a situation. • To help change attitudes.
Challenges	<ul style="list-style-type: none"> • Requires preparation and practice time. • Shy participants may be reluctant to participate. • Needs appropriate processing and follow-up. 	<ul style="list-style-type: none"> • Some participants may be reluctant to participate. • Trainers need skills in stopping and debriefing role-plays. • If multiple role-plays are used simultaneously to practice skills, all groups cannot be monitored.
Suggestions	<ul style="list-style-type: none"> • Provide the topic/issue for the skit and participants create the characters and the action. • Allow the participants to introduce their skit. • Following the skit, ask observers key questions to bring out the purpose, learning points, points of view. • Participants may discuss their skit with their fellow participants, answering questions and clarifying actions. 	<ul style="list-style-type: none"> • Plan role-plays carefully, with specific learning objectives. • Create role sheets that participants can work from. Give participants time to read and think about them. Coach, as necessary. • Set the scene for the role-play: where people are, what they are doing, etc. • Leave role-players in place after stopping the action. Ask the players key questions about their reactions and observations. • Ask observers key questions related to the objectives. • De-role role-players at end, asking them to leave their roles behind and join the rest of the group.

	Pictures	Storytelling
Description	Pictures from photos and magazines, as well as pictures drawn by participants, can be used in various ways. Commercial pictures can be chosen to metaphorically represent how participants see themselves in various roles, to create collages or murals to represent topics or learning. Participants can draw their reactions, representations, and ideas rather than writing them.	Stories may be pre-selected for use in a session. Stories also may be written by participants prior to, during, or following sessions to share experiences, focus their thinking about a topic or issue, or reflect on the learning.
Uses	<ul style="list-style-type: none"> • To engage right mode preference of expression. • To encourage creativity and metaphorical thinking, such as designing a personal or group logo. • To express feelings about a topic, reactions to a session or presentation, such as creating posters or a mural. • To introduce participants through their selection of a picture that represents them in some way (e.g., animal, scene). 	<ul style="list-style-type: none"> • To raise awareness of problems and issues. • To share participants' experience and points of view. • To encourage engagement and creativity.
Challenges	<ul style="list-style-type: none"> • Some participants may be reluctant to draw. • Some may find difficulty in thinking in metaphors. 	<ul style="list-style-type: none"> • Some participants may not wish to share personal stories. • Some may feel they can't write stories. • Some may find it difficult to analyze stories.
Suggestions	<ul style="list-style-type: none"> • Keep an ongoing collection of pictures: calendars, post cards, magazines, etc. • Consider whether the pictures you provide for an activity need action in them or can just be objects. 	<ul style="list-style-type: none"> • If writing stories is new to participants, providing prompts might help, such as describe the person and what he/she does every day, then something happens, and, as a result, this/these thing(s) happen, until finally ...). • Let groups create scenarios or situations for others to analyze or solve. • Participants can write about the future, based on what they have learned or experienced in class.

	Structured Activities	Games
Description	A structured experience is any activity set up to meet a learning objective. It can be conducted in a classroom or out-of-doors. It requires a task and debriefing of what happened and how it can be used. Examples include creating a group identify (perhaps a name, logo, song, etc.), developing potential camp rules by mapping the campsite and thinking about safety and security in each place, or having a scavenger hunt to locate certain types of items.	Games have multiple players, rules, competition or cooperation, and an outcome or goal that can be measured or scored.
Uses	<ul style="list-style-type: none"> • To make the initial aspects of camp procedures more interactive. • To learn concepts or content through active learning. • To encourage participants to learn by using all of their senses, creativity, and imagination. 	<ul style="list-style-type: none"> • To make a point, such as teamwork, competition vs. cooperation, etc. • To review content, such as using variations on “Jeopardy” or “Concentration.”
Challenges	<ul style="list-style-type: none"> • Be sure the activity planned meets the learning objectives. • Some participants may not feel comfortable with some tasks due to prior experiences or learning style preferences. 	<ul style="list-style-type: none"> • It is time-consuming to create new games and they need to be tested to see if they reach the learning objectives. • The energy from competition may mask the learning or reinforcement and create an environment not desired at the camp.
Suggestions	<ul style="list-style-type: none"> • Create groups that provide a range of skills. 	<ul style="list-style-type: none"> • Consider using the “frame” of existing games, changing any of the parts to make them useful for your purpose: pairs or groups instead of individuals, modify some rules, make it cooperative rather than competitive (manipulate the scoring to reward cooperation), etc. • Conduct a debrief that addresses the learning points. Debriefs usually have three parts: what? (what happened, how did you feel); so what? (what did we learn); and now what? (how can we apply or use what we learned to other situations).

Handout 2: Learning Methods Continuum



HEALTH AND SAFETY OF CAMPERS

Session: Health and Safety of Campers

Training Package: Part 1: What Type of Camp?

Rationale: In this session, the camp staff explores the entire camp environment to determine what health and safety issues must be considered. If the camp includes off-site hikes or field trips, those venues need to be explored as well, though probably in advance of this session. The results of their exploration and discussion should be a plan for corresponding with parents of campers, safety and health rules for the camp, and roles and responsibilities for all staff members to maintain the campers' health and safety, including a plan to handle emergencies. The session aims to build collective ownership among staff members for maintaining health and safety of the camp.

Target Audience: All camp staff members

Facilitator Expertise: Experience with camps

Time: 120 minutes, although this may vary depending on the geographical area of the camp and the extent of activities that the camp will include.

Pre-requisites: None

Session: Health and Safety of Campers		
Date: [Pick the date]	Time: 120 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. The camp director (and other camp planning committee members) need to visit the site and gather whatever information is available, such as maps, site rules, venues at the site that will be used, security, location of nearest medical facility, telephone or cellphone reception, etc. 2. Arrange for a time that all camp staff members can be on-site for staff training, if possible. At a minimum, the camp planners need to do this exercise on-site. If being on-site is not possible for all staff members, plan to do this session with other staff members based on the campsite maps and information gathered by those who do visit. 3. If the site is large and there are venues not being used, prepare a list of what will be used. 4. Using the identified campsite, prepare answers for the “what to look for” handout ahead of time, to ensure major safety issues at each site are addressed by the groups and not missed. <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Flip chart paper, markers 2. Notepads and pens • Handouts <ul style="list-style-type: none"> Handout 1: Campsite rules (from campsite owners) Handout 2: Map of campsite (prepared by facilitators ahead of time) Handout 3: List of campsite venues being used (prepared by facilitators ahead of time) Handout 4: What to Look For Handout 5: Health and Safety at Venues • Trainer materials <ul style="list-style-type: none"> Trainer Material 1: Flip chart: What to Look For (use handout as model) Trainer Material 2: Health and Safety at Venues (use handout as model) 		
<p>Learning Objective(s):</p> <ol style="list-style-type: none"> 1. Using the physical campsite as the venue, staff will identify all physical areas of the camp and any health and safety issues related to each. 2. After reviewing the camp policies and procedures, staff will determine the roles and responsibilities of various staff members in reference to health and safety, including the steps for handling emergency situations. 3. Following a review of the camper training session, staff will demonstrate the ability to facilitate at least one component of camper health and safety training. 		

Instructional Sequence

I. Motivation (5 minutes)

Materials:

Flip chart: “What to Look For”

How to Ensure Camp Will Be Fun

Camp staff members engage in a discovery activity.

1. Explain that a key area of planning to ensure that campers will have fun and accomplish their learning goals is to think about their health and safety at the site. Thinking about health and safety should not be something campers have to dwell on, if the staff has done the necessary preparation in advance.
2. Ask: “*Do you want to go on a scavenger hunt?*” Note that this session is going to be a discovery activity for staff members, a sort of scavenger hunt, which should be both educational and fun. At the end we will have the information we need to run the camp safely.
3. State that staff members will form small groups (from 3-5) and explore the campsite (either in person or virtually). As the groups visit the different venues, they will look for and identify items on the flip chart (reveal flip chart).

II. Information (60 minutes)

Materials:

Notebooks and pens

Handouts:

Map of Camp, What to Look For, List of Venues Being Used (optional)

Flip chart paper, markers, tape

Scavenger Hunt

Staff members visit all venues and consider health and safety issues at each.

1. Distribute the handouts “Map of Site” and “What to Look For” (If it is a very large site and not all of the venues will be used, distribute the handout “List of Venues Being Used”).
2. Tell participants they will have 30 minutes to explore the campsite and gather information. If there are water venues that will involve swimming or water sports, draw their attention to these areas as in need of special attention and focus. Adjust this time according to how big the geographical area is and the extent of the activity venue.
3. Ask staff to separate into groups of three to five members. Once groups are formed they can begin.

Scavenger Hunt Group Discussion and Report Out

1. Have members of each group discuss their notes about the various areas of the camp and prepare to report out.
2. Conduct report outs like this: One group identifies one venue and gives its observations about it. Other groups add any additional information. Notes should be made about each venue on a separate flip chart. Then a different group gives another venue and its notes. Continue until all areas are reported on. Hopefully some groups will note any issues between venues as well, such as growth besides the paths, which may include poison ivy.

III. Practice (25 minutes)

Materials:

Flip chart: Health and Safety at Venues

Handouts: Health and Safety at Venues, Rules and Procedures, What to Look For

Venue Groups Solidify Information and Draft Rules

1. Post flip charts of venues with notes around the room.
2. Say, *"We will form new groups to solidify information and draft any additional rules we think are necessary."*

Notes:

If there are too many different areas to form separate groups, have groups work on more than one venue, such as housing and dining hall, sports venues, etc. If possible, have camp director and at least one other administrative staff member form their own group and address any overall issues that may still need to be finalized or confirmed related to medical procedures, notifying parents in case of illness or injury, ensuring the nearest medical facility is notified about the camp, etc.

3. Reveal a flip chart of the information on handout Health and Safety at Venues. State that this is what they are to determine for each venue. They should also incorporate any rules or procedures that the campsite has. Distribute handouts.
4. Tell staff members they'll have 15 minutes to develop the information for their venue. Someone should take notes on a flip chart. They should divide themselves into groups around the flip charts and begin.

IV. Application (30 minutes)

Materials:

Flip chart paper, markers, tape

Gallery Walk and Discussion

1. Post flip charts with groups' recommendations and have everyone circulate and read them.
2. Review each, asking if there are any questions, suggested modifications, or additions.
3. If there are campsite rules and procedures, make sure they have been incorporated.

Summary and Next Steps

1. Camp director (or other facilitator) should thank the group for its work.
2. Review the activity as it relates to helping campers prepare for learning rules regarding health and safety. Will there be modifications to how campers are oriented to any of the sites or venues based on the assessment they conducted in this session?
3. As a group, walk through the activity, as it could be replicated for campers on the first day of camp. Note modifications or changes that will need to be made.
4. Reiterate the staff procedures in place for health/medical emergencies that may arise with campers or other types of emergencies. Ensure everyone is clear about their roles.
5. Describe next steps. For example, the camp administrators will
 - a. Draft a letter to parents about what medical information they need to send in advance, and any clothing or other items campers should bring. (If this training is being conducted well in advance of the camp).
 - b. Consolidate camp rules that will be shared with campers. (Refer to the earlier session where they developed strategies to orient campers to rules regarding maintaining health and safety).
 - c. Consolidate roles and responsibilities of all staff members related to safety and security.

V. Assessment

1. Learning Objective 1 is assessed through the scavenger hunt and resulting flip charts compiled around each of the camp venues.
2. Learning Objective 2 is assessed through the group discussion in the Practice part of the session.
3. Learning Objective 3 is assessed through the group discussion and review in the Application part of the session, as well as in the camper health and safety orientation counselors will help implement.

References:

American Camping Association. Risk Management. <http://www.acacamps.org/knowledge/risk>.

Handout 4: What to Look For

Get to know the campsite, visiting each of the areas campers will use, including housing, dining room, meeting rooms, activity areas, sports areas, etc. Areas involving water sports or swimming are of special concern and deserve specific attention. As your group explores, look for and note any

1. Safety considerations related to this venue:

2. Health issues for campers at this location:

3. Staffing issues (such as the need for more than one staff member when the venue is in use or the need for staff members with special skills or certifications [e.g., swimming, lifeguarding, CPR/first aid] in order to manage this station or area):

4. Need to create rules for being there, using the facilities?

Handout 5: Health and Safety at Venues

Health and Safety at: _____
(note venue)

Discuss the input from all the groups and your own experience, and address the following:

1. Any issues that require camper preparation or disclosure. (For example, what health or medical information parents should provide prior to the camp, and what clothing or items campers should bring.)
2. Should there be any rules related to this area? If yes, draft them.
3. Are there any particular things staff should know regarding this venue? (For example, do certain staff members need to be responsible here, is there a need for more than one staff member to be at this site when it's used, do they need training [such as first aid], information that needs to be shared with the camp director, medical official?)

WORKING WITH CAMPERS —
PART 1: POSITIVE COMMUNICATION FOR POSITIVE BEHAVIOR

Session: Working With Campers — Part 1: Positive
Communication for Positive Behavior

Rationale:	One of the essential components of a high quality, transformational youth camp are caring and competent staff members who engage campers in meaningful learning opportunities and create interactions that support personal growth. In this session, participants develop some specific strategies to communicate with campers in ways that will help campers develop positive qualities and behaviors.
Target Audience:	Counselors, junior counselors, teachers, facilitators, presenters
Facilitator Expertise:	Knowledge and skills for working with young people, including handling difficult group members.
Time:	90 minutes
Pre-requisites:	None, though experience working with youth is helpful.

Session: Working with Campers Part 1: Positive Communication for Positive Behavior		
Date:	Time: 90 minutes	Facilitator(s):
Facilitator preparation: <ol style="list-style-type: none">1. Write four brief messages on a sheet of paper or an index card, enclosing each in an envelope numbered from one to four. The envelope messages are provided in "Trainer Materials 1." The messages are taped under chairs in four different parts of the room.2. Review the strategies described in the information section. Review the examples provided and ensure understanding or develop more culturally relevant examples.		
Materials: <ul style="list-style-type: none">• Equipment<ol style="list-style-type: none">1. Flip chart paper, markers, colored pencils, tape2. Paper, pens/pencils3. Index cards, envelopes, tape• Handouts<p>Handout 1: Super Camper Note</p>• Trainer materials<p>Trainer Material 1: Envelope</p>		
Learning Objectives: <ol style="list-style-type: none">1. After generating a list of positive qualities for campers to develop, participants will identify at least three behaviors that would demonstrate these positive qualities.2. Using either a verbal or written strategy, participants will demonstrate at least one example of a positive communication technique they can use with campers that will support positive behavior.		

Instructional Sequence

I. Motivation (20 Minutes)

Materials:

Prepared papers in envelopes, tape
Flip chart paper, markers
Notebooks/paper

Where do we want to go?¹

Participants identify the positive traits they want campers to develop throughout camp.

1. As the session begins, the facilitator teaches the group this hand-clapping sequence: Two claps, three claps, four claps, followed by the cheer, “Let’s go!”
2. After doing this several times and raising the level of volume and energy, write on a blank sheet of flip chart paper: “Go where?”
3. State that to answer this question, we will need four helpers. Lead an enthusiastic countdown from “5,” at which point everyone then stands — and looks under their seats. If they find an envelope taped there, they come up front, where they read the contents of the envelopes in numbered order.

These are the four messages they read slowly, in order, and in loud and clear voices:

1. “What’s the destination of our camp? In other words, at the end of camp, in what positive ways do we want campers to have changed?”
2. “So the first thing we have to ask is, ‘What qualities do we want to build in our campers?’ One example might be the quality of *confidence*.”
3. “Then we have to be specific and ask, ‘What do these qualities look and sound like when people have them?’ These are what we can call behavior examples. These are the specific things we want campers to do and say to show that they have more of these great qualities.”
4. “So, for example, if we want them to be more confident, we need to figure out what confident people say or do. One example of what they do is to try harder things. Examples of what they say when they are confident include: ‘I’ll try it!’ or ‘I can do it!’”
5. Lead a round of applause for the four readers as they return to their seats.

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6. In a brief discussion, ask participants to generate a list of positive qualities they want to produce as a result of the camp experience.
 - Write “confidence” on the flip chart. That was the example one of the readers provided.
 - Write “responsible” as a second example.
7. Ask each participant to take two minutes and write down her or his own list of other great qualities. *“Add to the list we’ve started. There are no wrong answers.”*
8. Then ask for volunteers to mention items to add to the list on the flip chart. Pages from the flip chart should be taped on the wall as they are filled with these positive qualities.
9. Add additional qualities as part of this discussion if participants do not mention those that the facilitators feel are most important. Here are some examples that are excellent to have on the list:
 - a. Confident, respectful, cooperative team player, helpful, caring, smart, creative, curious, hard-working, determined, good listener, outgoing, responsible, trustworthy, honest, compassionate, friendly, optimistic, dependable, good problem-solver, courageous, peaceful, patient, sense of humor, organized, and a leader.
10. Conclude the discussion by saying, *“These are our positive expectations. To make these come true, we have to be specific about what behaviors young people need to meet these expectations. As we move through this session, we are going to talk about strategies that can help us bring about positive behavior in campers.”*

II. Practice (20 minutes)

Materials:

Index cards, pens/pencils

List of desired qualities

Connecting positive qualities to positive behavior²

Participants identify some of the behaviors that young people can show that demonstrate the positive qualities they identified above.

1. Start this part of the session with the following. *“When we know the behaviors we want to teach, it will be easier to teach them.”*
2. Provide each participant with three blank file cards. He or she looks at the posted flip chart sheets plus his or her own list of desired qualities (made in Part One above). The participant picks three of these that he or she feels would be the most important positive changes to see in the campers. There is no wrong answer to this. Each quality is printed at the top of a file card, one per card, so each card is different. Approximately 90 seconds should be allowed for this segment.

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3. State the directions: For the next eight minutes, each person stands and moves around the room with the three cards and a pen.
 - The person finds another person to serve as a quick partner.
 - They introduce themselves with eye contact and a handshake, whether they already know each other or not.
 - Partner “A” announces a quality from one of his or her cards and asks partner “B” for a “behavior example”— a specific thing that a young person could say or do that would show that they have this quality.
 - For example, if the quality was “respectful,” a behavior example might be “saying please and thank you” or “asking permission before touching or using another person’s things.”
 - Partner “A” writes the behavior example on that quality card.
 - Then roles are reversed: Partner “B” presents a quality card to get a written behavior example from “A.”
 - Now they shake hands and raise their hands to find new partners. *Important: Putting their hands in the air helps others know they are looking for partners.*
 - During the time period, and from various partners, each staff person should try to get at least one or two behavior examples for each quality card.

Note: After explaining the directions, ask for someone to repeat them back to ensure clarity and understanding.
4. The facilitator moves about the room during this activity, reminding people to introduce themselves every time and to do their best to be very specific. The behavior examples have to be conduct—things that we would actually observe a young person do or say.
5. The facilitator also helps people find new partners. If one is not immediately available, the facilitator can participate as a partner.
6. As a bonus, partners can also compare their quality cards. If they have an identical quality, they can trade behavior examples they have already collected.
7. When this part of the activity is concluded, the staff should divide into groups of about four to five people. Ask the groups to do the following:
 - Group members share their selected qualities and behavior examples.
 - After this is completed, they further practice their abilities by playing the following game for about two minutes: One person says, “This is my behavior — _____ (naming a behavior example from one of her or his cards). What is my quality?”
 - To further challenge staff, the facilitator can reverse the activity and ask people to state one of their qualities and ask fellow group members to give examples of behavior for it.

III. Information (20 Minutes)

Materials:

Flip chart paper, markers

Strategies that promote positive behavior³

Participants explore several methods of interacting, teaching, and communicating that help campers develop positive qualities and behaviors.

1. Explain, *“Now that we know what behaviors we want to teach as part of the camp experience, let’s talk about three ways to do this.”* Write on flip chart paper:
 - **Discovery learning**
 - **Modeling**
 - **Praise**
2. Explain each of the strategies. *“**Discovery learning**’ means we do activities that are designed to help campers learn the behaviors from experience.”*
 - Ask if any of the participants can identify an example of discovery learning. If they are unable to provide one, give the following example (or another appropriate one from the camp schedule).

Example: If a cabin is asked to accomplish a task together which requires teamwork, cooperation, and good communication skills in order to accomplish the task, we are practicing discovery learning by asking the campers to do the activity, and then processing the activity with the group and asking them to think about what they learned by working as a team.

Another simple example could be when we deliberately have fewer tools to use in a craft activity so campers have to share, we can talk to them about behavior examples of “cooperation” and “teamwork,” such as “You can use this if I can use that...” and “Can I borrow this for a minute? I’ll give it right back ...”

3. **“Modeling”** means that when **we** do the behavior and provide an example that shows the great qualities, our campers will learn from our example.
 - *“For example, when we as staff members remember to say ‘please’ and ‘thank you’ and ‘excuse me,’ it increases the chances that our campers will do so.”*
 - As another example, note that when staff members immediately quiet down and don’t speak when a leader is in front of the whole group, the campers see this respectful behavior and are more likely to use it themselves.
 - Ask participants to identify other examples of behaviors that we can teach by example.

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4. **“Praise”** is positive communication that gives information to campers about what we value in our environment in and out of camp. Write on the flip chart: “The most effective praise is specific.” It mentions the specific behavior that we are valuing. Instead of saying, “Good job!” we want to say what it is the camper **did** that makes it good. We want the focus on the behavior, so that this behavior can be repeated and also copied by others. It’s also helpful to teach the campers a label for this kind of behavior so they know what it is called. Finally, praise can be capped off with a nonverbal celebration like a high-five, “bump,” smile, a respectful handshake, and so on. It can also be in the form of a written “Super Note,” which will be explained later as a quick, simple method to provide praise to campers and reinforce positive behaviors.

Read aloud these examples of specific praise and ask everyone to repeat them.

Adaptation: Provide the example as if one of the participants is a camper.

Example One

“You’re **trying this again**. You’re really **persistent**. That’s how we learn to do hard things. High five!” (Notice we just say what the camper did and then we give it a label to show what we call it. And we added a few extra words to show that it’s valuable in learning to do hard things.)

Example Two

“You can **do this by yourself** now. You’re getting much more **confident** about this. ‘Nice work!’”

Example Three

“You’ve been **waiting for a turn**. That’s really **patient**. Thanks. I appreciate that.”

Example Four

“You’re **starting to clean this up before I had to ask you**. That’s really being **responsible**. Thanks. This is what leaders do. They do what needs to be done even without being told.”

5. Following the examples, lead a brief discussion with some of the following questions:
- How does it feel when someone gives us a specific, credible compliment?
 - Why do you think this strategy, which asks us to be specific and intentional in our praise is more effective than being general, such as saying, “you did great.”
 - What effect does this have on what campers believe about themselves, and why is this important?

IV. Application (20 minutes)

Materials:

Pencils/pens,

Handout 1: Super Camper Note

Practicing Positive Communication

Participants use the strategies described in the previous section to provide specific praise to campers.

1. Ask participants to take a few minutes to practice using specific praise in their groups. One at a time, they look at one of their group members, use that person's name, and say one of the behavior examples on the cards. Then they label it using the quality on the card. For example: "Bonita, you figured out a new way to play this game. That's really creative! Excellent!"
2. After the group members have each had time to practice with each other at least once, explain that in camp, we will do this with our campers all the time. While it may seem somewhat forced or contrived at first, with practice it will seem natural and they should quickly see the impact it has on the campers.
3. Explain that in addition to using these verbal strategies, they can also reinforce positive behaviors through written feedback. One strategy is a "Super Camper Note." Explain, *"When we see or hear a camper doing something well, trying really hard, or displaying a positive quality, we can give them a 'super camper' note. We can also do that among ourselves as staff members, which we will practice now."*
4. Distribute Handout 1: Super Camper Note. Quickly explain that the super camper note is a way to recognize any camper in a significant way. It can be for a great accomplishment, such as a shy camper performing in the talent show, or as simple as a messy camper remembering to make his or her bed on his/her own. It is important for staff members to recognize the unique contributions, accomplishments, and areas in which campers demonstrate progress individually. Remember to be as specific as possible about the behavior that is valued. What did the camper do or say that demonstrated a great quality—and what do we call that quality? For example, Super Camper Note: "**Bonita**, you are a super camper because even though you were nervous about singing in front of the group, you showed great courage, and let your talented singing shine for everyone. It was amazing!"

5. Each person partners with another and writes him/her a “super counselor” note on the back of his/her card.
 - a. Partners share their notes with their partner
 - b. Ask, “How did it feel to give a Super Camper/Counselor Note? To receive one?” Note that affirming positive qualities and behaviors is one of our most powerful tools in helping campers succeed, making the camp experience transformational, and for heading off problem behaviors before they happen.
6. Conclude the session with the following discussion questions:
 - Can you remember a time when someone noticed something you did well and told you so? What impact did that have on you?
 - How can we help and support each other as staff members to remember to respond with specific praise to campers when they are doing something well?

V. Assessment (5 minutes)

Learning Objective 1 is assessed by the activity in the Motivation portions of the session.
Learning Objective 2 is assessed in the Application section in which participants both verbally practice providing praise to each other and write a Super Camper Note.

References:

Michael Brandwein. www.michaelbrandwein.com

- Brandwein, Michael: *Training Terrific Staff*, 1999
- Brandwein, Michael: *Training Terrific Staff*, Volume II (2008)
- Brandwein, Michael: *Skill of the Day: What Great Leaders of Young People Do & Say* (2011)
- Brandwein, Michael: *Building Best Behavior* (to be published February, 2013)

Handout 1: Super Camper Note

Super Camper Note!

Is a super camper because.....

Signed: _____

Trainer Material 1: Envelope Messages

1. “What’s the destination of our camp? In other words, at the end of camp, in what positive ways do we want campers to have changed?”
2. “So the first thing we have to ask is, ‘What qualities do we want to build in our campers?’ One example might be the quality of *confidence*.”
3. “Then we have to be specific and ask, ‘What do these qualities look and sound like when people have them?’ These are what we can call behavior examples. These are the specific things we want campers to do and say to show that they have more of these great qualities.”
4. “For example, if we want them to be more confident, we need to figure out what confident people say or do. One example of what they do is to try harder things. Examples of what they say when they are confident include: ‘I’ll try it!’ or ‘I can do it!’”

WORKING WITH CAMPERS — PART 2: MANAGING BEHAVIOR

Session: Working With Campers — Part 2: Managing Behavior

- Rationale:** Part 2 of the “Working With Campers” session helps caring and competent staff members develop the skills needed to identify and address disruptive camper behaviors before they arise. In this session, participants develop some specific strategies to proactively manage disruptive behaviors to turn them into learning opportunities that support personal growth.
- Target Audience:** Counselors, junior counselors, teachers, facilitators, presenters
- Facilitator Expertise:** Knowledge and skills for working with young people, including handling difficult group members.
- Time:** 90 minutes
- Pre-requisites:** None, though experience working with youth is helpful.
-

Session: Working with Campers Part 2: Managing Behavior		
Date:	Time: 90 minutes	Facilitator(s):
<p>Facilitator preparation:</p> <ol style="list-style-type: none"> 1. Review directions for Zip Zap Zop. 2. Prepare flip chart: Tree trunk and roots. Cut out enough tree leaves for each participant to use at least one. 3. Prepare flip charts: 1) Proactive/Preventative, 2) Early Onset 4. Prepare flip chart: Behavior Management Process (See the Information section for the outline to include in flip chart.) 5. Review scenarios in both the Practice and Application sections. Adapt or change them to adhere to the camp. If any new scenarios require review or discussion of camp rules with the director or administrators, do so before the session to be clear about the expected response from counselors. <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Flip chart paper, markers, colored pencils, tape • Handouts <p>Handout 1: Behavior Management Process</p> • Trainer materials <p>Trainer Material 1: Flip chart with tree (draw trunk, branches, and roots but no leaves). Cut leaves (one per participant) from colored paper.</p> <p>Trainer Material 2: Flip charts with titles: 1) Proactive/preventative; 2) Early onset; 3) Describe, label, praise (written down the page); 4) Managing disruptive behavior (see Part II)</p> 		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. After developing a list of proactive and early onset behavior management strategies, participants will apply at least one of these strategies to a given camper behavior scenario. 2. Using a behavior management process, participants will work in teams to develop at least one positive strategy to manage unwanted camper behaviors in sample camp situations. 		

Instructional Sequence

I. Motivation (10 minutes)

Materials:

None

Proaction and Redirection

The purpose of this activity is to understand why children misbehave and to understand what we can do to minimize unwanted behaviors and deal with them when they do occur.

1. Begin the session with a game of Zip Zap Zop. Explain the directions for Zip, Zap, Zop: *“Stand in a circle. Someone begins by pointing to another person in the circle and saying ‘Zip!’ That person then points to yet another person and says ‘Zap!’ That person points to another person and says ‘Zop!’ This continues, but the words must be said in order: ‘Zip, Zap, Zop.’ If someone makes a mistake and says a word out of order, that person is out of the game. ‘Out’ means the participant must leave the circle.”*
2. As the game starts and progresses, make the participants that are “out” stand outside of the circle and observe whether they continue to pay full attention to the game or if instead they get distracted or talk to each other. Use these observations in the discussion a few minutes later.
3. After a few rounds, play the game a second time with different rules. “Out” means you move into the center of the circle, sit down, and try to confuse the other players by shouting “Zip Zap Zoom.”
 - Ask, *“Which version of the game is more likely to result in unwanted behavior? Why?”*
 - Ask, *“How should we adapt our camp activities to avoid unwanted behaviors?”*

Adaptation: This game can also be substituted for another quick icebreaker in which participants get “out” if they make a mistake.
4. Explain that setting up the rules of the game to keep all the kids active and engaged, even when they are “out,” would be considered a *proactive* method of managing behavior. This means you are anticipating and heading off opportunities for negative behavior before it even happens.

II. Information (20 minutes)

Materials:

Handout 1: Behavior Management Process

Trainer Material 1: Flip chart of tree with roots drawn (roots covered)

Flip charts: 1) Proactive/preventative; 2) Early onset; and 3) Behavior Management Process

1. Transition from the last activity: Say, *“From the games we have just played, we saw that there are many things we, as facilitators or counselors, can do to prevent unwanted behaviors from occurring. Now we are going to explore some of the behavior issues that may come up in camp and look at some strategies for both preventing them and dealing with them.”*
2. Reveal the flip chart with a drawing of a leafless tree (with the roots covered). Present the tree to the group, saying they will be adding the leaves to this tree.
 - Divide participants into three groups and give each group a set of leaves. On each leaf, tell participants to write an example of a behavior (an action) that we don’t want to see at camp (an undesirable behavior).
 - Give groups five minutes to discuss and write and then ask each group to present (no repeats). As they present, they put a leaf on the tree.
3. Explain that the tree is the child and the behaviors are the leaves. They are separate. While a child may show disruptive behavior, there is no such thing as a “bad” child. This is an important value that staff members should communicate with the campers when they are addressing problem behaviors. The leaves of the tree (the behaviors that the child exhibits) are often caused by deeper root problems. (Uncover the roots of the tree.)
 - As a group, brainstorm some of the root causes of difficult or disruptive behavior (i.e., boredom, frustration, low self-esteem, anger, inability to do the assigned task, etc.). Write the answers around the roots of the tree.
 - Note that in order to tackle the problem behaviors, we need to deal with the root of the problem—not the leaves. There are three phases in which we can do this:
 - (1) Proactive (preventative)
 - (2) Early onset
 - (3) After the fact
4. Say, *“In this part of the session, we are going to explore proactive and early onset strategies. This is where camp staff members want to focus most our energy when working with campers.”*
5. Break into two groups and give one group the flip chart with the title “Proactive Strategies,” give the other group the flip chart labeled “Early Onset.”
6. Explain that proactive is all of the things that we can do to ensure an environment where some of the root causes are eliminated (for example, creating the “right” rules for the Zip/Zap/Zoom game).

7. Early onset is what you can do if you notice children starting to head in the wrong direction and you give them the opportunity to turn around and correct themselves.
8. Give teams 8-10 minutes to discuss and list their ideas.
9. Allow each group to present and the facilitator can fill in additional suggestions (see below).

Example answers for Proactive Strategies:

- Make sure games/activities are inclusive and at the appropriate level
- Make rules and expectations clear from the beginning
- Set routines and stick to them
- Praise, praise, praise—catch kids doing something good
- Give prompts and cues (such as “you have five more minutes”) to make transitions easier
- Do what you say

Example answers for Early Onset:

- Redirection—present a fun alternative
- Proximity
- Planned ignoring
- Nonverbal cue

10. Thank the group members for generating a useful list of strategies they can realistically apply. Move on to the next part with:

What to do if there is a problem?

11. Say, “*Despite our efforts to prevent problem behaviors, they do happen at camps. So let’s learn a process for behavior management.*” Reveal points on a flip chart as you present them: Behavior Management Process. Distribute Handout 1: Behavior Management Process for participants to follow along.
 - a. **Contain/isolate the behavior**
 - (1) Separate the camper from the situation.
 - (2) Set limits. Refer to the camp rules and procedures as a means of avoiding debates or power-struggles. Also feel free to call in help to affirm the rules when you need it. Junior counselors can call on counselors and counselors can call on floating staff members or the camp director when needed.
 - b. **Discuss with camper**
 - (1) **Hear the story:**
 - Do you know why I wanted to speak with you?
 - I want to know what is happening.
 - You look upset?
 - What happened just before that?

- (2) **Share the staff view:**
- When I walked in it looked like ...?
 - I heard ...?
 - From where I was standing ...
- c. **Connect the behavior to feelings:**
- How did being called that name make you feel?
 - Restate by using the child's words.
 - It seems that when you're angry, you throw balls at people.
 - It's OK to be angry, but it is not OK to throw balls at people.
 - Relate: I get angry sometimes when people ...
- d. **Plan (Partner with the child)**
- Instead of throwing basketballs, help me come up with some other things you can do when you feel angry.
 - What seems to work at home or school when you are upset?
 - Talk about future situations.
 - Hear the solution from the camper.
 - Don't let them the camper off the hook. Be comfortable that he/she understands what is unacceptable and why, along with making sure he/she apologizes or makes amends, if needed.
 - Get back to play.
 - If a problem is reoccurring, write down a future plan! Creating a "contract" in which the camper gets to contribute to developing a plan and then identifying consequences if he/she doesn't live up to it. This can be an empowering experience and be a "proactive" way to head off future negative behavior.

III. Practice (30 minutes)

Materials:

Trainer Materials: Behavior scenarios on cut up slips of paper (see below)

Behavior management scenarios:

Counselors work in pairs to discuss how they would use the strategies outlined to address various common camper behaviors.

1. Explain that they will work in pairs to review various camper behavior scenarios and discuss how they would use the strategies outlined in order to help ensure campers are successful and participating. Make sure they are also clear that when some situations arise, they can always ask for additional help.

Possible Adaptation: This activity can be adapted so counselors are conducting role-plays or skits for how they would address these situations if time allows.

Behavior Scenarios: Create others or add as needed to be relevant for your camp and context. Depending on the age of the campers, the scenarios might be very different.

- Several campers in your cabin continue to talk and giggle after lights out every night.
 - One of your campers has a hard time getting morning grooming activities done in time to make it to breakfast.
 - One of your campers falls while trying an activity and several other members of the group laugh at her, resulting in her being embarrassed.
 - One of your campers regularly drifts off by himself, sits alone at group activities, and doesn't seem to have any friends at camp.
 - Several of your campers continue to talk or play with their phones during the guest speaker presentations.
2. Allow groups five minutes to discuss their scenario and how they would handle it using one of the strategies provided.
 3. At the end of their time, ask groups to share their scenario and their strategy to address it.
 4. Discussion questions:
 - What are the types of behaviors that are relatively easy to manage and what are some that you need to call in extra support for?
 - What are some of the proactive ways in which the scenarios might have been "headed off" or anticipated and addressed before the problem arose?
 - What are some of the reasons why waiting to address the behavior after a problem has arisen is less desirable than addressing it proactively?
 - Did discussing these strategies help you come up with some ways to address them that are more proactive or early onset than after the fact?
 5. Conclude the activity with the summary that virtually every camper wants to be successful and feel like she/he is supported. It is the goal of camp staff members to make sure that happens, while they ensure everyone else is safe and supported as well.

IV. Application (20 minutes)

Materials:

Trainer Material: Behavior scenarios (see below)

What do I do if ...?

This final activity of the session allows the trainer to see if the participants have learned the content.

1. Explain, *“We’re going to find out what we’ve learned in this session by playing a team game.”*
 - a. Divide the participants into two teams.
 - b. You will present a camper behavior. Teams will have one minute to discuss which strategy(ies) they would use to handle it.
 - c. One team will be asked to explain its solution. If correct, it will get a point. If the other team has a different solution, it can provide that and also gain a point if it is equally acceptable.
 - d. Alternate which team answers first.

Scenarios

- A camper hits another camper.
 - Between activities, a camper starts to wander off.
 - A camper takes another camper’s things.
 - A camper refuses to eat dinner.
 - The meal is starting late and the campers are getting bored.
 - Children are waiting in line to shower and one camper keeps getting out of line to turn on the sink.
 - A camper is not paying attention to directions—his attention is somewhere else.
 - Two campers are coloring and one camper says her drawing is better than the other’s.
 - A camper won’t quiet down or respect others during rest or personal time.
 - Two campers have to be constantly reminded to stay with the group on a field trip. They keep wandering off.
 - After lights out, campers won’t stop talking.
2. Summarize the session: *“In order to have a safe camp, we have to be sure that our campers are respecting our rules, each other, and the staff. This can be accomplished a lot more easily if we create an environment that enables and promotes desirable behaviors. Behavior management is a key piece to that puzzle.”*

V. Assessment (5 minutes)

Learning Objective 1 is assessed by the activity in the Practice portion of the session.

Learning Objective 2 is assessed by activity in the Application section.

References:

Adapted from SeriousFun Children’s Network. Staff Training Outline. Internal Document.
www.seriousfunnetwork.org.

Handout 1: Behavior Management Process

1. Contain/isolate the behavior

- Separate the camper from the situation
- Set limits. Refer to the camp rules and procedure as a means of avoiding debates. Also feel free to call in help in affirming the rules when you need it. Junior counselors can call on counselors and counselors can call on floating staff members or the camp director when needed.

2. Discuss with camper

Hear the story:

- Do you know why I wanted to speak with you?
- I want to know what is happening.
- You look upset?
- What happened just before that?

Share the staff view:

- When I walked in, it looked like ...
- I heard ...
- From where I was standing ...

3. Connect the behavior to feelings:

- How did being called that name make you feel?
- Restate using the child's words.
- It seems that when you're angry, you throw balls at people.
- It's OK to be angry, but it is not OK to throw balls at people.
- Relate: I get angry sometimes when people ...

4. Plan (Partner with the child)

- Instead of throwing basketballs, help me come up with some other things you can do when you are feeling angry.
- What seems to work at home or school when you are feeling upset?
- Talk about future situations.
- Hear the solution from the camper.
- Don't let the camper off the hook. Be comfortable that he/she understands what is unacceptable and why, along with making sure he/she apologizes or makes amends, if needed.
- Get back to play.
- If a problem is reoccurring, write down a future plan! Creating a "contract," in which the camper gets to contribute to developing a plan and identifying consequences if they don't live up to it, can be an empowering experience and a "proactive" way to head off future negative behavior.

Session: Camp Counselor as Mentor

Training Package:	Camp Counselor Training
Session Rationale:	Camp counselors become important mentors to the youth with whom they work. This session addresses mentoring and emphasizes active listening skills and appropriate questions that help youth explore options to facilitate decision making.
Target Audience:	Camp counselors, junior counselors, and other camp staff members working directly with campers.
Trainer Expertise:	Background in youth development; experience with camps or youth mentoring is a benefit.
Time:	90 minutes

Session: Camp Counselor as Mentor		
Date:	Time: 90 minutes	Trainer(s):
<p>Trainer preparation:</p> <ol style="list-style-type: none"> 1. Review session plan and prepare materials. 2. Prepare session learning objectives on flip chart paper. 3. Review Handouts 1-3 with local partners and discuss ways in which they are relevant or need adaptation and/or translation. Choose to replace or change examples if needed. 4. Prepare some sample scenarios for practicing active listening and asking probing questions in a mentoring relationship between a volunteer youth development worker and a young person in camp. Print out scenarios and cut up on strips of paper to give each group. Some examples: <ul style="list-style-type: none"> • Camper is considering leaving school • Camper is being bullied • Camper has a difficult relationship with her parents • Camper is not getting along well with another camper • Camper would like to pursue a career path that would take her away from her village • Camper is developing plans for clubs and activity following camp and would like help from you 5. Consider your group size and adapt your session plan accordingly. <p>Materials:</p> <ul style="list-style-type: none"> • Equipment <ol style="list-style-type: none"> 1. Peace Corps Manual: <i>Roles of the Volunteer in Development</i> [ICE No. T0005] • Handouts <p>Handout 1: Effective Listening Self-Assessment</p> <p>Handout 2: Tools for Effective Communication</p> <p>Handout 3: Examples of Mentoring in the Peace Corps</p> <p>Handout 4: Guidelines for Working With Youth: PC/Nicaragua (Optional)</p> 		
<p>Session Learning Objective(s):</p> <ol style="list-style-type: none"> 1. Based on personal experiences, participants will list at least three qualities of effective camp counselors or youth development workers. 2. Using a self-assessment tool, participants will consider 12 active listening skills and identify at least one personal strength and one area for personal improvement. 3. Participants will demonstrate in role-playing scenarios at least two culturally appropriate youth mentoring techniques. 		

Instructional Sequence

I. Motivation (10 minutes)

Materials:

Flip chart paper, markers

Trainer Material 1: Flip chart with session objectives

Reflection on personal experience with camp counselors or youth workers

Participants reflect on personal experience in order to identify characteristics of effective camp counselors.

1. Introduce the session and its key points. Say, *"In this session we want to:*
 - *"Identify qualities of an effective camp counselor;*
 - *"Self-assess our active listening skills;*
 - *"Demonstrate how to appropriately and effectively apply the techniques of active listening, summarizing, giving feedback, and exploring options in working with campers; and*
 - *"Practice the mentoring role with colleagues."*
2. Ask participants to reflect individually for 2-4 minutes on their own experiences growing up and participating in various youth activities. Consider:
 - a. *"Who were the adults you regarded as most effective in their work with you and your peers when you were younger?"*
 - b. *"What were some of their characteristics?"*
 - c. *"What were some of their key behaviors?"*
3. Write down any characteristics and behaviors on a flip chart as participants describe effective youth development workers. Note that they are going to think of the roles of various adults who work with youth which, for the purposes of this session, will be applied to camp counselors. Flip chart heading: *"Characteristics and Behaviors of Effective Youth Workers (or Camp Counselors)."*

Note:

- a. Assess Learning Objective 1: Based on personal experiences, participants will list at least three qualities of effective camp counselors.

4. Listen for, and highlight, key characteristics, such as “listener,” “role model,” “coach,” “helped to explore options,” and explain the following:

“One of the important roles of camp counselors is that of mentor to the youth with whom they work. Today we are going to explore the role of the camp counselor as a mentor and as someone who facilitates youths’ ability to develop options and make good decisions.”

“In these next activities, we are going to further explore the listening, questioning, and mentoring skills that some of you have mentioned as important to be effective and empowering camp counselors.”

II. Information (20 minutes)

Materials:

Handout 1: Effective Listening Self-Assessment

Handout 2: Tools for Effective Communication

Effective Communication Skills

Participants begin with a self-assessment tool for active listening, which serves to identify guiding principles for active listening. Then, participants review techniques for asking questions and giving feedback.

1. Say: *“Let’s begin with a self-assessment of your own active listening skills.”*
2. Distribute Handout 1: Effective Listening Self-Assessment. Allow enough time for participants to finish the self-assessment. Then discuss with the whole group.

Some key questions for the group:

- *“Were any of you surprised by any of your responses?”*
- *“Would any of you like to share something you identified as a strength?”*
- *“Did any of you identify a skill that you need, or would like, to improve?”*

Note:

Assess Learning Objective 2: Using a self-assessment tool, participants will identify strengths and weaknesses in active listening skills.

3. Explain: *“Self-assessments provide an opportunity for one to reflect on one’s own knowledge and skills and to identify strengths and weaknesses, or skills needing improvement. The questions in the self-assessment can serve as **reminders of ‘guiding principles’** for effective listening.”*

4. Distribute Handout 2: Tools for Effective Communication, which contains numerous examples of guiding principles and sample language for camp counselors to use when working as mentors to campers.
5. Explain that these tips and tools are meant to be a reference for the counselors during the session activities, as well as in the future as they continue to develop skills for effective communication with youth.

Adaptation:

It will be important, prior to counselor training, that the local partners have closely reviewed these materials, translated them as needed, and addressed any cultural implications of translating the questions.

6. Highlight key points and examples in discussion with the whole group. Explain: *“Here are some skills that Volunteers and youth workers have identified as important, in addition to the effective listening we just explored.”*

Summarizing, *“So far, what I have heard you say is ...”*

- Assures the person that you have heard and understood.
- Validates the young person’s experience.
- Checks your understanding.
- Helps to organize the description, observations, and feelings.

Exploring options, *“What are some of the possible solutions?”*

- Asks appropriate open-ended questions.
- Guides the persons to take responsibility for next steps and empowers them to recognize that they have the solution.
- Focuses on the future, rather than the past.
- Considers what a person can do.
- Clarifies inconsistencies without judgment.
- Helps to identify necessary resources for next steps and action.

Giving feedback, *“It looked like you worked hard to find a resolution with your team to solve that problem. How did it feel when you finally accomplished the task by working together?”*

Note:

Feedback is communication to a person or a team of people regarding the affect their behavior is having on another person, the organization, the customer, or the team.

- Focuses on the behavior, rather than the person.
- Focuses on description, rather than judgments.
- Focuses on this situation, rather than on generalizations.

Which feedback is better—“Good report!” or “The report you turned in yesterday was well written, understandable, and made your points about the budget very effectively”?

Receiving feedback: *“I hear what you are saying, and you have a good point. I will try that next time.”*

- Listen in lieu of preparing your response or defense.
- Ask for it to be repeated if you did not hear it clearly.
- Assume it is constructive until proven otherwise; then consider and use those elements that are constructive.
- Pause and think before responding.
- Ask for clarification and examples if statements are unclear or unsupported.
- Accept it positively for consideration, rather than dismissively for self-protection.
- Ask for suggestions of ways you might modify or change your behavior.
- Respect and thank the person giving feedback.

7. Ask the group:

“What do these communications skills look like in our camp, with our campers? Considering these guidelines, what are some cultural considerations for giving and receiving feedback? How do U.S. citizens give feedback to each other? How do people in this country give feedback to others of their country?”

Adaptation:

Local counselors may have a great deal of insight to offer on how feedback occurs directly or indirectly in the local culture, particularly between adults and young people. Exploring ways in which counselors and campers can successfully give and receive feedback in a way that is respectful of local norms is important.

8. Record responses on flip chart paper.

Note:

This discussion might include consideration of “direct vs. indirect” communication styles and preferences in the culture.

III. Practice (50 minutes)

Materials:

Active listening practice scenarios (see Trainer Preparation, above)

Focus on the Mentor Role

Participants discuss the meaning of a mentor and practice the role in the camp setting.

1. *“These tips and tools for effective communication that we looked at can serve us well in the next phase of our session as we put them into practice, as well as when we are at our sites interacting with the youth of our camps. Before we practice active listening and ask probing questions, let’s get a little more information about mentoring.”*
2. Discuss mentoring. Ask:
 - *“What does the word ‘mentor’ mean to you?”*
 - *“Has anyone had experience as a mentor?”*
 - a. What is a mentor?

“Webster’s dictionary defines mentor as: ‘A wise and trusted teacher or counselor.’ The term comes to us from Greek mythology—Odysseus, King of Ithaca, asked his trusted friend, Mentor, to look after his son while he fought the Trojan War.”⁴
 - b. In the context of capacity building, mentoring is a personal or professional relationship in which a more experienced individual (the mentor) acts as a guide, role model, coach, and sponsor to a less-experienced person (the mentee).
 - c. In this relationship, the mentor
 - Listens, affirms, counsels, encourages, and seeks input to help the learner develop skills, expertise, and direction.
 - Clarifies expectations about the relationship and, in some cases, establishes measures of success with the mentee.
 - Offers knowledge, insight, perspective, or wisdom that is especially useful to the mentee.

Note:

Most people consider the term “mentee” more neutral than the term “protégé,” which for years was used to describe the relationship of an older, more senior person (e.g., a bank vice president) guiding a younger person (e.g., a junior manager). In our text here, “mentee” refers simply to “the person being mentored.”

3. Say: *“Let’s practice active listening and asking some probing questions with some scenarios.”*

Note: Some sample scenarios:

- Camper is considering leaving school
- Camper is being bullied
- Camper has a difficult relationship with her parents
- Camper is not getting along well with another camper
- Camper would like to pursue a career path that would take her away from her village
- Camper is developing plans for clubs and activity following camp and would like help from you

⁴ “Mentor,” Merriam-Webster’s Collegiate Dictionary, 10th ed, accessed March 22, 2012, from <http://www.merriam-webster.com/>

Adaptation:

These are common scenarios involving youth in communities in Peace Corps countries. Use typical local examples, if possible.

4. Ask the participants to break into groups of three. The task will be to use the role-play scenarios to take turns in three different roles: mentor, mentee, and observer. Identify a real-life scenario or use the ones listed above. The mentee talks about his or her problem or situation. The mentor uses active listening skills in responding to the mentee, helping him or her to solve the problem. The observer watches the interaction, paying attention to nonverbal communication behaviors of the mentor, types of questions the mentor asked, if he or she summarized or clarified, or if he or she encouraged the mentee to generate solutions. The observer then gives the mentor feedback.
5. Rotate roles to give each person an opportunity to play each role.
6. As a whole group, discuss:
 - How did it feel to actively listen?
 - What did you do well?
 - Which behaviors were easy? Difficult?
 - What did you learn from your observer's feedback?
 - What did you learn while being the observer?
 - Under what conditions can you envision using this skill in your professional work and interpersonal relationships?

Note:

Assess by observation Learning Objective 3: Participants will demonstrate at least two culturally appropriate youth mentoring techniques of active listening, summarizing, giving feedback, and asking affirming questions to explore options.

IV. Application (10 minutes)

Materials:

Handout 4: Sample Guidelines for Working With Youth (Adapted from PC/Nicaragua-Optional):

Anticipating Being a Mentor to Youth

Participants discuss cultural considerations and inventory personal resources for mentoring.

1. Say to participants: *"Think about your roles as camp counselors and as potential mentors to youth. Brainstorm a list of **considerations and cautions** to be mindful of as you enter into these relationships."*

2. Record responses on flip charts. These considerations might include:
 - Male-female relationships in the culture
 - Appearing to favor one camper over others
 - Campers becoming overly attached to the counselor, and experiencing a loss at the end of camp
 - Maintaining respect even though friendly and playful
 - Encouraging campers to take a course of action that is beyond the boundaries of acceptable behavior (or potentially against parents' wishes, such as studying abroad, etc.)
 - Avoiding being alone with campers (determine if there are guidelines about this for camp counselors)

Note: See *Roles of the Volunteer in Development* [ICE No. T0005]. Peace Corps Toolkit 6, The Volunteer as Mentor, "Working with Young People."

3. Encourage counselors, as they bring their own knowledge, skills, and experience to their work, to identify their own "mentor" to support them as they develop mentoring relationships with young people. This might be a supervisor, peer counselor, or the camp director. This would be a trusted person they can consult about situations that arise with youth and ensure they have community support in their role as a youth development worker.

Note: Optional activity: As a group of future youth development workers, participants develop a set of guidelines or standards they will agree to adhere to in their mentoring relationships with young people. Tell them to see Optional Handout 5: Guidelines for Working With Youth: PC/Nicaragua as a starting point to create their own guidelines.

V. Assessment (5 minutes)

Learning Objectives are assessed through facilitator observation throughout the session activities.

1. Learning Objective 1 is assessed during the Motivation section in which participants list the characteristics of effective youth development workers.
2. Learning Objective 2 is assessed during the Information section in which participants identify their active listening strengths and weaknesses.
3. Learning Objective 3 is assessed during the Practice section in which participants role-play in order to demonstrate active listening techniques.

VI. References:

Roles of the Volunteer in Development [ICE No. T0005]. Peace Corps Toolkit 6.

Handout 1: Effective Listening Self-Assessment

Assess your own effective listening skills. Circle the most appropriate number on each one-to-four continuum.

1. Do you listen for facts?	1 Rarely	2	3	4 Often
2. Do you listen for ideas and the speaker's underlying feelings?	1 Rarely	2	3	4 Often
3. Do you interrupt immediately if you disagree with the speaker?	1 Rarely	2	3	4 Often
4. Are you easily distracted while listening?	1 Rarely	2	3	4 Often
5. Do you observe nonverbal information?	1 Rarely	2	3	4 Often
6. Do you make an effort to let the speaker know you are listening?	1 Rarely	2	3	4 Often
7. Do you give the other person enough time to complete his or her train of thought?	1 Rarely	2	3	4 Often
8. Do you use eye contact appropriate to the cultural context?	1 Rarely	2	3	4 Often
9. Do you make an effort to understand the other person's point of view?	1 Rarely	2	3	4 Often
10. Do you ask the other person to clarify words or statements to be sure you understand correctly?	1 Rarely	2	3	4 Often
11. Do you express your impatience if the speaker expresses his or her idea slowly?	1 Rarely	2	3	4 Often

Handout 2: Tools for Effective Communication

Summarizing, *“So far, what I have heard you say is ...”*

- Assures the person that you have heard and understood.
- Validates the young person’s experience.
- Checks your understanding.
- Helps to organize the description, observations, and feelings.

Exploring options, *“What are some of the possible solutions?”*

- Asks appropriate open-ended questions.
- Guides the persons to take responsibility for next steps and empowers them to recognize that they have the solution.
- Focuses on the future, rather than the past.
- Considers what a person can do.
- Clarifies inconsistencies without judgment.
- Helps to identify necessary resources for next steps and action.

Giving feedback, *“It looked like you worked hard to find a resolution with your team to solve that problem. How did it feel when you finally accomplished the task working together?”*

- Focuses on the behavior, rather than the person.
- Focuses on description, rather than judgments.
- Focuses on this situation, rather than on generalizations.

Which feedback is better—“Good report!” or “The report you turned in yesterday was well written, understandable, and made your points about the budget very effectively”?

Receiving feedback: *“I hear what you are saying, and you have a good point. I will try that next time.”*

- Listen, in lieu of preparing your response or defense.
- Ask for it to be repeated if you did not hear it clearly.
- Assume it is constructive until proven otherwise; then consider and use those elements that are constructive.
- Pause and think before responding.
- Ask for clarification and examples if statements are unclear or unsupported.
- Accept it positively for consideration, rather than dismissively for self-protection.
- Ask for suggestions of ways you might modify or change your behavior.
- Respect and thank the person giving feedback.

Examples of effective questions

Here are some phrases that may help you with that “What do I say now?” feeling. Remember, these are far from being the only appropriate things to say to a person in trouble. The things you think of yourself, and feel the most natural to you, are the best.

1. To consider Alternatives

- What are the possibilities?
- If you had your choice, what would you do?
- What are some possible solutions?
- Let's think it through together. What if you do? What if you don't?

2. To foster Appraisal, Evaluation

- How do you feel about that?
- What do you make of it all?
- How does it look to you?
- What do you think is best?

3. To learn Background

- What have you tried so far?
- Can you remember how that happened?
- What led up to ... ?
- What do you make of it all?

4. To seek Clarification

- What if this doesn't make sense to you?
- Can you explain what you mean by ... ?
- What do you make of it all?
- What seems to confuse you?
- How can I help you figure it all out?

5. To obtain a Description

- What is it like?
- Can you describe it in your own words?
- Can you tell me more about it?

6. To raise Hypothetical Questions

- Why do you suppose that happened?
- How could a person handle a problem like that?
- If you could do anything you wanted, what would you do?
- Why would someone react that way?

7. To Identify a Problem

- What seems to be the trouble?
- What worries you the most about ... ?
- What do you consider the most troublesome part?
- What seems to be the main obstacle?

8. To encourage Implementation

- What will you have to do to accomplish that?
- To get this done, what will you need?

9. To highlight Information

- What information do you need before you decide?
- How do you think you can find out more about it?
- What kind of picture do you have right now?
- What do you know about it now?

10. To foster Integration

- How do you explain this to yourself?
- How do you relate this to your other ideas?
- What do you think is best?
- How would you put this all together?

11. To Evaluate

- In what way? —Is this good, or bad, or in between?
- According to your own standards, how does it look or feel?

12. To Explore

- Let's explore that some more.
- Are there any other angles you can think of?
- What were your reactions to these things?
- How about going into that a little bit deeper?

13. To seek an Example

- Can you give me an example? —For instance?
- Like what? —Will you give me an illustration?

14. To Extend

- Can you tell me more about it? —Anything else?
- Is there anything more I can help you with or that you'd like to discuss?
- What other ideas do you have about it?

15. To prepare for Failure

- What if it doesn't work out the way you want? —What if that doesn't work?
- Do you have another plan if that doesn't work?
- What about being prepared with a backup plan, just in case?

16. To encourage Involvement

- How does this affect you? —How do you fit in this picture?
- How do you want to be involved in this?

17. To Open discussion

- What would you like to talk about? —What's on your mind?
- Where would you like to start? —How can I help you?

18. To facilitate Taking Action

- What are you planning to do about it? —Where do you go from here?
- What are your next steps? —How do you plan to start?

Handout 3: Examples of Mentoring in the Peace Corps

Sabrina, an education Volunteer, organized a girls' club and is currently leading the participants in a series of workshops focusing on life skills such as leadership, assertive communication, and decision making. Over the weeks, as the girls addressed critical issues such as HIV/AIDS, teen pregnancy, and drug use, they expressed concern for the well-being of their younger sisters and girlfriends. They wanted to help these younger people understand the choices they have, feel more confident, and make informed decisions. To address this expressed need, Sabrina and the older girls are initiating a program in which the older girls mentor the younger ones. Sometimes all the girls get together as a large group to discuss "hot" topics; other times, they meet in pairs or groups of three to talk confidentially about critical situations or decision points in their lives (for example, deciding to say "no" to a boyfriend's sexual advances).

Mark, a small-business Volunteer, has organized a small school-based program for linking young people with professionals in the community, including, among others, a teacher, nurse, agronomist, public official, business manager, and artisan. Based on his or her individual interests, each student selects one of the professional workers to meet with and "shadow" over the course of the semester, exploring different perspectives and opportunities. At the end of the term, the students share their insights from the experience and relate them to their future aspirations.

Kelly, a health Volunteer, meets regularly with Elena, a health worker in her local clinic. Elena has good interpersonal skills and natural gifts as a group facilitator. She has asked Kelly to coach her in some new methods for working with groups and help her move toward her goal of becoming a local leader. Kelly shares ideas and resources with Elena and tries to model good leadership behaviors. Elena, in turn, is helping Kelly practice the local tradition of storytelling and use it to address sensitive health issues. Whenever possible, they observe one another facilitating meetings, and afterward discuss the experience in terms of skill development.

Jerome was a national parks Volunteer who worked in projects to raise environmental awareness among families living in communities that border park boundaries. About a year into his service, he met a young boy, Miguel, who was an energetic participant in several of the projects. After one of the meetings, Miguel asked Jerome if he could visit him at his office to see some of his conservation books and other materials. That visit launched an informal mentoring partnership that lasted for the rest of Jerome's service. Jerome taught Miguel about biology and ecology; Miguel and his family taught Jerome about the indigenous people's deep ties, both physical and spiritual, to the forest lands. Before Jerome ended his service, he persuaded the park director to hire Miguel part time as a junior ranger. Now, a year later, the national park is connected to the Internet and Jerome and Miguel are "virtual" friends, using email to stay in touch, exchange conservation information, and share stories.

From: Peace Corps. *Roles of the Volunteer in Development*. Toolkit 6: Volunteer as Mentor, pp. 3-4. [ICE No. T0005]

Handout 4: Guidelines for Working With Youth

Agreement to Uphold Principles and Values Guiding Our Work With Campers

1. I am fully cognizant that I am a role model throughout my experience as a camp counselor. As a role model, I resolve to conduct myself in a responsible and mature way in my dealings with all people.
2. I will treat all children and youth fairly and respectfully, regardless of their gender, age, race, ethnicity, religious belief, or class. In my eyes, all children and youth have value and potential. I will promote among the children and youth with whom I interact equal access to opportunities, resources, and information.
3. I will respect the values and culture of the children and youth with whom I work and play. In presenting ideas and approaches that may be different from what may be customary in the local culture, I will not pressure young people to adopt beliefs or behaviors that conflict with their own.
4. As a camp counselor, I believe all young people, regardless of their circumstances, have the potential to develop. I resolve to promote their holistic development by building their assets. I will endeavor to promote their development without creating an unhealthy dependence on me or other outside resources. My job as a counselor and role model is to promote the empowerment of children and youth.
5. I resolve to be honest about my strengths and limitations as a camp counselor. I realize that young people may perceive me as a source of knowledge. I will use my knowledge responsibly for the benefit of young people. I will be honest in my interactions with young people and their families and refrain from providing advice or guidance in any matter outside my areas of knowledge or expertise. In situations where my expertise is limited, I will refer the young person and his or her family to another service provider or organization.
6. I will remind myself every day that I did not create the many problems I encounter, nor am I the sole person responsible for solving them.
7. I will not engage in any activity that could be construed as exploitation of children, youth, or families for personal gain, be it sexual, economical, or social.
8. I will not provide any privileged information about a troubled child, youth, or family member to any other individuals or organizations without the consent of the person or family involved. If I have any concerns about the health or welfare of a young person, I will bring these concerns to the camp director or supervising organizations to seek their advice on the best course of action.
9. I commit to promoting responsible behavior among the young people at my site and, as such, I will not abuse any substance. I realize that substance abuse is not compatible with my role in youth development.

I agree to abide by these principles.

Signature

Date

PART 5:
CAMP GLOW
(GIRLS LEADING
OUR WORLD)

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PART 5: CAMP GLOW

Summary

Camp GLOW (Girls Leading Our World) is a model of camps designed to encourage young women to become active citizens. Although each camp reflects the unique characteristics and diversity of the local community, all share similar principles and themes: promoting gender equality, developing leadership skills, improving self-esteem, increasing knowledge of women's health issues, and supporting aspirations and career goals. This is all done while promoting volunteerism, promoting the belief that each young woman can make a difference in her community, and offering adolescent girls self-development opportunities in a fun and friendly atmosphere.

History of Camp GLOW

Camp GLOW (Girls Leading Our World) began in Romania in 1995. Three Volunteers and four Romanian teachers took 80 young women to a mountain campsite for a weeklong leadership camp. The purpose was to encourage young women to become active citizens by building their self-esteem and confidence, increasing their self-awareness, and developing their skills in goal setting, assertiveness, and career and life planning.

CHAPTER 1: CAMP GLOW IN BRIEF

Camp GLOW has emerged as part of the Peace Corps' growing contribution to supporting the empowerment and leadership of women and girls worldwide. Since the late 1990s, it has spread to Peace Corps posts throughout the world. In 2012, the Peace Corps refined and defined the model to make it more easily replicable and to solidify some key features so girls who participate in any country can see their own growth and development. Working closely with local partners, Camp GLOW aims to foster the next generation of young leaders in all of the countries in which the Peace Corps works, and to become a key partner in a global movement toward supporting gender equality and youth empowerment.

Goals of Camp GLOW

Every Camp GLOW works toward common goals for those who participate:

- | | | |
|--------------------|---------------|-----------------|
| 1. Gender Equality | 3. Leadership | 5. Aspirations |
| 2. Self-Esteem | 4. Health | 6. Volunteerism |

Camp GLOW meets the Peace Corps' standards for health, safety, and sustainability, and incorporates common topics, sessions, and themes, adapted for various cultural contexts. Every Camp GLOW should design and plan for sustained growth and support of campers. This section of the manual will outline activities that make up a Camp GLOW. While many activities are optional, several address at least one of the camp goals and are considered essential for a camp to be considered a Camp GLOW.

Why Camp GLOW?

Participating in Camp GLOW is often a life-changing experience for both the adult organizers and the teenage campers. It develops community leaders and builds cross-cultural bridges. As one camper said in her evaluation of the camp, "I've learned to be more open, to establish my goals, to work as a team, and to trust myself."

Camp GLOW falls within the Congressional mandate that "the Peace Corps shall be administered so as to give particular attention to those programs, projects and activities which tend to integrate women into the national economies of developing countries, thus improving their status and assisting in the total development effort."¹ Camp GLOW meets this mandate by providing a forum for girls to share, grow, and develop skills in a variety of areas that allow them to take a leadership role in their own lives. While sharing a set of common goals, each Camp GLOW reflects the unique characteristics and diversity of its local community. Drawing on the skills and talents of the

¹ Excerpted from the Percy Amendment of 1974.

organizers and participants, as well as local priorities and resources, many innovative adaptations of Camp GLOW have taken place. In this way, Camp GLOW has been effective in promoting awareness of other issues important to girls' lives and their communities. Here are just two examples:

- In the Philippines, Volunteers and host-country nationals focused their camp on the interconnectedness of women and the environment.
- In Madagascar, Camp GLOW served as a foundation for a peer education project to teach high school students about the transmission and prevention of HIV/AIDS.

CHAPTER 2: PLANNING — GETTING STARTED

This section assumes that the planning committee has already reviewed the outline in Part 1 of the manual. Camp GLOW development planning is similar to the methods used to plan any camp. The Peace Corps supports a five-component model that leads to high quality, transformational, sustainable, and fun youth camps. These components include:

1. Planning with a **purpose** in mind (include monitoring and evaluation throughout).
2. Seeking out and supporting **local partnerships**.
3. Attention to **good planning and logistics**.
4. Ensuring that **health and safety** is incorporated throughout.
5. Preparing and supporting **caring and competent staff members**.

Those steps needed to ensure these five elements are addressed are in Part 1 of this manual ("What Type of Camp?") and are not repeated here. Camps are more likely to be highly effective if there is adequate planning time. Six to nine months is likely the minimum amount of time needed, although the outline in Part 1 works from a 12-month time frame.

As Camp GLOW continues to grow, there are both challenges and a great deal of which to be proud. Many Peace Corps posts are working toward making Camp GLOW more sustainable, passing on lessons learned, and strategizing how to reach the greatest number of community members possible. In addition, organizers and campers are constantly seeking ways to spread the camp's message of empowerment, self-development, and gender equality.

As in all Peace Corps project activities, Volunteers are expected to implement Camp GLOW in a way that builds sustainability beyond the Peace Corps. One critical strategy is collaborating with local nongovernmental organizations (NGOs) or other types of local organizations during planning and implementation. For example, in many countries local women are trained to gradually take over the organization and leadership of the camps and Volunteers involve NGOs. In addition, the roles of junior counselor and junior director not only build sustainability, but also reinforce girls' leadership skills.

Perhaps you will develop different terminology that is culturally relevant. For the purposes of this manual, however, we have used the following terms consistently throughout.

- **Counselor** refers to a Volunteer or host-country national who is a member of the organizing committee of Camp GLOW and involved in the planning and coordination of all camp activities.
- **Camper** refers to a female, often in the age group 10-18, who attends Camp GLOW.
- **Junior counselor** is a high school student or recent graduate of high school. She has attended a previous Camp GLOW and shown exemplary leadership skills. The Camp GLOW organizing committee invites junior counselors to receive additional leadership training and attend Camp GLOW as part of the organizing committee. Some camps refer to junior counselors as mentors.

Brainstorming and Assessing Community Priorities for Camp GLOW

Once you have established a local partner organization and planning committee, try to organize a face-to-face meeting with all involved. Many Volunteers have found Peace Corps events, such as in-service training (IST), to serve as a good time to get together and, if it is possible, to invite local partners. Depending on the size and type of local partner organization, it may also be important to identify a community liaison or local leader who can help navigate local institutions and practices. This person may not be involved with the day to day planning, but may help ensure proper permissions are sought out and obtained, as well as help to leverage local resources in support of GLOW. For Camp GLOW, it is also a very good practice to include former Camp GLOW participants or local young women on the camp planning committee. Even if they cannot attend an overnight meeting, they can be informed on the process and give input at every step.

If the local partners or Volunteers are not familiar with Camp GLOW, plan on providing an introduction or brief presentation on the model, explaining the purpose and providing relevant background or experience with Camp GLOW in the country. Ask a Peace Corps staff member for a copy of the Camp GLOW PowerPoint from the “Design and facilitate youth camps” training package to help create a locally adapted version.

Once you are gathered and everyone is clear about the purpose and goals of Camp GLOW, select someone to facilitate a brainstorming session while another person writes down ideas on flip chart paper. After the brainstorming has concluded, use the additional questions to further guide the discussion. Select someone to take notes to be distributed to planning committee members not present and to be used in the development of your camp materials. Defining the priorities of the local community is not only a useful exercise to plan appropriate activities for your camp, but is also necessary for grant proposals and other funding requests. This preliminary brainstorming should also inform later participatory assessment with potential campers and communities. Include previous or future campers in the process as much as possible.

Sample Brainstorming and Assessment Questions:

1. What are the aspirations, hopes, and dreams of young women in your community?
2. What resources and opportunities already exist for young women to develop their leadership skills, self-esteem, and confidence?
3. What could Camp GLOW offer girls? How will they change because of this camp?

Additional questions to discuss:

- What general attitudes do you observe toward women in your community?
- What roles do women play inside and outside of the home?
- Who are the mentors, leaders, and role models for young women?
- Is there accurate health education for young women? What is available?
- What is the relationship between women and their environment?
- How can we make Camp GLOW sustainable? How can we support local partners in taking over these efforts?
- How can we present materials in a culturally appropriate way?
- What are the common needs and interests of the young women in your community?
- What are the greatest challenges young women must overcome in your community?

While brainstorming and discussions are a great place to start generating some of the key questions and ideas for a camp, the camp planning committee will eventually want to undertake an assessment to identify specific community priorities and needs the camp may address. For more information on camp assessment methods, see Part 1, Chapter 2 of this manual. In a very specific way, determine what the “value proposition” is for conducting a Camp GLOW. This means the committee should determine why Camp GLOW is the **best** strategy to bring about the changes they hope to inspire. These changes should be defined for the young women involved, the partner organizations, and the community in which the camp will take place.

Establishing Goals and Objectives

Once you have established the value, decide what you want to accomplish during your camp. One of the best ways to do this is to talk about your experiences in your community. What attitudes do you observe? What stereotypes exist? How do your colleagues and counterparts feel? What do they see as the greatest challenges facing women where you are living?

In addition to the six Camp GLOW goals outlined earlier, think about the impact you hope the camp will have on the young women who participate. What new knowledge will they have? This could include knowing about new ways of protecting themselves from HIV/AIDS, or knowing how to apply to a university or exchange program. What new skills do you hope they demonstrate? Perhaps they will know how to use a malaria bed net correctly, or demonstrate improved

communication or negotiation skills. Perhaps the aim of the camp is to develop new attitudes, which are often best measured by their behavior. In this case, the goals may be that girls will plan and lead a community service project in their community or start a girls' health club at their school. The more specific you can be about the outcomes you hope to see, the more likely the camp will meet your goals and objectives.

It is also important to define the capacity building goals of the camp. How will local organizations be better prepared to implement positive youth development activities for girls as a result of working together? The sample camp counselor training sessions in Part 4 may be useful in building the capacity of staff to implement effective youth programs. The Camps Training Package that can be obtained from Peace Corps staff may offer local organizations training in the design and implementation of camps and other youth programs. Work together with the local partner organizations to define capacity building goals, as well as camper goals.

Brainstorming and discussing your ideas, conducting an assessment, and establishing formal goals will not only help you plan appropriate activities and present a uniform vision to the campers, it will also help you to market your camp to the greater community and donors. For more information and a camp logic model, see Part 1.

GOALS AND OBJECTIVES

Camp GLOW Vision

Camp GLOW has become a global movement reaching thousands of girls throughout the world. Because of this, a shared vision and some common goals have evolved to ensure continuity and connection between all the girls who attend Camp GLOW:

Young women are empowered, supported, and connected leaders of positive change in their own lives and that of their communities.

Camp GLOW Goals

There are six goals that should be considered fundamental to any Camp GLOW. These have been developed based on the lessons learned from over 15 years of such camps conducted in a variety of countries and contexts.

Goal 1. Gender Equality: Campers understand the role of gender in shaping access to resources and opportunities and supporting girls and women equally to boys and men.

- *Immediate objective: By the end of camp, campers identify at least two ways in which gender impacts access to resources and opportunities.*

- *Intermediate objective: In the six months following camp, campers have shared their knowledge with their peers, through formal or informal outreach methods, about the ways in which gender impacts access to resources and opportunities.*

Goal 2. Self-esteem, positive identity, and self-confidence: Campers have increased sense of self-worth, self-efficacy, and confidence in their abilities.

- *Immediate objective: By the end of camp, campers describe or display three or more of their own personal strengths or assets as evidence of improved sense of self-esteem or self-worth.*
- *Intermediate objective: In the six months following camp, campers have adopted an improved sense of self-esteem or self-worth and display three or more of their own personal strengths or assets.*

Goal 3. Leadership: Campers are comfortable with and practicing new leadership attitudes, skills, and behaviors.

- *Immediate objective: By the end of camp, campers demonstrate new leadership behaviors and exhibit two or more of the following traits: visionary, effective communicator, motivator, planner, creative thinker, or role model.*
- *Intermediate objective: In the six months following camp, campers have adopted new leadership behaviors and exhibit two or more of the following traits: visionary, effective communicator, motivator, planner, creative thinker, or role model.*

Goal 4. Healthy lives: Campers acquire new health knowledge and skills that will enable them to lead healthier lives.

- *Immediate objective: By the end of camp, campers identify at least two new healthy behaviors (self care, physical activity, reproductive health, hygiene, or other) they will continue after camp.*
- *Intermediate objective: In the six months following camp, campers have adopted at least two new healthy behaviors (self care, physical activity, reproductive health, hygiene, or other).*

Goal 5. Aspirations and Goal Setting: Campers articulate and plan for a long-term vision for the lives they want to lead.

- *Immediate objective: By the end of camp, campers identify three or more realistic steps toward achieving their long-term goals as evidence of positive goal-setting behavior.*
- *Intermediate objective: In the six months following camp, campers have adopted positive goal-setting behavior and have taken one step toward achieving their long-term goals.*

Goal 6. Volunteerism: Campers lead or participate in positive community change.

- *Immediate objective: Immediately following camp, campers increase their engagement in at least one activity that benefits their community, involves peer education, and/or is service-orientated.*
- *Intermediate objective: In the six months following camp, campers are actively engaged in at least one activity that benefits their community, involves peer education, and/or is service oriented.*

Each camp should, at a minimum, be able to track progress and note success on the immediate objectives. It will be up to camp planners to determine if and how they are able to track and establish progress on the intermediate objectives.

While some features of Camp GLOW are universal, each planning committee should establish goals and both immediate and intermediate objectives that are specific, unique, and responsive to the priorities of young women and the context and realities of their lives. Following are some sample goals and objectives that could apply in many countries.

Sample Camp GLOW Goal Statement:

Provide a fun, safe, bonding atmosphere for young women in the form of a camp in order to promote self-discovery, life skills development, and personal empowerment in their personal, academic, and professional lives.

Sample Camp GLOW Objectives:

In addition to the six goals outlined (gender equality, self-esteem, leadership, health, aspirations, and volunteerism), by the end of Camp GLOW in [country], campers will:

- Describe three ways to protect themselves from HIV.
- Dramatize three positive communication or listening techniques through role-plays and discuss practical ways in which each technique can be integrated into their daily lives.
- Make a set of reusable sanitary napkins.
- Demonstrate at least one interactive training or facilitation technique they will use to educate their peers after camp.
- Develop a community or peer education action plan to implement in the six months following camp.

The objectives you create should be SMART (Specific, Measurable, Achievable, Realistic, and Timebound). See the “Monitoring and Evaluation” section in Part 1 for more information.

Other Camp Planning Committee Tasks

A planning committee must also walk through the following steps as it prepares for camp. These steps are covered in detail as a timeline in Part 1: A Camp Outline.

- Identifying Partners
- Creating a Budget
- Identifying a Campsite
- Creating a Logistics Plan
- Creating a Supply List
- Recruiting and Selecting Campers, Junior Counselors, and Counselors
- Creating a Training of Trainers (ToT) for Camp Staff
- Other Additional Resources

Sources of Information Useful for Planning Camp GLOW

Materials Available Through Peace Corps Information Collection and Exchange (ICE)

Peace Corps' Information Collection and Exchange (ICE) is a central technical information resource for Peace Corps staff and Volunteers to use during their service. ICE specializes in providing Peace Corps Volunteers and staff with the most relevant, up-to-date technical materials available in all program areas.

See your resource manager or program manager/APCD to order materials from ICE.

The following resources, though not all specifically designed for girls' leadership, promote participatory practices and inclusion of both females and males. In addition, many of these resources can be used to enhance linkages between schools and communities using a community content-based instruction approach.

- ***Life Skills and Leadership Manual***. The Peace Corps. Forthcoming draft for piloting, 2013. This manual will be a foundational resource for all Volunteers working with young people to help develop the basic skills and attitudes for success in all aspects of their lives.
- ***Beyond the Classroom: Empowering Girls Idea Book***. [ICE No. M0080]. The Peace Corps. 2000. This booklet provides a collection of ideas and activities from Volunteers around the world to use as a resource in the valuable work of empowering young women.

Hot Tips from GLOW Organizers

- *Try to get as many community donations as possible for materials, food, lodging, or other in-kind donations.*
- *Forming subcommittees for the planning shares responsibilities and facilitates communication between smaller groups. Subcommittees can be interest-based (e.g., "those interested in fundraising or preparing materials") or regional-based (e.g., "committee members in the eastern region are responsible for fundraising or preparing materials").*
- *If materials are hard to find, consider having participants bring necessary items, such as notebooks, pens, sports equipment, music, sleeping bags, etc.*
- *During camp, ask the campers to write special thank-you notes to sponsors, donors, kitchen staff, drivers, and anyone else who helped with the camp. Have campers address them to "Dear Camp GLOW Friend" and you can use them for anyone or make copies as necessary.*

- [**Life Skills for HIV Prevention and Sexual and Reproductive Health Manual**](#). [ICE No. M0063]. The Peace Corps. 2001. Addresses the important related issues of empowering girls and encouraging new values for boys. The life skills program moves beyond providing information to the development of the whole individual so the person will have the skills to make use of all types of information, whether it is related to HIV/AIDS, STDs, family decision making, safe motherhood, other health issues, or other related data.
- [**V² Volunteerism Action Guide: Multiplying the Power of Service**](#). [ICE No. CD062]. The Peace Corps. Rev. ed. 2009. A resource for Volunteers and their community partners to plan, design, implement, and assess local service or to support existing or new host country national volunteerism efforts.
- [**PACA: Using Participatory Analysis for Community Action Idea Book**](#). [ICE No. M0086]. The Peace Corps. 2005. Provides practical ideas for ways to use participatory methodology and techniques for working with communities. Includes tools that promote the inclusion of representative voices in a community in Peace Corps project planning and implementation.
- [**Working With Youth: Approaches for Volunteers**](#). [ICE No. M0067]. The Peace Corps. 2002. Helps Volunteers understand and identify what developmental assets they are trying to address with youth, how to assess youth needs and support, and how to choose an appropriate format to meet those needs and priorities.
- [**Environmental Education in the Community**](#). [ICE No. M0075]. The Peace Corps. 2005. There is a full chapter on planning camps focused on environmental education, including a section on safety and emergency preparedness. See Pages 83, 85, 92, and 99 for information on sustainability, appropriate models, and safety.
- [**The New Project Design and Management Workshop Training Manual**](#). [ICE No. T0107]. The Peace Corps. 2003. This core resource is often introduced or reinforced at Volunteer in-service training and has practical training sessions, handouts, and other planning tools for Volunteers and their partners.
 - Page 64: What are the vision, assets, and goals Volunteers and partners want to achieve?
 - Page 75: Which strategies or types of activities would best achieve those goals (is a camp the right activity or would other approaches serve as a better use of time and resources?)
 - Page 81: How feasible are the activities in a camp or other activity, and how will they measure success?
 - Page 93: What are the roles and responsibilities all participants agree to in the action plan?
 - Page 101: Step-by-step processes for developing a monitoring and evaluation plan and budget.
- [**Nonformal Education \(NFE\) Manual**](#). [ICE No. M0042]. The Peace Corps 2005. This manual addresses practical skills for engaging in nonformal education, with a background in the underlying theory. This is a good resource if one of the priorities is to help campers learn to be

effective facilitators or trainers of other young people when they return to their communities or volunteer at future camps.

- **Youth Livelihoods: Financial Literacy.** [ICE No. M0092]. Draft for piloting, 2012. This manual is for Volunteers and their partners to help young people become effective savers, planners, and managers of their money. Topics include basic money management, personal money management, financial services, and earning money.
- **Youth Livelihoods: Employability.** [ICE No. M0093]. Draft for piloting, 2012. This manual is for Volunteers and their partners to use to help young people succeed in finding and keeping jobs. Sessions focus on identifying ones' skills and qualifications, learning about the world of work, setting goals, preparing job search documents, and basic interviewing and networking skills.
- **Youth Livelihoods: Entrepreneurship.** [ICE No. M0094]. Draft for piloting, 2013. This manual helps young people move beyond the basics to learn strategies to plan and launch a business. Topics include business ideas, basic business concepts, business plans, customers, and marketing.

Materials on the Internet

The Girl Effect. www.girleffect.org. The Girl Effect aims to create a movement of diverse partners and people that focus on the potential of girls to end poverty and improve the world. It was created by people at the Nike Foundation, the NoVo Foundation, the United Nations Foundation, and the Coalition for Adolescent Girls, but it is about engaging all people, especially girls, to be a part of the solution.

The Coalition for Adolescent Girls. www.coalitionforadolescentgirls.org. The "Coalition" brings together more than 30 organizations that are designing, implementing, and evaluating programs of particular interest to girls worldwide. The coalition aims to provide a platform for organizations to share tools, resources, and promising practices.

Half the Sky Movement. www.halftheskymovement.org. This is a component of the book and documentary by Nicholas Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. This website includes links to resources and partner organizations that are committed to creating opportunities for women and girls. Videos are available on a variety of topics that impact women and girls and can be used to facilitate discussions or sessions.

Care's Power Within Campaign. <http://www.care.org/campaigns/powerwithin/index.asp>. This initiative seeks to improve learning and leadership opportunities both within and outside of school for girls in 25 countries. The initiative aims to strengthen girls' leadership competencies, improve education quality, and advocate for girls' rights.

CHAPTER 3: IMPLEMENTATION

In this chapter, you will find tips for developing a schedule and a host of different ideas for activities to aid you in planning the content of your camp. Activities vary from team-building games to how to keep track of campers. While planning Camp GLOW, the planning committee should consider what types of activities are necessary to meet its goals. Camp GLOW camps have offered a mixture of daily informative, recreational, and developmental activities for the campers. This variety creates a fun and open atmosphere where each camper has a chance to display her strengths.

DEVELOPING A SCHEDULE

A complete or master schedule should include: the start and conclusion of every activity (with time for breaks and transitions), an assigned leader/facilitator, the location of the activity, and any materials needed. This planning helps avoid confusion, allows the day to flow from one activity to the next, and creates an atmosphere where both the counselors and campers can enjoy and learn from one another. See Appendix D.8 for a sample camp schedule.

Developing a camp schedule can be time consuming but is necessary! When discussing the camp schedule, refer to your needs and priorities

assessment. Use this as a starting point in developing your sessions and schedule. In addition to this guide, there are many resources available to round out your camp schedule and curriculum. See the list of relevant Peace Corps resources listed above.

One of the most common ways to organize a schedule is to select theme days and build activities around each theme. In this case, each day has a theme that focuses around one of the Camp GLOW goals.

'We feel that the amount of work that we put into our schedule before the camp paid off during the camp because we had an environment where everyone knew what was going on, where we should be, and who was in charge.'

Camp Counselor, Romania Camp GLOW

Sample Camp Schedule with Theme Days

This is a basic overview example; a master schedule should include all of the detailed components listed above. Remember to connect the topics of sessions directly to the goals and objectives for the camp.

Day and Theme	Day 1: Gender Equality and Health	Day 2: Self-Esteem and Health	Day 3: Aspirations	Day 4: Leadership	Day 5: Volunteerism (Bringing it Home!)
Sample theme topics (often addressed in the morning)	<ul style="list-style-type: none"> • Attitudes and stereotypes • Domestic violence • Women’s health issues 	<ul style="list-style-type: none"> • Self-esteem, positive identity, and values • Decision making • Conflict resolution • Managing stress • Health and hygiene topics 	<ul style="list-style-type: none"> • Goal setting • Career panel • Guest speakers; women role models 	<ul style="list-style-type: none"> • Facilitation skills • Active listening • Managing conflicts • Leadership workshop 	<ul style="list-style-type: none"> • Community service • Environment • Action planning • Group facilitation practice
Afternoon Sessions	<p><i>Topics:</i> Team-building, artistic expression, health, journalism, sports. <i>Types of Activities:</i> Icebreakers, games, and low-ropes course activities in small groups with experiential educator, bracelet making, hiking, journaling, nutrition and body image talks, yoga, and environmental scavenger hunt.</p>				
Evening Sessions	<p><i>Types of Activities and Topics:</i> Group bonding, creativity, relaxation, and yoga or meditation. <i>Other topics, depending on camp goals:</i> HIV/AIDS prevention, environmental awareness, and action. <i>Activities woven throughout the schedule:</i> Arts, crafts, sports, team-building and problem-solving games, skits, journaling, creative expression, and individual and group reflection.</p>				

Hot Tip: Campers usually have more energy in the morning, therefore, this is a good time to introduce concepts and invite guest speakers. Energy level in the afternoon is usually lower. This is a good time to plan more active sessions.

GLOW ACTIVITIES

This section is divided into two parts. First are “fundamental” Camp GLOW sessions or activities that should be included or adapted as a part of any Camp GLOW. These activities are directly linked to the six goals and, if implemented, would link directly to the indicators of Camp GLOW success.

While each country and camp is expected to adapt and adjust these sessions to fit the unique context, culture, and circumstances of the girls who attend, the learning goals of the sessions are essentially part of what makes Camp GLOW unique. These goals also help the Peace Corps assess if your camp is reaching the vision of Camp GLOW: a generation of young women leaders who are empowered to determine their own future and shape the future of their communities.

The second part includes some of the “tried and true” activities utilized during Camp GLOW. Utilized with Part 3 (“Camp Activity Ideas”), it can help round out your planning for interactive, fun, high-impact, and engaging camp activities.

I. ESSENTIAL CAMP GLOW ACTIVITIES

This section outlines activities by the camp goal, along with the indicators. Included is a specific activity idea or session plan that will help camp counselors and planners facilitate the activity at their camp.

GLOW Goal: Supporting Gender Equality

Campers understand the role of gender in shaping access to resources and opportunities, and support valuing equality for girls and women.

- *Immediate indicator: By the end of camp, campers identify at least two ways in which gender impacts access to resources and opportunities.*
- *Intermediate indicator: In the six months following camp, campers have shared their knowledge with their peers, through formal or informal outreach methods, about the ways in which gender impacts access to resources and opportunities.*

Session: Gender Equality and Women’s Empowerment

Rationale:	This session serves as an introduction to gender for Camp GLOW participants. In this session, participants distinguish between gender and sex, and discuss how gender roles can constrain women, men, girls, and boys in any society. These gender awareness activities will help youth adopt a gender lens.
Target Audience:	Young women or men participating in camps (i.e., GLOW).
Facilitator Expertise:	Camp counselors, Volunteers, or local partners with strong facilitation skills and experience introducing gender topics.
Time:	75 minutes
Pre-requisites:	None

Instructional Sequence

I. Motivation (15 minutes)

Materials:

Flip chart, markers

Being a Boy, Being a Girl²

Participants will consider what it means to them to be a boy or a girl, and which aspects of being a girl or a boy can change over time.

1. Ask participants to take one minute to quietly complete the following sentences:

For girls:

I'm happy that I am a girl because _____.

I wish I were a boy because _____.

For boys:

I'm happy that I am a boy because _____.

I wish I were a girl because _____.

2. After the participants have finished, ask participants to share their answers. Write answers on a flip chart and ask girls whether the roles can or cannot be changed. For example: "I wish I were a boy so I could play sports," or "I am happy that I am a girl because women can have babies." Discuss which roles and responsibilities can be changed and which cannot.

Note: Facilitator may want to prepare flip charts with the above statements before the session begins.

Post Adaptation:

Implement a similar activity but break participants into groups in which one person from each group lies face-up on flip chart paper and the group traces a silhouette of his/her body. On the outside of the body, the group writes "I wish I were a girl because ...". On the inside, the groups writes "I wish I were a boy because ...".

² Adapted from "Being A Boy, Being A Girl" exercise in *Doorways Student Manual*, p. 42

II. Information (20 minutes)

Materials:

Flip chart, markers

Gender Box³

Participants will reflect on their perceptions of gender before they explore the definitions for gender and sex.

1. Draw a picture of a girl on the blackboard or flip chart, and ask the girls what they want to name her.
2. Ask the participants to brainstorm the characteristics of an ideal young woman in their community. Ask: *“How is she encouraged to act? What is she expected to do? What qualities does she have? What does she look like?”*
3. Now draw a picture of a boy and give him a name as well.
4. Ask the participants to consider the characteristics of an ideal young man in their community, posing the same questions as before. Write their answers on the board.
5. Draw a box around the messages, drawings, and answers from the participants, with one box around the girl and one box around the boy. Say: *“This is a **gender box**. This is how we expect people to act, depending on society’s idea of what is considered masculine or feminine behavior.”*
6. Return to the drawing of the girl. Ask the group: *“What is she discouraged from being or doing?”* Write their answers outside of the box as they call them out. Do the same thing for the drawing of the boy.
7. Explain that some of these examples refer to gender roles, while some refer to sex (or biological differences between men and women). Tell participants that today you will be discussing the way cultural expectations influence gender roles.

III. Practice (20 minutes)

Materials:

Flip chart, markers

Trainer Material 1: Vote With Your Feet Instructions

Trainer Material 2: Sex and Gender signs

Flip chart with Peace Corps’ definition of gender written on it

³ Adapted from “Gender Box” exercise in *Doorways Student Manual*, p. 43.

Defining Gender and Voting With Your Feet

Participants develop an operational definition of gender and then learn to distinguish between sex and gender through an interactive voting activity (“Vote With Your Feet”).

1. Draw a chart on the board with “sex” written on one side and “gender” written on the other. Ask participants to think about the activities they just finished about gender roles. Based on the information, ask if they know the difference between these two terms.

Optional Adaptation:

Hand out a series of cards that contain one word, or group of words, each – vagina, penis, puberty, give birth, breasts, scrotum, ovaries, menstruate, wash up, drive a vehicle, cry, look after children, sweep, work, flowers, soccer, long hair, scythe or knife, hammer. Ask campers to study their word(s) for a moment and then to come up one by one and place their word(s) under Sex or Gender.

Sex	Gender

2. When they have finished reading, paraphrase these definitions:
 - *“Sex tells us about the differences in men’s and women’s bodies. Only females have organs and hormones in their bodies that enable them to menstruate, get pregnant, give birth to children, and breast-feed. Only males have organs and hormones that produce sperm and make women pregnant. These differences are the work of nature and we cannot change them.”*
 - *“Gender describes the differences in the ways that men and boys and women and girls are expected to behave: their dress, the work they do, the way they speak, and their status. These differences are created by our culture and not nature, and we can change them.”⁴*

⁴ Definitions taken from *Doorways Student Manual*, p. 45.

3. Say, *“Think for a moment about these definitions. What do you see as the differences between sex and gender?”* Write their answers on the chart. Guide them to these basic points:

Sex	Gender
1. Biological 2. Born with 3. Does not change	<ul style="list-style-type: none"> • Socially constructed • Not born with • Can adapt over time

Revise the cards that have been placed on the Sex/Gender posters and apply the definitions to each one. With the agreement of the group, move cards from sex to gender/gender to sex, as appropriate.

4. Explain that participants are going to play a game called “Voting With Your Feet” that will help to distinguish the two terms.
5. On either side of the room, you should have previously hung signs with “sex” and “gender” written on them. Ask the participants to stand in the center of the room.
6. Tell participants: *“I am going to read 10 statements and you decide if the statement has to do with gender or sex. Answer by voting with your feet. Walk to the sign that says ‘sex’ if you think the statement is related to sex; and walk to the sign that says ‘gender’ if you think the statement is related to gender.”*
7. Using the examples from Trainer Material 1 or post adaptation, call out the first statement; tell participants to vote with their feet by moving physically around the classroom.
8. After reading each statement, ask someone from each side to explain why they voted the way they did. Discuss answers and allow for deliberation; tell participants they can change sides if they change their minds.
9. After reading all 10 statements, make sure the participants have a good understanding of the difference between sex and gender.

Note:

1. Facilitator may use fewer statements.
 2. This activity serves as an assessment for Session Learning Objective 1.
10. Return to the “gender boxes” from the first exercise. Ask participants to look at what they originally wrote and think about which of the ideal characteristics seem more related to sex, and which seem more related to gender. Is there anything they would change? Would they move some of the characteristics out of the gender box or to the gender box now? If yes, make a new list of ideal characteristics for girls and boys. Ask one or two of the participants to move the list.

11. Use the following questions to guide the discussion.⁵ Ask: “*What if boys or girls act out in a way that is outside the gender box? What happens to them? How are they treated by their families, peers, and the community?*”
12. Direct participants to work with a partner and list at least two ways girls and boys are limited in what they can do because of gender role expectations. (Allow 3 min.)
13. Ask participants to give their examples and explain why they wrote them. Ask if they know anyone who has been constrained by gender roles.

Note: This activity is an assessment of Session Learning Objective 2.

IV. Application (20 minutes)

Materials:

Flip chart, markers

Participant notebooks

What Can Participants Do?⁶

1. Divide the participants into pairs.
2. Give each pair a scenario to discuss what they would do in such a situation. Use the examples below or create ones that are applicable to their daily lives and culture. They can act out their response or they can talk about how to handle this situation. If possible, use the examples that the participants gave in the exercise above.

Post Adaptation:

Offer examples that are specific to your host country. Alternatively, assign some pairs to imagine being “boys” in order to complete the activity. This may allow participants to build empathy and understanding that both girls and boys may be constrained by gender roles.

For girls:

- You want to study science, but your teacher says girls are not good at science and you should study social studies instead.
- Teachers are always assigning extra chores to the girls during class breaks while the boys play outside.

⁵ Discussion questions from *Doorways Student Manual*, pp. 43-44.

⁶ *Doorways*, p. 51

For boys:

- Your friends want you to tease a girl about her body and you don't want to but your friends call you names that embarrass you.
 - You enjoy cooking and preparing food for dinner but your father tells you this is women's work.
3. After pairs have had a chance to discuss, have them report back to the larger group. Ask them if they know examples in the community, in a book or film in which the girl or boy behaved differently from what was expected. What happened to that person? Was that person able to reach his or her goal or dream?
 4. Explain that not allowing girls and boys to step outside the gender boxes can limit their opportunities to achieve what they want in life. Tell participants they should keep their goals and dreams in mind and strive to achieve whatever they imagine.
 5. Say: *"How can gender role expectations influence your goals and dreams for the future? Think about your dreams and goals, and how you will work to achieve them. Take a few minutes to write them down in your journal. When you are finished writing them down, you can leave."*

Note: This activity serves as an assessment for Session Learning Objective 3.

V. Assessment

The session learning objectives are assessed observationally at several points during the session.

LO1: Assessed in the "Vote With Your Feet" activity in the Practice section.

LO2: Assessed in the last exercise of the Practice section.

LO3: Assessed in the Application section.

Reference:

Gender and Development Training and Girls' Education Manual [ICE No. M0054].

http://inside.peacecorps.gov/index.cfm?viewDocument&document_id=25884&filetype=pdf

Handout 1: Student-Friendly Vocabulary

Gender Terms

Gender refers to a set of qualities and behaviors expected from males and females by society.

Gender roles are socially determined and can be affected by factors such as education or economics. They vary widely within and between cultures and often evolve over time.

Student-Friendly Language

Gender describes the differences in the way men and boys and women and girls are expected to behave—their dress, the work they do, the way they speak, and their status. These differences are created by our culture and not nature, and we can change them.

Gender roles describes what men and boys and women and girls are supposed to do in their culture. For example, in some cultures, a man is expected to cut down trees and a woman is expected to cook and take care of the children.

Gender equality refers to a state where there is no discrimination on the basis of a person's sex in the allocation of resources and in the access to various services in a society. In other words, when men and women are valued equally and they have equal access to, and control of, resources, opportunities, and benefits despite their differences, there is gender equality.

Gender equity refers to the strategies or processes used to achieve gender equality. It involves fairness in representation, participation, and benefits afforded to males and females. This does not mean boys and girls should necessarily receive the same treatment, as individual differences among them demand different interventions, or that one group should receive preferential treatment. Both boys and girls should have a fair chance of having their needs met and have equal access to opportunities to realize their full potentials as human beings. Equity is the means; equality is the result.

Gender norms refer to standard patterns of behavior for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities, and capabilities of women and girls, resulting in discrimination, exploitation, or inequality. Boys and young men can also be restricted in some decision making and choices because of how society expects them to behave.

Sex refers to the biological differences between males and females. Sex differences are concerned with males' and females' physiology and generally remain constant across cultures and over time. Sex tells us about the differences between men and women in their bodies. Only females can menstruate, get pregnant, give birth to children, and breast-feed. Only males can produce sperm and make women pregnant. These differences are the work of nature, and we cannot change them.

Trainer Material 1: Vote With Your Feet Instructions

In this activity, the facilitator reads a list of statements. Participants will “vote with their feet” about whether each statement relates more closely to sex or gender. To do this, they will move to designated areas of the room labeled with signs reading “sex” or “gender.”

Instructions for participants (read aloud):

“I am going to read a few statements and you decide if the statement has to do with gender or sex. You will tell us your answer by voting with your feet. Walk to the sign that says ‘sex’ if you think the statement is more closely related to sex; and walk to the sign that says ‘gender’ if you think the statement is more closely related to gender.”

Statements:

1. Women can breast-feed. (sex)
2. Men are soldiers. (gender)
3. Looking for firewood is girls’ work. (gender)
4. Men rarely lose the ability to produce children. (sex)
5. In matriarchal societies, women are leaders. (gender)
6. Men earn more money than women. (gender)
7. Women can’t inherit property. (gender)
8. Most women have less upper body strength than that of most men. (sex)
9. Men are better musicians. (gender)
10. When boys reach puberty, their voices become deeper. (sex)

Post Adaptation:

Post should contextualize the examples.

Trainer Material 2: Sex and Gender Signs

Sex

Gender

GLOW Goal: Supporting self-esteem, positive identity, and self-confidence

Campers have increased sense of self-worth, self-efficacy, and confidence in their abilities.

- *Immediate indicator: By the end of camp, campers describe or display three or more of their own personal strengths or assets as evidence of improved sense of self-esteem or self-worth.*
- *Intermediate indicator: In the six months following camp, campers have adopted an improved sense of self-esteem or self-worth and display three or more of their own personal strengths or assets.*

Camp planners have two options for this session. The first, listed below, is a more traditional session plan in which campers identify strengths, group norms, and develop steps in which to build on their strengths and build confidence, self-worth, and self-efficacy throughout the week. Option 2 is the “Hero Books” activity in which participants create books in which they are both the “authors” of their own narrative and heroes for their own lives. Camp planners can determine which activity fits best, given the schedule of the camp, the level of campers involved, and materials available. Both activities should lead to campers successfully achieving the same outcomes with greater awareness of their personal resources and create the foundation for additional activities throughout the week.

SELF-ESTEEM SESSION: OPTION 1

Session: Self-Esteem, Positive Identity, and Self-Confidence

Rationale:	This session asks campers to identify and articulate their personal strengths and capacities; learning to “find their GLOW.” This introduction will lay a foundation for all the experiential activities and personal reflection throughout the week, in which campers will have the opportunity to build on their strengths and expand their capacities. They will also consider the ways in which they contribute to a safe, supportive, and empowering environment for other campers.
Target Audience:	Young women or men participating in camps (i.e., GLOW).
Facilitator Expertise:	Camp counselors, Volunteers, or local partners with strong facilitation skills and experience introducing gender topics.
Time:	60 minutes
Pre-requisites:	None

Instructional Sequence

I. Motivation (25 minutes)

Materials:

Flip chart paper (full size, cut in half or quarters as space/materials determine), markers (optional), magazines, scissors, glue

Personal Strength Portraits

Campers create their own personal strength portraits.

1. Distribute paper and markers (or magazines, scissors, and glue if collaging) to campers.
2. Explain to the campers that they are going to create their own personal strength portrait. Say, *“We are going to do an artistic project today. First, though, I would like you to close your eyes. Before we begin drawing our portrait, we are going to do a little creative visualization. All you have to do is close your eyes, relax, and listen to my voice. Let your mind wander and imagine as I am talking. This will help you get in the right frame of mind before you start drawing.*
 - *Think about some of the things you **like about yourself**: these can be things you can see and do, such as having strong legs and being a fast runner, or special qualities or traits you have, such as being a good listener or friend (pause for one minute or a little longer).*
 - *Think about some of the things you are **good at doing**: your talents, skills, and special abilities (pause).*
 - *Think about some of the times in which you **feel really good** about yourself. Times when you feel valued, respected, and capable. What are the things you did that made you feel this way? (pause).*
3. Now ask the campers to open their eyes and draw a portrait of themselves. It can be just their head or an image of their entire body, but suggest they take some time to put in some of the details. Give them about 10 minutes to work.
4. Once they have the basics of their portraits, announce the next step, *“Begin to write with words, or draw with pictures around the outside of your portrait, some of your skills, talents, abilities, and attributes you thought about at the beginning of the exercise.”* If needed, repeat the questions listed above and give them 10 minutes to work.
5. Walk around the group and make note of some of the qualities, skills, and talents campers have written or drawn on their pictures. Make sure to verbally praise campers’ drawings, their focus, hard work, and creative thinking. Be specific with praise.
6. Make sure campers write their names somewhere on their portraits in clear, visible writing.

II. Information (20 minutes)

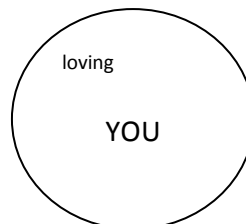
Materials:

Flip chart, markers

Finding Your GLOW: Personal Strengths and Creating an Empowering Environment

Participants learn about the importance of labeling their talents and skills while recognizing their ability to create a supportive environment and empowerment for their peers.

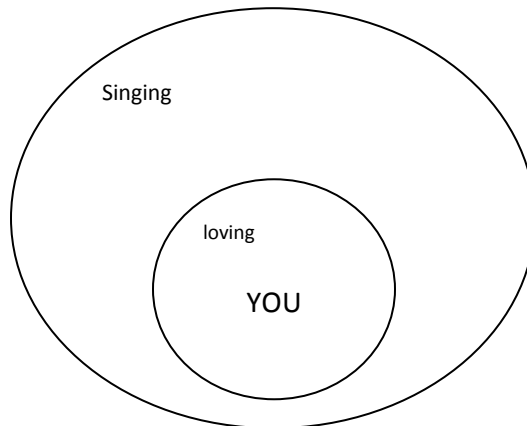
1. Share that one of the goals of Camp GLOW is to make sure that every girl leaves with a positive sense of herself **and** the understanding of her ability to “lift up” others around her. We call this, “Finding Our GLOW.”
2. Draw a circle on a piece of flip chart paper, with the word “You” written in the center. Say, *“Here is ‘You.’ You come to this camp already possessing lots of wonderful qualities—things about you that you like, such as being a caring friend, a loving sister, a creative thinker. What else?”*
3. Write some of these qualities you stated inside the circle. Allow participants to call out some other words. Write down any that are personal characteristics or qualities. *“These qualities or characteristics that you like about yourself are an important part of your self-esteem. They are the voice inside your head that tells you that you are important, that you matter despite what anyone says or anything that is going on in the rest of your life.”*



“Sometimes, you or someone you know may hear other messages or words to describe you that are not so positive. You may even have negative thoughts or messages about yourself in your head. Throughout the course of Camp GLOW, you are going to learn that you can choose the words you want to describe yourself and make sure they are positive! You will have lots of amazing friends and staff members around who are going to help you find new words to describe ‘You’ as well.”

4. Draw another circle around the first circle.

“In the first circle we wrote some of the qualities about ‘You’ that you like. The kind of person that you are to your friends, family, and people who love you. We are going to fill the next circle with some of the things you can do that you think are important, useful, and valuable. Can you give me some examples to write in this second circle?”

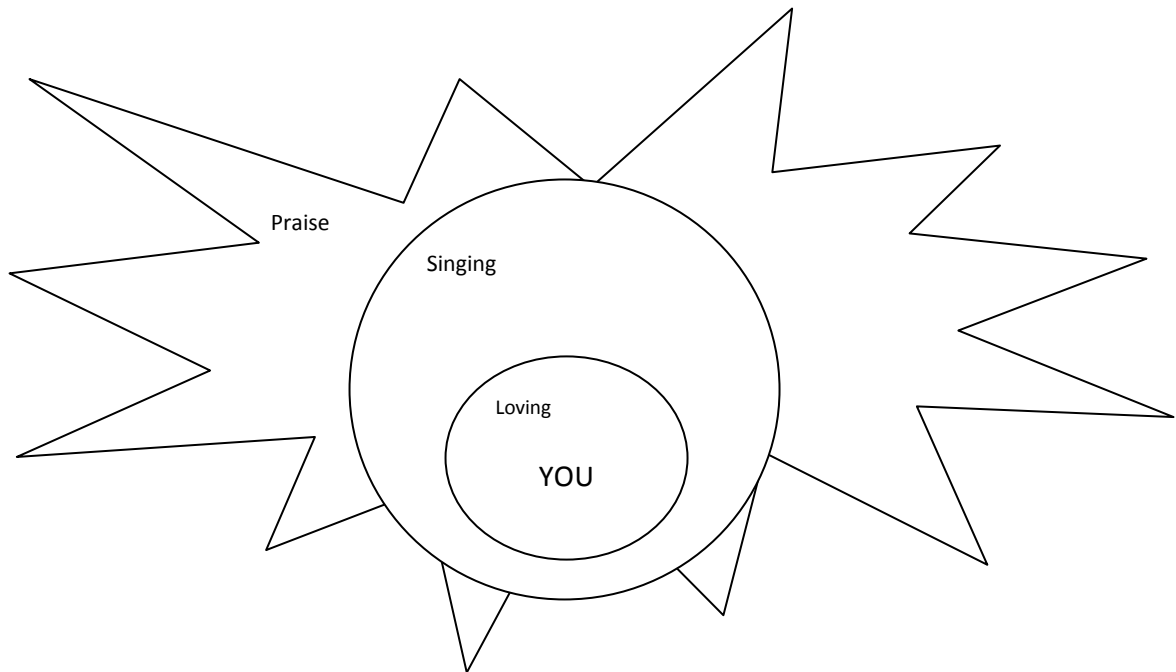


5. Allow participants to call out some of things they can “do,” such as singing, gardening, sewing, helping others, etc., and write these in the outer circle. Say, *“There are many talents, skills, and gifts that each of you already possess. Knowing that you are capable, that you have something to contribute and to offer to others is another important concept we will explore this week. Throughout the week, we will ask you to reflect on the many activities we will do and think about ways in which you have added new words to your inner circle—or qualities you like about yourself (point to the ‘self-worth’ concepts) and to the outer circle—or the capabilities, the talents, and skills you possess (point to the ‘self-efficacy’ concepts).”*
6. *“Both of these steps together are important in helping us ‘Find our GLOW.’ Another way is by learning that we can help others do the same. Each of you is going to play an important role in helping your friends and fellow campers find new positive words for their circles. Close your eyes again and think about how we support each other to ‘find our GLOW.’ Think about someone you know who makes you feel good about yourself. What are the things they say? How do they act toward you? What do they do? Now open your eyes. Let’s make a list of the ways in which we can help each other to ‘Find the GLOW’ in ourselves and in each other.”*

7. Write “Finding our GLOW” at the top of a piece of flip chart paper. As campers call out ideas for creating a supportive environment for each other, write them down as a list.

Possible answers:

- Tell each other when we do a good job.
 - Point it out when someone does something well.
 - Listen when someone is speaking.
 - Be encouraging when someone is down or struggling.
 - Don’t assume we know how others feel.
8. Return to the flip chart with the circles and draw one final circle around the other two in a shape that suggests a “glowing” light.



9. Inside this “glowing” part of the image, write a few words from the list they just generated, such as “listen, encourage, support.”
10. When campers are satisfied with the list, review it with them and ask them to agree that everyone at the camp will do their best to create the environment for each other that this list describes.
11. Wrap up this part of the activity by saying, *“Now we are each going to help one of our fellow campers find her GLOW.”*

III. Practice (15 minutes)

Materials:

Camper portraits

Flip charts made during the previous session

Finding our GLOW

Campers work in pairs to learn one new thing about each other and share their strengths. They learn to recognize the importance of how they think about themselves and the power of positive feedback.

1. Break campers into pairs and ask them to share their portraits with their partners. Ask them to highlight:
 - What they like most about their drawings
 - Three or four of their talents or strengths of which they are most proud
2. After one camper has shared with her partner, the partner should tell the other
 - One thing she really likes about the portrait or about something that the camper shared.

Note: This activity serves as the assessment of Learning Objective 1.

3. Campers should then switch roles and repeat Steps 1 and 2.
4. After campers have shared their drawings with their partners and given each other feedback, ask them to identify how it felt to complete this drawing and then share it with another person.

Note: If campers reply “good” or “bad,” ask follow-up questions to draw out additional reflection. Questions might include:

- Was it difficult to think of things you are good at or that you like about yourself? Why or why not?
- How did it feel to share with others things you like about yourself? Comfortable or uncomfortable?
- How did it feel to hear your partner say something she liked about you or your work?
- How did this activity help you find your GLOW? Did you help your partner find hers?
- In what ways can we create the positive feelings we experienced after this activity in all of our activities throughout the week?

IV. Application (Continues throughout camp, then allow at least 30 minutes to process at the end of camp)

Materials:

One extra piece of paper (one-fourth the size of the flip chart) for each participant

Tape

Markers

Camper portraits

The GLOW Wall of Strengths

Campers post their portraits on a visible wall throughout the camp and throughout the week provide positive feedback for their peers, reflecting on the strengths and skills they develop during the week.

1. Distribute one-fourth piece of flip chart paper to each participant (or other size paper as available). Explain that this paper will be taped to the bottom of their personal portraits. If they choose, they can draw a “GLOW” bubble on the paper (similar to the one in the model on Page 29) and write “Shout Outs” at the top of the page.
2. Direct the campers to hang their portraits on the “GLOW Wall of Strengths.” Say, *“This wall represents the many wonderful qualities, skills, talents, and attributes of all of the GLOW campers. The paper taped to the bottom is there to provide space for ‘Shout outs,’ or positive messages from other campers or staff. Throughout the week, you are going to add to your own strengths on your portraits and use the sheets below to help your fellow campers build their strengths. Use the sheets below to tell your friends and fellow campers about things you like about them, things you saw them work toward and accomplish, or any other positive messages.”*
3. At either specific times designated by the staff members (if they don’t want to leave markers out) or anytime they pass by the wall (if markers can be left out), campers are invited to write shout-outs on the blank paper below the personal portraits. They are also invited to add to their own portraits, as they learn about new strengths they have.
4. Point out to campers they should be specific as they support each other, and provide examples such as, *“Ana, you did a great job working through that difficult puzzle”* or *“I love how you supported everyone on your team in the obstacle course.”* Each camper will leave camp with both her personal portrait and her “GLOW Strengths.”
5. Ask for questions and clarifications.
6. If possible, take a photograph of the “GLOW Wall of Strengths” at the beginning and end of camp. Note how many talents, skills, and abilities campers develop as they are asked to reflect on their own progress and support each other.

7. Allow time at the end of camp to process this activity. Processing their journey as they identify their new talents and attributes, as well as their journey in supporting each other, may take place in multiple forums throughout camp, including:
 - Journaling assignments
 - Pairing and sharing activities
 - Role-plays and skits
 - Group discussions
 - Artistic expression/craft projects
8. Some of the questions that should guide this reflection process may include:
 - Identify some of the new strengths you discovered about yourself at camp.
 - What were some of the new things you learned that you could do?
 - Were there things you were nervous about doing but, after doing them, you felt good about? If so, describe the experience.
 - In what ways did you, “discover your GLOW?”
 - In what ways did you help other campers discover their strengths, or their “GLOW”?
 - How are you going to help other girls discover their GLOW when you return to your community?
 - What does it mean to be part of a community of girls who support and empower each other?

Note: This activity serves as the assessment for Learning Objective 3.

V. Assessment

The session learning objectives are assessed observationally at several points during the session.

LO1: Is assessed during the pair and share activity in the Practice section.

LO2: Is assessed by the flip chart developed at the end of the discussion in the Information section.

LO3: Is assessed by the group discussion or other reflection activity in the Application section.

VI. References:

Gender and Development Training and Girls’ Education Manual. [ICE No. M0054].

http://inside.peacecorps.gov/index.cfm?viewDocument&document_id=25884&filetype=pdf

SELF-ESTEEM ACTIVITY: OPTION 2

Activity Title: Hero or Heroine Books

Purpose: Campers will compose a story in which they themselves are the main heroine/hero, and their life is the adventure. Writing a heroine book gives the camper the opportunity to think in a different way about the hopes, goals, opportunities, and challenges in their lives. Heroine books also provide a safe space in which to imagine tactics and strategies for overcoming those challenges and obstacles.

Description: A heroine book can be divided into six chapters, which can be completed in an afternoon, or over the course of a few days.

Chapter 1: Introduction, the Here and Now

- Tell the participants that every story needs a main character, and for this story, the main character is you! On the first page, they should draw (or describe, for those who are uncomfortable drawing) themselves, and their current situation in life. They are the heroine in their own stories.

Chapter 2: A Heroine in My Life

- Explain that we learn how to be a heroine from the other heroines in our lives. Ask them to think about a role model in their lives (either female or male, living or dead), and to draw/describe them standing next to themselves. Ask them to explain in their books why this person is so special to them.

Chapter 3: The Road of My Life

- Explain to participants that just as a story has a beginning, a middle, and a conclusion, so will their heroine book. This chapter will have three sections:
 - Where I came from: This is their past. Participants should draw or describe something about their past, which could be an important memory, event, or place from their beginnings. It can be anything that they feel is important or significant.
 - Where I am now: Participants should choose something that feels significant about their present situation to either draw or describe. It can be of an event, a place, or any other thing.
 - My goals and dreams: This is where participants will begin to talk about their futures, mainly in the contexts of their hopes and dreams. Where would they like to go? What would they like to do? What will success look like for them?

Chapter 4: Roadblocks and My Circle of Support

- Explain to participants that on the road of life, we can sometimes encounter roadblocks or challenges that might prevent us from reaching our goals. In this next chapter, ask participants to think about the goals that they described in the previous chapter, and to then imagine one or two potential roadblocks that might pose challenges to them. Draw/describe them on the page. Next to each roadblock, brainstorm one or two ways in which that particular roadblock might be avoided or dealt with in a positive way.
- Circle of Support: Explain that your Circle of Support is comprised of those people in your life who assist you along the journey, and who help you to avoid or resolve roadblocks.
 - Ask participants to think of the people in their lives who provide support and guidance. This includes those who can help participants **problem solve** as they create solutions to the roadblocks in their lives. Ask them to draw or describe one or two of those people now, and to include one or two ways in which they can offer assistance in overcoming roadblocks.
- Final Resolution: The Shining Moment
 - Ask participants to think about the last story that they either heard or read. Was there an ending? What were the endings like? Adventure stories (like our own!) very often end with a resolution—where the hero of the story has overcome the obstacles presented to him or her, and they’ve achieved success. This is what we’re calling “the shining moment.”
 - Ask participants to imagine what their own “shining moment” will look like: How will they know that they’ve achieved their goals? Ask them to draw or describe their shining moment. What will that moment look like? What will you be thinking and feeling? Who from your circle of support will be there, either in person or in memory?

Suggestions:

- This exercise can be re-imagined to fit the context and amount of time available; however, this is imagined as an appreciative activity, so it is recommended that as challenges and roadblocks are explored, that the exercise is concluded with brainstorming methods of resolution or transformation of those challenges.

References:

The Regional Psychosocial Support Initiative’s (RPSSI) trainer’s manual on hero books:

<http://www.ovcsupport.net/libsys/Admin/d/DocumentHandler.ashx?id=752>

Lushomo (a nongovernmental organization in Zambia) has information on hero books:

http://www.lushomo.org/issue2_herobooks.html

GLOW Goal: Leadership Development

Goal: Campers are comfortable with, and practicing, new leadership attitudes, skills, and behaviors.

- *Immediate indicator: By the end of Camp GLOW, campers demonstrate new leadership behaviors, exhibiting two or more of the following traits: visionary, effective communicator, motivator, planner, creative thinker, or role model.*
- *Intermediate indicator: In the six months following camp, campers have adopted new leadership behaviors and exhibit two or more of the following traits: visionary, effective, communicator, motivator, planner, creative thinker, or role model.*

Session: Leadership

Rationale:	This session asks campers to explore what it means to be a leader, both personally and the concept of shared leadership, in a group. They will examine both the qualities and behaviors of a leader while they work on creating their own personal leadership development plan.
Target Audience:	Young women or men participating in camps (i.e., GLOW).
Facilitator Expertise:	Camp counselors, Volunteers, or local partners with strong facilitation skills and experience introducing gender topics.
Time:	90 minutes
Pre-requisites:	None

Instructional Sequence

I. Motivation (Option I) (15 minutes)

Materials:

Flip chart paper, markers

Notebooks

What is a leader?

Campers work in small groups with counselors to examine what their beliefs are about leaders.

1. Break campers into small discussion groups of between 4-6 people, with each group being led by a counselor or junior counselor. Distribute a piece of flip chart paper and markers to each group.
2. The lead facilitator explains the directions to the group. *“In this activity, we are going to ask you to discuss what it means to be a good leader. In your small group, begin with a short brainstorming session about the qualities you think any good leader has. You have five minutes; have one person record your answers on a piece of paper or in a notebook.”*
3. Allow groups to discuss their brainstormed lists with their group leaders.

Possible answers: Leaders motivate others, are strong, assertive; tell others what to do, etc.

4. Call time and ask participants to call out the qualities they discussed and record them on a flip chart or chalkboard so one general list is compiled, “Qualities of a Good Leader.”
5. Ask everyone the following:
 - *“When you thought about the qualities of a leader, did you think about qualities you personally have or that someone else has?”*
 - *“During the group discussion, did you think about any of the strong leaders you know of? If so, who are they? Are they mostly men or women?”*
 - *“Are there different ways in which to be a leader other than being ‘in charge’ of others? What are other ways to demonstrate leadership that don’t require being the boss of others?”*
 - *“Who are some of the leaders who most inspire you and why?” (Make a list or flip chart of the answers to this question).*

Note: If the campers only generate people who are “formal” leaders, such as political figures, ask about examples of local, less formal leaders and women leaders they may know of. Ask if they view these other people as leaders as well and why or why not. If they don’t see them as leaders, go back to the list of qualities and traits and see if they

- ring true. Point out to the girls that there are many different ways and many different contexts in which to be a leader. If the camp has already scheduled a day in which women leaders or role models came to speak, refer back to stories or lessons they shared. Finally, this flip chart may be posted on the same wall as the camper self-portraits as a source of inspiration throughout camp.
6. Ask campers to return to their small discussion groups again. They are going to take out their journals or notebooks and have about 10 minutes to reflect on the ways in which they see themselves as leaders. Think about the leaders they said most inspired them. Have them answer the following questions:
 - In what ways are you currently a leader in your own life?
 - What type of leader would you like to be?
- Note:** If campers are not comfortable writing in their journals, they can draw images that reflect their answers to these questions.
7. After 10 minutes of reflection, ask campers to share their reflections in the small group, with the counselor facilitating the discussions.
 8. After the small groups have shared their reflections, ask them to direct their attention back to the large group.

II. Motivation (Option II) (15 minutes)

Materials:

Flip chart paper, markers

Camper journals

Trainer Material 1: Our Deepest Fear...

What is a leader?

Campers work in small groups with counselors to examine what their beliefs are about leaders.

1. See Trainer Material 1 “Our Deepest Fear.” Begin the session by reading an excerpt from a book by Marianne Williamson (or translated as needed).
2. Ask the campers for any initial impressions about this quote. As a follow-up question, ask what they think this poem has to do with the idea of leadership.
3. Direct the campers to their journals and ask them to spend five minutes writing personal reflections based on the following three questions:
 - What are some of the qualities you think are important in a leader?
 - What are some of your own personal leadership qualities?
 - What does the type of leadership described in the quote from “Our Deepest Fear” mean to you?

4. Call time at the end of five minutes and explain they are going to share their answers in their small groups. Some additional questions for the small group facilitators or for large group discussion include:
 - During the group discussion, did you think about any of the strong leaders you know of? If so, who are they? Are they mostly men or women?
 - Are there different ways in which to be a leader other than being “in charge” of others?
 - The quote suggests that one of the ways in which we can impact and influence others is to be the “best” version of ourselves we can be. By letting “our own light shine, we unconsciously give other people permission to do the same.” Do you agree with this? Why or why not?
 - Who are some of the leaders who most inspire you and why? (Make a list or flip chart of the answers to this question).

III. Information (10 minutes)

Materials:

Flip chart, markers

Handout 1: A Leader is ...

Creating a definition of leadership

In this part of the session, participants will learn about some of the common characteristics of a leader and explore the idea of shared leadership.

1. Explain to campers that now that they have discussed their ideals and sources of inspiration for leadership, we are going to see how much that overlaps with the GLOW leadership model.
2. Distribute Handout 1. A Leader is ... Explain that these are some of the traits that are commonly viewed to be the characteristics of exceptional leaders. Ask campers to read through them, while the facilitator reads them aloud. After reading them, ask:
 - *“After reading these qualities, tell me, who can be a leader?”*
Possible answers: Anyone can. Leaders can be male/female, young/old, shy/bold.
 - *“Are there any of these qualities that you disagree with or that you think don’t apply to the typical Camp GLOW girl?”*

Note: If the group identified characteristics or qualities of leadership that are essential and not included on this list, feel free to add it to their handouts or lists.

Optional: Refer back to the quote “Our Deepest Fear” and ask if they see how any of these leadership qualities are reflected. For example, “setting the example” or “being confident” by showing others who you are.

Post Adaptation: Use a tool that illustrates different types of leadership styles, such as the “Leadership Compass” from the Bonner Foundation⁷. This may provide a useful illustration that there are many different leadership traits and qualities that can exist along a continuum.

3. Wrap up this part of the session, making sure that three key points are reaffirmed:
 - Anyone can be a leader: someone who is young, old, male, female, shy, or bold. Everyone is capable of developing these qualities.
 - Leaders are not just those in charge of others. Leadership can be even more powerful when it is shared.
4. Say, *“Next, we are going to do an activity called circle storytelling that will help us share some ideas on how Camp GLOW girls who are your age, in your country, can learn to be powerful and effective leaders in their own lives.”*

IV. Practice (45 minutes)

Materials:

Trainer Material 2: Shayla becomes a leader

Handout 1: A Leader is ...

Circle Storytelling: Girls as Leaders

In their small groups, campers tell a circle story about a typical girl from their country who displays some of the qualities of a leader in her life.

1. Explain the process for the circle storytelling: *“I am going to start with a story about an ordinary girl from your country, her name is Shayla. In each of your groups, you are going to pick up where I left off and continue making up the story about Shayla. In making up your story, you are going to pick one of the characteristics of a leader from your handout, and tell about a time during which Shayla demonstrated or developed that quality. When you are done, you finish by saying ‘And then Shayla ...’ and the story passes to the person on your left to pick up and continue Shayla’s story in which she demonstrates a new quality of a leader. The first person to start the storytelling after me is the person with the first birthday of the year. Any questions?”*

Note: An alternative version of this activity is to ask each group to work together on their story of Shayla. Each group would choose one of the qualities of a leader and then tell a part of Shayla’s story in which she developed this quality. Then they would pass the story along to the next group. This way the group has some time to discuss and think about what might happen to Shayla.

⁷ The Bonner Curriculum. Leadership Compass.

<https://files.pbworks.com/download/7KcP6CxqXR/bonnernetwork/13113681/BonCurLeadershipCompass.pdf>

2. Remind participants that there is no “right and wrong” answers for this activity. It is storytelling so it is only limited by what they can imagine. Each group will have 15 minutes to get through as many qualities as they can, so try not to spend too long on any one story. At the end, each group will be asked how many qualities of a leader they were able to give Shayla.
3. At the end of 15 minutes, call time and ask, by a show of hands, how many groups were able to help Shayla develop at least two qualities of a leader? Three? Four? Make note of the group that was able to help Shayla develop the most qualities of a leader, and if one person from the group wants to highlight a few things from their stories.
4. In a large group discussion or in their small groups, ask the participants some of the following questions:
 - Was it difficult to think of ways in which a shy, relatively ordinary girl can become a leader?
 - Do you imagine that Shayla changed the way she thought about herself as she developed these new qualities? Did she transform as a person from the first story to the last? If so, how?
 - Did any of the stories include incidents where Shayla developed leadership qualities with other people, such as her friends or family? In what ways? How did the idea of *shared leadership* help Shayla?
 - Did doing this exercise change the way you think about leadership? Can you see some ways in which Shayla’s stories are similar to your own?

V. Application (20 minutes)

Materials:

Flip chart, markers

Participant journals

Handout 2: Leadership Self-Assessment Tool

Handout 3: My Personal Leadership Plan

Assessing and Creating a Personal Leadership Plan

Campers complete the leadership tool to assess their own leadership qualities and develop a plan to work on their skills and attributes over time.

1. Explain to campers that in the last part of the session, they looked at some of the ways an “ordinary” girl can do extraordinary things, making an impact on her own life while changing the lives of those around her for the better. Say, *“Sometimes, it is easier to think about changing our own lives when we think about how it might happen to someone else. In this activity, you are going to assess your own leadership qualities and develop a personal leadership plan to consider ways in which you want to develop their leadership skills as they move forward in Camp GLOW and afterward.”*

2. Distribute Handout 2: Leadership Self-Assessment Tool. Explain to campers that this is a simple self-assessment for their own leadership journey. This is not a test in which there are right or wrong answers. Rather, this is a method for them to identify and work on areas they want to strengthen. Give participants 10 minutes to complete their leadership self-assessment, working on scoring themselves for the “beginning of camp” columns only.

Note: If literacy is an issue for girls attending camps, both this tool and “My Personal Leadership Plan” can be adapted to be a group verbal exercise.

3. Ask campers if they would like to share any of their own leadership strengths they identified or areas they think they would like to work on.
4. Explain that now they are going to develop their own personal leadership plan they can use for the rest of camp and after they return to their communities.
5. Distribute Handout 3: My Personal Leadership Plan. Explain that this plan allows them to think about each of the leadership qualities discussed today and asks them to consider one thing they can do now or are already doing to help develop that characteristic. The third column asks them to think about something they can do in the future, either throughout the camp or afterward to work on that quality. The last three reflection questions at the bottom of the page asks campers to think about what type of support they have in their lives and how they can help support others. They might not have answers to all of these questions right now, but can return to this plan throughout the week as they think about the steps they are going to take after camp.

VI. Assessment

The session learning objectives are assessed observationally at several points during the session. In addition, counselors may want to use the Leadership Self-Assessment Tool as a method of camp evaluation and ask campers to complete the assessment a second time at the end of camp.

1. LO1: Assessed following journaling and small group discussion in the Motivation section of the session.
2. LO2: Assessed when the campers complete their personal leadership plans.
3. LO3: Assessed through additional reflection questions in the Personal Leadership Plan.

Note: It is recommended that counselors revisit the Personal Leadership Plan at the end of camp and ask campers to complete the assessment again as a reflection activity. Having counselors collect changes and improvements in campers’ scores can serve as an assessment of the leadership development goals for the camp.

References:

The Life Skills and Leadership Manual. The Peace Corps. 2013. [ICE No. M0098]

The Asset Builder's Guide to Youth Leadership. The Search Institute. 1999.

http://www.search-institute.org/system/files/AB_Guide_Youth_Leadership.pdf

The Power to Lead: A Leadership Model for Adolescent Girls. Care. 2009.

http://www.care.org/campaigns/2009/downloads/sigprog_pw_leadership.pdf

Handout 1: A Leader is ...

1. **Visionary**—A leader sees a better future and can help others see it, too. She can identify not only problems, but also envision possible solutions and see resources and opportunities where others may not. A leader is a dreamer.
2. **Confident**—A confident leader is aware of her opinions, goals, and abilities, and acts to assert herself in order to influence and change her life and world.
3. **Takes Action with the Drive to see things through**—Many people may have ideas for solutions. Leaders act on theirs. They take steps in order to realize their vision and persevere through difficulties and obstacles.
4. **Effective Communicator**— Good leaders are exceptional listeners. They respond to others' thoughts and feelings and are able to communicate their vision and goals. They speak assertively and with purpose.
5. **Motivator**—Good leaders are not only self-motivated, they know how to motivate others. They know the right “buttons” (beliefs, feelings, priorities) to push for others to reach a goal.
6. **Planner**—Good leaders know how to reach a goal by developing reasonable, actionable steps. They don't have to know every detail, but can work with others to develop a plan.
7. **Creative Thinker**—Great leaders can see things in new ways, or think “outside the box.”
8. **Sets the Example**—Leaders know they are role models for others. They earn respect by “walking the walk.” They treat others the way they want to be treated.



And Remember ...

- Anyone can be a leader
- Leadership can be even more powerful when it is shared

Handout 2: Leadership Self-Assessment Tool

Leadership Skills: Self-Assessment Tool **Name:** _____

Campers: Take this self-assessment at the beginning of camp (T1) and at the end of camp (T2). Be very honest with yourself about whether these qualities, skills, or characteristics are things you actually *do* in your daily life with friends and family. Don't worry if you have never thought about this before. You will get the chance to develop these skills over the week and see where you are at the end of camp.

Leadership Quality	Definition	Beginning of Camp (T1): I show this quality			End of Camp (T2): I show this quality		
		Never-1	Sometimes-2	Frequently or always-3	Never-1	Sometimes -2	Frequently or always- 3
Visionary	Leaders see a better future and can help others see it, too. They can identify not only problems, but also envision possible solutions and see resources and opportunities where others may not. They are dreamers.						
Confident	A confident leader is aware of her opinions, goals, and abilities, and acts to assert herself in order to influence and change her life and world.						
Action/Drive to see things through	Many people may have ideas for solutions. Leaders act upon them. They take steps in order to realize their vision and persevere through difficulties and obstacles.						
Effective Communicator	Good leaders are exceptional listeners. They respond to others' thoughts and feelings, and are able to communicate their vision and goals. They speak assertively and with purpose.						

Leadership Quality	Definition	Beginning of Camp (T1): I show this quality			End of Camp (T2): I show this quality		
		Never-1	Sometimes-2	Frequently or always-3	Never-1	Sometimes -2	Frequently or always- 3
Motivator	Good leaders are not only self-motivated, they know how to motivate others. They know the right “buttons” (beliefs, feelings, priorities) to push to bring others on board to reach a goal.						
Planner	Good leaders know how to reach a goal by developing reasonable, actionable steps. They don’t have to know every detail, but can work with others to develop a plan.						
Creative Thinker	Great leaders can see things in new ways, or think “outside the box.”						
Sets the Example	Leaders know they are role models for others. They earn respect by “walking the walk.” They treat others the way they want to be treated.						
	Add your score: Give yourself 1 for “never,” 2 for “sometimes,” and 3 for “always.” Total your scores here:						
	Total	T1			T2		

Optional journal assignment for tonight: Each time you take this assessment, think about examples or times in your life when you have applied one or several of these characteristics. Write about what it felt like. Was it difficult? Was it easy? How did others treat you? What are the ways in which you can imagine developing these skills in the coming months?

Handout 3: My Personal Leadership Plan

Leadership Quality

Things I am already doing
or can do now to develop
this leadership quality

Things I plan to do in the
future to develop this
leadership quality

Visionary

Confident

**Take Action/Drive to see
things through**

Effective Communicator

Motivator

Planner

Creative Thinker

Sets the Example

Additional Reflection Questions:

One person in my life who can help support my vision of myself as a young leader:

One way in which I can use my leadership skills to help others:

One way in which I can promote shared leadership in my group or among my peers:

Trainer Material 1: Our Deepest Fear ...

An excerpt from the book, *A Return to Love*, by Marianne Williamson⁸

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, ‘Who am I to be brilliant, gorgeous, talented, fabulous?’

“Actually, who are you not to be? ... Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won’t feel insecure around you. We are all meant to shine, as children do. ... And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”

⁸ Williamson, Marianne. *A Return to Love: Reflections on the Principles of A Course in Miracles*. 1992. Harper Collins.

Trainer Material 2: Shayla Becomes a Leader

Note: Adapt or change this story beginning as needed to make it relevant to the campers in your country.

To begin the circle storytelling, read the following aloud to the group:

“Shayla is an ordinary 14-year-old girl like most from her country. She lives with her parents, two older brothers, and one little sister, Mimi, who is 10 years old. Shayla goes to school, which she mostly likes, although sometimes it is difficult to find time to study for all of her exams. She is expected to help her mother when she comes home in the afternoon and it seems like there is always housework to do. She likes most of her subjects, although her favorite is science. She loved the time in class when they were able to use the microscopes and look at slides of cells. She does well in school, but she does not like to talk in class and gets very shy and embarrassed when the teacher calls on her, even when she knows the correct answer.

“Her best friend is Marisol, who is lots of fun and very talkative. They like to spend time together when they can, usually listening to music and talking about things that happened in school. Shayla’s next door neighbor is an elderly woman, Mrs. Langley. She is always sitting on her porch when Shayla passes on her way home from school, and she always asks Shayla what she learned that day. Shayla likes to stop and chat with Mrs. Langley whenever she can and doesn’t feel shy when talking with her. Shayla is not sure what she would like to do when she is finished with school. She imagines that she will get married and have a family, although she would also like to go to University and study biology and maybe work in a health clinic. One day, when Shayla was walking home from school ... “

So what happened with Shayla that helped her develop one of the qualities of a leader? Did circumstances change to put her in the position where she had to “step up” and be a leader among her friends? Among her family? In her neighborhood? Or did Shayla decide to try new things and develop new skills? Your job is to imagine what happens in Shayla’s life that enables her to develop one of the qualities of a good leader.

Provide an example and say, *“While Shayla was walking home from school, she stopped to chat with Mrs. Langley. As usual, Mrs. Langley asked her about what she learned today. When Shayla held up her science textbook, and said, ‘I learned about this today’ Mrs Langley said, ‘I don’t see very well dear, so you will have to tell me about it.’ It was the first time Shayla noticed that Mrs. Langley couldn’t see! Shayla said, ‘I’m sorry, I didn’t know that, Mrs. Langley! Is there anything I can do to help you? Would you like me to read you the paper or from one of my books?’ From that point forward, Shayla read to Mrs. Langley on her front porch two afternoons a week, either from the newspaper, something she was learning in school, or from one of Mrs. Langley’s books. **Shayla demonstrated leadership in that she could take action and had the drive to see things through.**”*

Say, *“Our group has now helped Shayla develop one quality of a leader through our story.”*

The story now passes to the next person to the left in the circle for them to continue.

GLOW Goal: Health

This section does not include detailed session plans for health to be implemented in any Camp GLOW. Because the priorities and health needs of girls vary significantly by country, a series of suggested general activities are listed with the goal below. Keep in mind the goal and indicator for health.

Healthy Lives

Campers acquire new health knowledge and skills that will enable them to lead healthier lives.

- *Immediate indicator: By the end of Camp GLOW, campers identify at least two new healthy behaviors they will continue after camp, (self-care, physical activity, reproductive health, hygiene, or other).*
- *Intermediate indicator: In the six months following camp, campers have adopted at least two new healthy behaviors (self-care, physical activity, reproductive health, hygiene or other).*

Camp planners should determine what health knowledge and skills are most critical to helping campers engage in healthy behaviors as a result of camp and design their sessions based on those. Consult with the Peace Corps program manager to obtain lesson plans and sessions on such topics as:

- Sexuality, Relationships, and Your Changing Body
- Adolescent Sexual and Reproductive Health (ASRH) Decision Making
- Abstinence
- Condoms, STIs, and HIV
- Gender-Based Violence
- Pregnancy and Family Planning
- Preparing for Parenthood (Early Childhood Development principles)
- Water, Sanitation, and Hygiene (WASH) with Kids

Here are some suggested general health activities:

Body Mapping

Purpose/Desired Outcome: Increase body image awareness.

Hand out large sheets of poster paper, one to each discussion group. On it should be drawn (ahead of time) an outline of a human form. Alternatively, have each camper create an outline of her own body on several flip charts taped together. Engage in a small discussion about how the way we feel about our bodies may often be a reflection of our feelings and attitudes about ourselves. Using the body map as a reference, have campers identify things that their body is capable of doing, (i.e., running fast, fixing meals, thinking through a problem, giving hugs, etc.). When the groups finish, they should present the body maps to the rest of the group with an explanation of their feelings. After the discussion, ask campers to complete the sentence, “My body is strong because ... “

Guest Speakers

Purpose/Desired Outcome: Share knowledge, resources, and provide role models.

Invite female doctors, community health workers, or other representatives to discuss questions and concerns that campers have about women's health issues. In the Philippines, counselors used the issues raised during the camp application process to prepare topics covered during the health sessions.

Nutrition

Purpose/Desired Outcome: Share knowledge and encourage healthy eating.

Many young women suffer from poor body image, which can lead to unhealthy eating habits and eating disorders. Reviewing nutrition guidelines or the different food groups can lead to a better understanding of what is required to fuel the body and maintain a healthy weight. Consider preparing a healthy snack/meal together and talking about the food groups before eating. Work with local partners to ensure that discussions about nutrition are culturally relevant and sensitive to available resources for campers. Facilitators can focus on the healthiest available options for most campers.

Resource: http://www.choosemyplate.gov/downloads/mini_poster_English_final.pdf

Relationships and Sexuality

Purpose/Desired Outcome: Address questions related to sex, sexuality, and relationships in an anonymous and safe environment.

One Camp GLOW called this session "Everything You Ever Wanted to Know about Sex and Relationships BUT Were Afraid to Ask."

Once you have clearly established trust in your group, you may want to have a "sex and relationships" talk. Throughout the week at camp, have a "question box" in a central location and invite the campers to write any questions they have about sex, sexuality, sexual orientation, gender, and relationships and place them in the box. Questions can be signed or anonymous.

Before the session, you may want to pass out information about AIDS, pregnancy, other women's health topics, or about sexual orientation/homophobia. Tell the campers they can come and talk to the counselors individually or write down any questions they have concerning this information. The "backup" plan on the night of the talk can be to review the information in the brochures in case the discussion is not very lively.

During these talks, review the importance of confidentiality and the importance of creating a safe, accepting environment where everyone is invited to ask questions and to learn without judgment. Then read the questions aloud. One or two of the counselors may talk briefly about the question (the counselors can read all of the questions before the session and plan who is going to say what). Then, you can open a discussion on each question and let anyone who wants to say anything share her ideas.

It may also be important to have counselors practice asking and answering these questions in the counselor training sessions in an open and matter-of-fact manner.

Post Adaptation: One activity that may help “demystify” the topic of sexuality involves posting several flip chart papers with words related to sexuality and genitals (examples may include penis, vagina, homosexual, lesbian, vaginal sex, oral sex, anal sex, breasts, testicles, male masturbation, female masturbation, etc.). Participants circulate to the flip charts, writing all of the names they have ever heard for these different terms. The activity concludes with a discussion about why there are so many names to describe these terms (such as discomfort with the topics, lack of acceptance, discrimination, etc.) and what the consequences are of using slang terms instead of the actual terms themselves (promoting the discomfort associated with sexuality and a sex-negative culture, discouraging use of proper terminology, persistent unfamiliarity with language related to sexuality, discrimination, hate, inequality, etc.). At the end, participants agree to use the proper terms for these concepts, and as a result of the activity, they are usually more open to asking and talking about sexuality.

***Important Tip:** While it is important that host country partners and local counselors are involved in all of the sessions and activities for Camp GLOW, it is especially important that local staff or guest experts serve as lead facilitators when topics related to sexuality, sexual health, and relationships are presented.*

Stress and Relaxation

Purpose/Desired Outcome: Teach constructive ways to deal with stress.

Handling stress in a positive way is a skill for all of us to develop. Campers have really responded to activities and suggestions on how to cope with stress. Here are some suggestions to start that discussion with your campers.

- What is stress? (Elicit definition); What causes stress? (e.g., schoolwork, parents, relationships); What are positive (e.g., sports, exercise, music, art) and negative (e.g., verbal abuse, physical abuse, nothing) ways to release stress?

- Meditation is a viable option to relax. What does meditation mean to you?
 - a. Explain breathing exercises, muscle-tension release exercises (see the “Yoga” section below), and visualization techniques. Play soft, gentle music in the background. For example, you may start a session by saying something such as: *“You are in a place of total relaxation and peace; perhaps you are floating on a cloud in a clear blue sky; lying in a meadow surrounded by wildflowers; or sitting on the beach listening to the sound of the waves with the warm sun on your back. Take deep, gentle breaths and focus on the quiet of this lovely place, with each breath, let go of the tensions of the day and feel the nurturing energy and peace that surrounds you.”*

Then give people a few moments to relax and breathe. After a few minutes, gently call people back to the present. Invite campers or counselors to share their experiences or give them time to journal.
 - b. Lead the group through yoga exercises (sun salutation) or stretching techniques as an introduction to other ways to relieve stress.

Post Adaptation: A very simple relaxation exercise is to ask campers to close their eyes, slowly raise one hand while inhaling as the leader counts to four. Ask them to keep their hand in the air and hold their breath as the leader counts to four. Then slowly release their breath while lowering their hand as the leader counts to four. Finally, remain still while breathing normally as the leader counts to four. It is simple enough that each time they engage in this activity the facilitator can ask for campers to lead the activity as well.

Yoga

Purpose: Teach a skill that can help one deal with stress and encourage a healthy lifestyle.

Desired Outcome: Campers can use the basics of yoga (breathing and focus) to manage stress and improve well-being.

Counselors have introduced the concept of yoga during many Camp GLOW camps. It has been very popular because it is something concrete that the campers can practice at home. Note that teaching yoga requires training and practice. However, counselors without such experience may be able to introduce the basics of breathing and focused meditation.

GLOW Goal: Aspirations and Goal Setting

Goal: Campers articulate and plan for a long-term vision for the lives they want to lead.

- *Immediate indicator: By the end of Camp GLOW, campers identify three or more realistic steps toward achieving their long-term goals as evidence of positive goal-setting behavior.*
- *Intermediate indicator: In the six months following camp, campers have adopted positive goal-setting behavior and have taken one step toward achieving their long-term goals.*

Session: Aspirations and Goal Setting

Rationale:	This session asks campers to think about their aspirations and personal goals for their lives, while practicing setting up realistic strategies that will help them get to where they want to be.
Target Audience:	Young women or men participating in camps (i.e., GLOW).
Facilitator Expertise:	Camp counselors, Volunteers, or local partners with strong facilitation skills.
Time:	60 minutes
Pre-requisites:	None required, but this session may be more appropriate following visits from local professional women who speak to campers about their professional and personal journeys.

Instructional Sequence

I. Motivation (10 minutes)

Imagine ...

In this part of the session, campers will engage in a creative visioning exercise that asks them to imagine an ideal future.

1. Ask campers to get comfortable and explain, *“This is a session on our aspirations and goals. We will speak more about what those are later. First, we are going to ask you to close your eyes and daydream. You can relax and let your mind wander. The only thing you have to do is listen to my voice and imagine ...”*
2. *“Throughout many of the activities this week, we have asked you to reflect on who you are as a person. We have asked you to think about the aspects of your personality that you like and the things that you like to do and are good at. We have also heard stories from women about their personal journeys as they traveled the path from girlhood to becoming professional, accomplished adults. Now we are going to ask you to travel 15 or 20 years in the future in your imagination and think about the life that you would like to imagine yourself living.”*
3. *“As you try to imagine what you look like and what your life is like, here are some questions that will help you bring your picture into sharper focus. Remember, dreams are free and this doesn’t cost you anything or hurt anyone to imagine ... anything we accomplish in our lives must first be something that we can envision. We must see it to do it:*
 - *“First, what do you look like? Think about the clothes you wear and how you appear. Are you healthy, strong, and active? (pause to let them imagine)*
 - *“Where do you live? Are you with your family? With a family of your own? Are you a parent? Married? Single? Who are the people you surround yourself with? (pause)*
 - *“What are the things you envision yourself doing? If you imagine yourself having children, do you also work outside of the home? If so, what do you see yourself doing in your work or career? (pause)*
 - *“Who are the people you have around you to support you? It might be your family, a spouse, friends, or colleagues. How do these people support you? (pause)*
 - *Hopefully, this vision of your future makes you feel happy and content with how far you traveled, pride in your journey to get there, and a sense of accomplishment. Allow yourself to sit with this feeling for a moment and enjoy it.” (pause)*

Note: If campers have previously worked on “Heroine Books” refer to them in this part of the session.

Post Adaptation: Consider adapting the language on the previous page to be sensitive to places and cultures in which people view the future determined by “the will of God,” or otherwise outside of their control. In this case, the facilitator may reflect these beliefs in the visualization, and still ask campers to imagine a future in which they are living consistently with God’s plan.

4. Ask the participants to open their eyes and come back to the present. Ask them to pair up and share with their partner one thing they envisioned about their future. Ask if one or two people would like to share the future they envisioned for themselves.

Note: Be aware if any campers appear to be emotional or upset as a result of thinking about their future. For some people, this may be very sensitive or unsettling. If possible, have an extra facilitator on hand to talk to those campers individually as needed. Also, the facilitator can direct the pairs to focus their discussion on their feelings related to thinking about their future, not on the content that may be unsettling.

5. Explain to campers that taking the time to imagine something that doesn’t exist, or that may seem like an unrealistic fantasy, is not just for fun or a waste of time. Anything that anyone has ever accomplished, no matter how great or how small, must first be imagined before it can become a reality. Remind campers about some of the leaders and sources of inspiration they thought of in the leadership session or in their heroine books. All of these people had to imagine themselves as someone who achieved or accomplished something before they did it. In this session, they are going to talk about some of the strategies they can use to help bring some of the good things, and good feelings they imagined, into their lives and make them happen over time. No one can promise that setting goals and achieving them will be easy, but it is something that every Camp GLOW camper can do.

HOT TIP

These types of panels and discussions often have a profound impact on both the girls and the panelists. If possible, be prepared if panelists ask for additional ways they can contribute or be involved with the girls beyond the session. Consider ways to involve community women, leaders, and professionals as GLOW allies, mentors, or coaches after or during camp. Many people are willing to volunteer if they are asked and offered a specific task or opportunity.

Optional Activity (Allow for a 2-3 hour block of time in the morning or afternoon)

1. Invite a panel of 5-6 professional women to talk about their lives and career paths and how they arrived where they are today. Prepare them ahead of time to share not only the steps along the way, but how they managed to overcome significant obstacles and the help and support they had from others.

2. Select both older and younger women and, if possible, some women from rural or poor backgrounds.
3. Following the panel presentation, allow for a question and answer session. If possible, prepare campers to think about their questions prior to the event. Alternatively, following the panel, have each panelist join a small group of girls to allow for small group discussions and questions.

II. Information (10 minutes)

Materials:

Flip chart paper

Markers

Developing Goals

In this part of the sessions, participants learn of a simple outline that will help them establish goals in a realistic way.

1. Explain to the campers that this exercise, as well such activities as the “Heroine Books,” are intended to help them imagine their future as they would ideally like it to be. In this part of the session, they are going to concentrate on the strategies they can use to help make that future a reality by setting goals and creating a plan to reach them.
2. Explain that goals are more likely to be achieved if we plan for them and follow that plan to completion. This session provides one type of action planning that participants might want to use to map out their future goals.
3. Discuss the meaning of “short-term goal” and “long-term goal” on the flip chart or board.
 - **Short-term goal:** A project that can be completed within six months. Examples include: “I am going to clean the house today,” or “I am going to pass my exams in two months,” or “I am going to knit some table coverings to sell at the market.”
 - **Long-term goal:** A project that can be completed in a year or more. Examples include: “I am going to complete my final year of school and be accepted into University to study medicine” or “I am going to postpone having children until I complete my education.”

III. Practice (10 minutes)

Materials:

Flip chart, markers

Handout 1 Goals Worksheet

Goals Worksheet

Campers hear and see an example of identifying goals, along with the various supporting tools and possible impediments that might be encountered along the way.

1. Distribute copies of Handout 1: Goals Worksheet to each participant. Ask that they not fill them in at this point. Say, *“We will review the handouts together briefly. Using a sample goal to guide you, go through each section of the worksheet, explain the heading, and provide examples.”* Explain the following steps:
2. **Identify your goals.** Write one short-term and one long-term goal. Suggest “Pass my exams” as an example of a short-term goal. What about a long-term goal?
3. What are some of the **good things that I will get if I reach my goal?** In our example, “I will be able to proceed to the next grade and may then have a chance at a University scholarship.”
4. **What stands between me and my goal?** “If I do not like to study or do not study enough, this could be an obstacle to passing exams.” Similarly, “If I am required to work too long in the fields (or at my job) so I do not have time to study, this may keep me from reaching my goal.”

Post Adaptation: Considering the roadblock and barriers to achieving goals, this topic may deserve additional time or consideration either in the session or in later discussions. Allow campers time to brainstorm and develop strategies to address roadblocks they may encounter as they work toward their goals.

5. **What do I need to learn or do?** “I need to learn my math and English in order to do well on the exam. I also need to register for the exam with the school.”
6. **Who will encourage me?** “I know that my mother and my teacher really want me to do well, so I will ask them to check in with me to make sure I am studying and having some success.”
7. **What is my plan of action?** “First, I will create a study schedule for myself. Then I will register for the exam with the school. Then I will begin to study three hours each day until the exam.”
8. **Completion Date.** When will I be finished with this goal? “The exams are being held in three months, so I will be finished on _____.” (Write in the date of the exams in this area.)
9. Review the steps until it seems clear that the participants understand the use of the Goals Worksheet.

IV. Application (30 minutes)

Materials:

Handout 1: Goals Worksheet

Campers develop their own short- and long-term goals and plan how to accomplish them.

1. Provide some quiet time for participants to reflect on an important short-term and long-term goal. Encourage all participants to plan the achievement of those goals using the worksheet. Check in with participants individually to ensure they understand the exercise. Circulate through the group and assist as necessary.
2. Group participants in pairs to share their goals and complete worksheets with each other or in small groups.
3. If time allows, ask each group to share one goal they thought was interesting or one goal that could be accomplished by the end of camp.
4. To wrap up the session, suggest that campers return to these worksheets throughout camp and use them following camp as a planning and action tool. They can easily replicate this worksheet in their journals or notebooks with other goals they might have.

V. Assessment

The session learning objectives are assessed observationally at several points during the session.

1. LO1: The first learning objective is assessed by the pair and share activity at the end of the Motivation section.
2. LO2: Assess the third learning objective through the completion of the campers' goal worksheets at the end of the session. Also consider following up with campers later in the week to reflect on short-term goals they may have achieved during camp. Finally, the worksheet may be a key follow-up and evaluation tool for campers in three to six months after the camp.

Date & Facilitator Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

References:

This session is adapted from the Peace Corps' *Life Skills For HIV Prevention Manual*. [ICE No. M0063]. Goal setting is also addressed in *Youth Livelihoods Employability Manual* [ICE No. M0093], *Youth Livelihoods Financial Literacy Manual* [ICE No. M0092], and *Life Skills and Leadership Manual* [ICE No. M0098].

Handout 1: Goals Worksheet

Short-Term Goal

Long-Term Goal

Benefits in reaching my goal

Benefits in reaching my goal

What might stand in my way?

What might stand in my way?

What do I need to learn or do?

What do I need to learn or do?

Who will encourage me?

Who will encourage me?

Plan of action - Steps I will take

Plan of action - Steps I will take

Completion Date

Completion Date

GLOW Goal: Volunteerism and Civic Engagement

Camp GLOW aims to help prepare and engage the next generation of young women leaders to help their peers and to bring about positive changes in their communities. It is essential that camp planners build the notion of giving back, educating others, and leading change into the camp schedule and provide campers with the opportunities to develop and practice the skills they need to bring about change. For more information on how to facilitate a community service activity, see the **V² Volunteerism Action Guide: Multiplying the Power of Service** [ICE No. CD0062]. This how-to guide walks through the steps of a service project, and helps incorporate service-learning when appropriate.

Volunteerism and Civic Engagement

Goal: Campers lead or participate in positive community change.

- *Immediate indicator: By the end of Camp GLOW, campers increase their engagement in at least one community-benefiting, peer education, or other service-orientated activity.*
- *Intermediate indicator: In the six months following camp, campers are actively engaged in at least one activity that benefits their community, involves peer education, and/or is service oriented.*

Session: Volunteerism: Putting Leadership into Action

Rationale: This session asks campers to consider the resources and priorities in their communities to identify something they would like to improve or change following Camp GLOW. They will develop action plans they will use following camp to help implement service activities in their communities.

Target Audience: Young women or men participating in camps (i.e., GLOW).

Facilitator Expertise: Camp counselors, Volunteers, or local partners with strong facilitation skills and experience introducing gender topics. Must also have experience assessing local community issues and designing and carrying out small projects.

Time: 75 minutes

Pre-requisites: None

Facilitator(s):

Instructional Sequence

I. Motivation (15 minutes)

Materials:

Flip chart paper, markers

Brainstorming Community Priorities

Campers consider qualities and characteristics of communities.

1. Ask the campers the following questions (Have a scribe write down the ideas on flip chart paper during the discussion):
 - What are some examples of communities? (e.g., family, church, school, town, world)
 - What are some characteristics of a community? What makes a community a community? (e.g., common needs and interests, respect, a population, set of governing rules)
 - What are some of the things that are important to different groups in your community? (e.g., jobs, education, pollution, etc.)
 - What are some of the resources that are important to people in your community? (e.g., the school, communities of faith, the way people come together to help when needed, etc.)
 - Do you think we have formed a community this week at GLOW? Why?

Optional Activity 1: Have campers brainstorm or identify people who are sources of inspiration or personal “heroes or heroines” who have brought about change. Or, generate a list of inspirational quotes about volunteering and service and have campers select one to share what it is about the quote that inspires or motivates them.

Optional Activity 2: If campers are overwhelmed by thinking about their community as a whole, consider this activity which has them think about their “Circles of Influence.” Start with a small circle at the center which represents each camper. Ask them to think about things they can change or influence in their own lives that impact themselves. Draw a slightly larger concentric circle to represent their family. Again, ask them about changes they can influence within this circle or in their family. Repeat in steps, with slightly larger circles, and ask them to identify changes they can make in their school, in their village or community, their region, their nation, and finally, in the world. This activity serves to illustrate that very significant change starts small and at a personal level first. Even if they cannot change the entire world right now, there are many spheres in which they can have an impact and influence a meaningful change.

II. Information (20 minutes)

Materials:

Flip chart paper, markers

Sample community maps developed by counselors

1. Show campers community maps drawn by counselors. They do not have to be literal maps of the community, but can be represented through symbols, such as a town represented as a flower with different petals.
2. Explain what community assets are – positive characteristics and aspects that benefit our communities. Explain that every community has resources and assets already. Our efforts are more successful if we start with our focus on building and supporting what is already working.
3. Ask the group to start listing some of the community assets they can think of in their community. If they do not bring this up, explain that one of the most valuable assets of any community is the people in it. Ask campers to identify some of the human assets in their community (teachers, health workers, etc.). Add some of these assets to the map as well.
4. Again, if the group does not already bring this up, also note that young people are community assets. Ask them to generate some of the contributions, talents, skills and resources that young people have in their communities (examples might include their energy, their willingness to learn new technologies, etc.).
5. Conclude this part of the session by asking the campers to consider the wide range of resources and assets they already have in their community. Use the following discussion questions:
 - Are there resources or assets on this map that you didn't know about or consider to be a resource before? If so, what are they?
 - How does it change a community, or change you, to think about young people as one of your community assets? Do you think about yourself that way?

III. Practice (45 minutes)

Materials:

Flip chart paper for each group, markers

1. Have small groups of campers draw their own community maps. Divide campers by town or some other logical method. Pass out magic markers (every color but red), pens, and big sheets of paper. Draw a map of the community. Be creative. Think outside of the box!
2. Next, have the campers present their maps to the other groups.

3. Show counselor-drawn community maps again. Now, in red ink, add some community challenges and pressing priorities to the community map. Explain that no community is perfect. After they have added these challenges to their maps, ask them to share them with the large group.
4. Lead a discussion on the resulting maps:
 - What do the maps have in common? How does your community affect your self-esteem? Your values?
 - What was the point in making these maps? To remind ourselves of the many assets in our community and to learn about our challenges and priorities.
 - Talk about volunteering and community service. Ask campers, *“What is volunteerism? What is community service? How do people in your community help one another? Are there proverbs or expressions people use to describe how people come together to assist each other?”*
5. Talk about the “ripple effect,” like throwing a stone into the water and having the rings spread across a pond. If we do something positive for our community, it can have a positive impact on our world, just as doing something negative has an impact on our world. For example: If you throw a piece of trash in a river, it will ... make the river look ugly, kill the fish, people won’t have anything to eat, pollute the drinking water, etc.
6. If appropriate, give an example of some volunteer work that one of the facilitators has done. Describe the volunteer work and some of the positive and negative outcomes, along with what was learned. Stress the fact that the positives outweigh the negatives.
7. Ask the group, *“Why do community service? Why be a volunteer? What can you learn from it?”*

IV. Application

Materials:

Flip chart paper, markers

Develop a Plan of Action

1. Work through an example of creating an action plan with the group. They can use the format they learned in the goal-setting session. (For more information, see the goal-setting activity in this manual) or in Part 3 of the *V² Action Guide*.
 - For an example, do this in the big group together:
Mission Statement: Over the next year, we will teach fourth-graders about the dangers of smoking. Answer the questions who, what, when, where, why, how; list the potential positive and negative outcomes; and draw a timeline.
2. *“In your groups, choose one issue, problem, or challenge to work on in your community over the next year.”*

Note: If it is relevant to the campers or they are having trouble identifying issues they would like to address, consider presenting information on the Millennium Development Goals (MDGs) as a way to jump-start their thinking about particular development priorities.

3. Have the smaller groups present their action plans to the whole group.

Note: Consider how the camp leaders are going to follow up with the campers to determine who will implement their action plan. This may be a key outcome you monitor to evaluate the success of the camp goals.

4. Allow time for groups to give and receive feedback on their action plans. Consider some of the following questions for closing discussions:
 - What are some of the potential roadblocks in your action plan and how will you overcome them?
 - What outside help or resources are you going to need to reach your goal?
 - Are there ways we can help support one another after camp to complete our action plans? How can we hear about each others' successes?

V. Assessment

LO1: Is assessed when campers complete their community maps and identify key issues to address.

LO2: Is assessed through the completion of the campers' action plan for a service activity.

References:

V² Volunteerism Action Guide: Multiplying the Power of Service. [ICE No. CD062].

Gender and Development Training and Girls' Education Manual. [ICE No. M0054].

http://inside.peacecorps.gov/index.cfm?viewDocument&document_id=25884&filetype=pdf or available at your in-country resource center.

Resources for Community Mapping sessions:

- *PACA: Using Participatory Analysis for Community Action.* [ICE No. M0086]. The Peace Corps. 2005.
- *Promoting Powerful People.* [ICE No. T0104]. The Peace Corps. 2000.
- *Gender and Development Training/Girls' Education Manual.* [ICE No. M0054]. Available only from your in-country resource center. The Peace Corps. 1997.

II. OPTIONAL ACTIVITIES: TRIED AND TRUE CAMP GLOW ACTIVITIES

The activities in this section include:

- A. Management Activities
- B. Opening Activities
- C. Activities that Build Confidence, Teamwork, and Trust
- D. General Activities
- E. Creative Expression Activities
- F. Environmental Activities
- G. Physical Activities
- H. Closing Activities

Note: See Part 3 of this manual for additional camp activities.

A. Management Activities

These activities help camp planners and counselors establish a safe and supportive environment and communicate norms and expectations.

Name Tags

Purpose/Desired Outcome: Make it easy for everyone to learn names.

Pass out name tags with each camper's full name and room/cabin number on the back. On the front, have each girl write her name or nickname. Require the campers and counselors to wear their name tags at all times. (Good quality name tags will last the whole camp.)

Night Duties

Purpose/Desired Outcome: Divide late-night responsibilities among all counselors.

Give each GLOW counselor a night to be "on duty." Responsibilities include checking to make sure the campers are in their rooms and quiet during "Lights Out." Additional responsibilities for the counselor "on duty" may include waking the girls up in time for breakfast and dealing with any problems that may occur during the night, such as a sick camper.

Lights Out

Purpose/Desired Outcome: Help campers respect the "lights out" rule while making it fun. A camper's ability to participate in the next day's activities is dependent upon a proper amount of sleep. One way to encourage proper adherence to "lights out" rules is to give a prize to the room(s) that is quiet at the scheduled time. The next morning, have the counselor who was on duty the previous evening make a presentation awarding a prize for the campers who were in the quiet rooms. Camp GLOW/Romania used butterfly hair clips. By the end of camp, everyone had won hair clips, and the counselors had five rooms out of six win the prize on the last night of camp. Positive reinforcement was a good way to make sure campers and counselors got much needed sleep.

Morning Announcements and Quote

Purpose/Desired Outcome: Start each morning in a fun and inspirational way.

Each morning, pass out prizes or give praise to the room(s) that was quiet at “Lights Out” the previous night. Give campers and counselors the opportunity to make announcements. End the morning announcements with an inspirational quotation read by a counselor or a camper.

Rule Development Exercise

Purpose/Desired Outcome: Have campers take ownership of the rules and understand why they are necessary.

1. As an entire group, have two counselors lead a brainstorming discussion on camp rules. Tell the campers that they are going to create the rules for camp and then you are all going to live by them. Encourage the campers to create rules they are willing to follow and to speak up against rules they think are unfair. Be sure that suggested rules have reasons stated for them.
2. One counselor facilitates the discussion and the other writes the proposed rules on a piece of flip chart paper.
3. Then, as counselors, when the campers finish, add your own rules if they were not already mentioned (from your previously prepared list) and discuss them. (You may find that the campers’ rules are more comprehensive and stricter than your own.)
4. Confirm that everyone understands and accepts the rules.
5. Post the rules on the wall so they are accessible to every camper.

Camp GLOW is a drug-free environment. Nicotine, alcohol, and other drugs are not permitted. Typically, this may be included in the invitation to the camp. In addition, before the camp starts, you and the counselors need to consider how you will communicate and enforce these policies with campers, counselors, and junior counselors. Consider that this is a leadership camp. All the campers are representing their communities and acting as role models. What would it mean if certain campers had their first drink or cigarette during Camp GLOW? One way to make sure that the campers understand the ramifications of abusing alcohol, cigarettes, and drugs during the camp is to make the campers sign a copy of a pledge stating that the camp is a smoking, drug, and alcohol free camp. State in the pledge what will happen if the campers break these rules. Translate this pledge into the local language and make sure the parents or guardians receive a copy of it so, if their camper is sent home, they understand why. In addition, make sure the drug-free policy is included on the camper permission slip signed by both the parents and the campers.

B. Opening Activities

These activities are effective ways to get camp started and create a caring, supportive environment among the girls. These simple activities can have profound and long lasting effects.

Affirmation Wall

Purpose: Team-building, creative expression, and fun.

Desired Outcome: Positive reinforcement and increased self-confidence.

This was one of the most highly rated activities at Camp GLOW/Romania. In a public place at your campsite, hang large sheets of white paper. Divide them into puzzle-shaped pieces and have each camper and counselor write her name on a piece. Tell the campers that this affirmation wall is a way to express positive thoughts about others at camp. Leave a package of markers near the wall. Encourage campers and counselors to write anonymous or signed messages. Stress that only positive messages are allowed. Messages will range from “I like your hair” or “Thanks for your insight in our discussion group” to “You are the best friend, I’ve ever had!” At the end of the camp, give each camper her puzzle piece to take home.

Note: This activity may be done in combination with the activities in the self-esteem session.

Bead Bracelets

Purpose: Ice Breaker.

Desired Outcome: Meet new people.

Divide the campers into groups. Give each group only one specific bead color. Tell the campers that their task is to make multicolored bracelets. The way to get beads of many colors is to trade beads and personal information with campers from each group. In Morocco, this activity was very effective and, without realizing it, the girls began to make new friends.

C. Activities that Build Confidence, Teamwork, and Trust

Camera

Purpose: Teamwork.

Desired Outcome: Meet and work with new people.

Divide the group into pairs. One person from each pair should put on a blindfold. This person serves as the camera. The other partner is the photographer and should lead the camera around, occasionally stopping at something picturesque. The photographer should place the camera directly in front of what she wants the camera to see. At this point, the photographer should tap the camera on the shoulder and this person is allowed to peek from underneath the blindfold, but only for a second, imitating a camera taking a photo. Take several photos and then reverse the roles. After everyone has had the chance to be the camera, share descriptions of the photos as a group. Or, if time allows, have everyone write a description and/or draw a picture of the photos and share with the big group.

“I Can’t” Funeral

Purpose/Desired Outcome: Promote self-confidence and creative ways of thinking.

Perform this activity in conjunction with a campfire. Have the campers think about things they think they can’t do. Then provide them with paper to write these things down. Have one counselor start by saying something like, “Yes, we are gathered here tonight to say goodbye to someone who has been around for a long time ...” Then the counselor can move on to talk about the importance of believing in yourself, and not allowing others to tell you that you can’t do something. Then, one by one, have the girls throw their “I can’t’s” into the fire. Remember to bring pens and paper to the campfire for this activity.

D. General Activities

Night Hike

Purpose: Promote group bonding and trust.

Desired Outcome: Hike will create a safe environment for sharing and learning.

1. During the daytime prior, investigate and select a patch of woods for the hike. Make note of obstacles or potential hazards and address them before the hike.
2. Begin around dusk.
3. Bring the girls to an open field to begin the hike. Start by playing “Have you ever?” with them. A leader starts out in the center of a large circle with no open space (like in musical chairs). She asks a question, beginning with the words “Have you ever ...” and ending with something she has done. It can be an embarrassing story, something silly, a favorite activity, or something ordinary. Whoever has done that thing must run to find a new spot on the perimeter of the circle. The leader looks for an opening and someone else left standing in the center of the circle asks the next question, and so on. Play until it is dark. Everyone should join hands in the circle and the leader should begin the night trust hike.
4. Begin the hike by asking the girls to link arms in pairs and walk with someone they have not talked to before. Switch every five minutes or so. When the leader encounters an obstacle, such as a ditch or log, she whispers it to the next girl and she passes the information down the line.
5. The hike should end in a clearing. Invite the girls to sit in a circle and light a candle. Begin a sharing time. Depending on the issues of the camp or within the group, it can be a directed sharing or an open one. The person who wishes to speak asks for the candle. Leaders should be prepared to begin the sharing process. This will allow the girls time to think of what they would like to share. When everyone has had a chance to share, extinguish the candle and walk back to camp, hand in hand, in a long line.

Shaking the Tree

Purpose/Desired Outcome: Self-empowerment and self-expression.

This activity was the theme of Camp GLOW in the Kyrgyz Republic, “Shake the tree of life to get more out of it.” One Volunteer said, “Shaking the tree is about changing your life, changing traditions, and empowering yourself.” In a public space at your campsite, hang a life-size tree made of paper with painted leaves. Encourage the campers to express their feelings and thoughts about traditions, empowerment, self-esteem, and other topics by writing on pieces of fruit cut from paper and pasting the fruit on the tree.

Sensory Awareness Trail

Purpose/Desired Outcome: Build trust within your group.

Set up a trail that campers walk through blindfolded as they are led by fellow campers who are holding their hands and supporting them. Set it up to have various objects hanging from a rope or objects that the blindfolded camper crosses. With each object, participants must feel it, or smell it, or listen to it. Take precautions when setting this up to make sure the pathway is clear of holes, rocks, or anything that campers may trip over or bump into.

SWOT

Purpose: Teach a skill for planning that can be used in many different scenarios.

Desired Outcome: Campers know how to use this skill and can apply it to their lives and communities.

Introduce the SWOT (strengths, weaknesses, opportunities, threats) analysis as a tool used by organizations, businesses, and social service agencies. The first two aspects assess the current state of the entity in discussion, while the second two aspects look toward the future. Together, practice creating one for the camp. Then, break into groups and have the girls conduct a SWOT analysis for their communities. Be sure to generate specific ideas, not generalities. If time remains, identify one need and create a plan to address it. For more information, see the “Goal Setting” and “Community Service” sessions.

E. Creative Expression Activities

Collage

Purpose: Encourage self-expression and creative thinking.

Desired Outcome: Collage will serve as a means for the campers to think about their lives and futures.

Using markers, crayons, paper, stickers, magazines, and objects from nature (grass, leaves, or rocks), have campers make a collage representing themselves and their lives. To stimulate thought and ideas, you can ask them to divide the collage into sections and answer certain questions, such as: Where are you now? What are your goals? What are the principles by which you live?

Arts and Crafts

Purpose: Encourage self-expression, creative thinking, and having fun.

Desired Outcome: Girls will spend time together creating arts and crafts and sharing about their lives. Work with your local partners to brainstorm crafts that will engage the campers. These crafts should make use of easily located materials. If members of your local community can donate materials, that can be a great way of getting more people involved. Some suggested crafts include friendship bracelets, doll-making, and collages.

Journaling

Purpose: Promote self-expression, creative thinking, and critical thinking.

Desired Outcome: Campers will develop a skill they can use after camp ends. Counselors have found that journaling is a new activity for many campers and one that they take on with gusto and enthusiasm! Here are some ideas for leading an initial journaling session.

1. Draw a picture of a wrapped gift on a big piece of paper. Ask the girls what this might have to do with writing in your journal. Talk about how writing in your journal is like a gift to yourself for the future. Discuss how it helps you to remember your experiences, to see how you have changed, and to be able to look back.
2. Talk about why journaling is important to you. Discuss the confidentiality and privacy of someone's journal. Tell them if they want, they can write in English during the camp, but they do not have to.
3. Then, share the following ideas for getting started. Practice the first suggestion together. Be sure to ask the girls if they have any other ideas or suggestions:
 - Free writing: Write down your "stream of consciousness" (i.e., write everything and anything that comes into your head), ignoring grammar and spelling, NON-STOP, for 10 minutes. If you must begin with "I don't know what to write" over and over, do so until another idea appears. With this method, as you write, you empty out the "garbage" or miscellaneous thoughts on the surface until you get to the real, creative, powerful thoughts hidden beneath.
 - Exercising: Write, beginning with the phrases "I think, I feel, and I want" for 10 minutes each, or take the first line of any poem or quote and complete it.
 - Mix it up: Write sideways, upside-down, try writing without punctuation or capitalization, or draw.
 - Favorite place: Go to your favorite place to be alone. Write down only what you hear. Write down only what you see.

4. Stress that there is no right or wrong with journaling. Journals can be used for drawing pictures, recording dreams, writing feelings, thoughts, ideas, doodling, writing addresses, recipes, writing stories, poems, writing reactions to books, films, things people say and do, or recording goals and accomplishments.

Possible Journal Topics:

- Who is one woman you admire and why?
- How do you define leadership? What qualities are important?
- What do you hope to gain by participating in this leadership camp?
- What concerns do you have about the camp?

Throughout the camp, encourage campers to use journals to record their thoughts and feelings about Camp GLOW. Consider scheduling time during the day or evening for the campers to journal.

Journal Decorating

Purpose: Encourage self-expression and creative thinking.

Desired Outcome: Girls will create a journal that reflects the personality of each camper.

Provide each camper with a notebook of some type and many materials for the girls to use, such as stickers, markers, colored paper, magazines, stamps, and stamp pads. Suggest that the campers create a collage of pictures of things that represent them on the cover – who they are, what they like, things that are important to them, and dreams they have.

Music

Purpose/Desired Outcome: Encourage self-expression and creative thinking and have fun.

Encourage campers who play an instrument to bring it along to camp. Create a camp songs sing-along sheet and schedule time for camp songs. Music and singing are great ways to energize a crowd and to bring the group together.

Poetry

Purpose: Encourage self-expression and creative thinking and have fun.

Desired Outcome: Show every camper that she has the ability to write poetry.

Teach participants how to write various forms of poetry with (or without) a focus on nature.

- Haiku: This has three lines of poetry, the first line of which contains five syllables, the second line contains seven, and the third line contains five syllables.
- Acrostic: The first letter in each line, when read vertically, spells out the name of something or conveys a message.
- Picture Poetry: This forms a picture of what the poem is about.
- Free Verse: This follows no set formula.

- Consider holding a “poetry slam” as an evening activity where girls read their poetry aloud with a participating audience. This can help boost confidence while creating a safe environment for sharing personal feelings, aspirations, and fears.

F. Environmental Activities

The Web of Life

Purpose/Desired Outcome: Demonstrate the interconnectedness of everything in the universe. “When we try to pick out something by itself, we find it hitched to everything else in the universe.” An ecosystem is like a piece of fabric; one thread pulled can unravel the whole complex weaving. Each component of the environment depends on another and perpetuates the web of life. Each component in the web of life has its own particular place and its own particular role to play. By altering one component of an ecosystem, there is an effect on all the others. This law of interconnectedness applies to all types of ecosystems in our environment. This activity provides a concrete example. In order to lead this activity, you will need a ball of string and name cards displaying different elements of the environment.

1. Ahead of time, write the elements cards (such as water, trees, birds, people, cats, flowers, gardens, worms, bees, insects, spiders, etc.) that will be in the web on separate pieces of paper in large print so all can see them. Lay them out, and then ask each of the students to take one and tape it to the front of her blouse or chair, in a way that everyone in the circle can see what everyone else is.
2. Have the campers form a circle. After they have taped the cards to themselves, present the rationale behind this activity, based on the description above.
3. Start the game by looping the end of the ball of string around your finger. Explain that each person represents an element of the environment. Explain your card and its significant connection to its surroundings, i.e., another element card in the group. For example: I am a tree and I produce delicious fruit.
4. Throw the ball of string to the person in the circle who has the fruit card and have this person loop the string around a finger. This person thinks of another part of nature which links to the first statement. For example: I am the delicious fruit that is eaten by the bird.
5. This person then throws the ball to the person with the bird card, who follows the same instructions. Continue until all group members have participated and the string intertwines into a web.
6. Point out that the web illustrates the complexity of relationships and interconnectedness found in nature.
7. Ask one of the campers to pull on the string and tell her that others who can feel this pull should raise their hand.

8. Next, ask one person to drop the string. Any others who are directly linked to that connection should also drop their strings. This chain reaction will continue until the web is destroyed.
9. Ask participants to explain the significance of this activity.

Environmental Commandments

Purpose: Further writing skills and self-expression.

Desired Outcome: Challenge participants to consider future activities.

Ask the campers to write “10 commandments” or personal goals to make positive changes in the world around them. Ask the campers to share some of their goals. This is a good closing activity for environmental camps.

Scavenger Hunt

Purpose/Desire Outcome: Make campers aware of their environment and have fun.

Create a list in the traditional scavenger hunt style, with a focus on the environment. Participants can work in pairs or in small groups. Set a time limit and give a prize to the winner.

Stargazing

Purpose: Have fun and demonstrate that we all can learn from one another.

Desired Outcome: Girls will have fun and develop a greater knowledge of the sky.

If someone in the group is knowledgeable about the night sky, have a stargazing night or go for a night hike and call for owls.

Environmental Fashion Show

Purpose/Desired Outcome: Have fun and think creatively.

Have campers create outfits using only things found in your environment.

G. Physical Activities

All-Day Hike

Purpose: Team-building, accomplishing a goal, having fun.

Desired Outcome: Campers feel more confident in themselves.

A physically challenging hike can serve as a way to bring the group together. Along the trail, the group can stop for short environmental and sensory awareness activities. Make sure that at least two or three people know the trail well and can act as hike leaders. Develop a buddy system to check up on each other. Bring plenty of first aid kits, water, clothes for all kinds of weather, food, a couple of flashlights, pocketknife, etc., and of course, a good attitude. Be prepared for a few participants who are not able to do a rigorous hike to stay behind with a counselor. Assign a special task for them or take them on a shorter hike. Tell all the participants about the day hike before the camp starts so they can bring appropriate clothing and equipment.

GLOW Olympics

Purpose/Desired Outcome: Have fun and encourage team-building.

Have the girls in teams come up with a team name and a cheer. Emphasize the fun and de-emphasize the competition. Come up with a series of relay races and fun games, such as a three-legged race and water-balloon toss.

Sports

Many sports activities, such as swimming, kickboxing, aerobics, walking, jogging, baseball, soccer, jump rope, hopscotch, beach volleyball, and yoga (see the Health section above), have been successful at different camps.

Day and Night Activities

Below are all fun “more traditional” camp activities. Their purpose and goal is to help bring your group together and create fond memories.

Animal Masquerade and Ball

Make masks of your favorite animal and have a parade and then a disco with dance contests (e.g., hokeypokey and limbo!).

Birthdays

Celebrate any birthdays with a specially decorated chair for the honored person to sit in at mealtimes, a dessert at breakfast, or a crazy hat that has to be worn all day. The more creative the birthday honor, the better.

Camp T-Shirt Day

Have T-shirts made or make them yourself during camp using tie-dye. Have a camper design a camp logo and sew it on all shirts or paint it on with spray paint, which is permanent. T-shirt Day is a good time for a group photo. In addition, camp T-shirts make great “thank you” gifts for those who have provided outstanding help in supporting your camp.

Cabin Cheer Contest/Cabin Identity

Whether your participants are in cabins or just rooms, this activity should work well and boost spirits. Tell your campers that you are going to have a Cabin Cheer Contest. Give an example, something fun and silly, such as:

Camp GLOW Counselors

It's no guess

We're the coolest camp

Here in Mures

We're Anna, Laura, Mike, and Kim

John, Amy, Linda, Sam, and Jen
Hey everyone, now listen close
Here's a secret not to miss
Listen, listen, listen (repeat getting softer)
- PAUSE –
(Yell) Camp GLOW ROCKS!

Next, pass out some supplies, such as markers and paper. Give campers one hour to both decorate the door to their rooms and think of a cabin cheer that represents the qualities of their group. Have the counselor who is assigned to their room join the activity.

Afterwards, have everyone perform their cheers and the counselors can judge them. You can decide on a tie or a series of different awards so everyone wins. This activity is fun and gets the girls to know their cabin mates who are not from their towns.

Campfires

If you are fortunate enough to have a place at your camp where you can gather firewood and have a campfire, it can be both fun and a great bonding activity. If there is one or more camper who can play the guitar, you should encourage them to bring their instruments to camp (find this out at your information sessions before camp). If there is a counselor who can play the guitar or who can lead singing without a guitar, prepare a song-sheet and you are ready to go!

Movie Night

If a DVD player or VCR is available, rent a film and serve popcorn and refreshments. This could serve as a good rainy day backup activity. If possible, show a movie that's related to empowerment, gender equality, sexuality, or some other camp theme goal. Create some interesting discussion questions for the end of the film in order to link the activity back to the camp goals. For example, show a movie that features a culturally appropriate example of an empowered young woman, such as "Whale Rider."

Talent Show

Let your talent GLOW! The last night of camp is a great time to have a talent show. Hopefully your campers will feel comfortable expressing themselves. It is also a chance to start the closure process, which can continue the next morning.

H. Closing Activities

Closing activities not only help bring camp to a close, they can be a valuable opportunity to promote reflection, learning, and evaluate if the learning goals of the camp were met.

Sharing Bell

Purpose: Create a safe environment where each person has a chance to be heard and supported.

Desired Outcome: Campers will have a chance to share memories and create closure.

On the last day of camp, have campers and counselors sit in a circle. Pass around a small bell or some other object. The participant who has the bell may share something she is feeling or something she learned from camp. Campers are not required to talk if they do not want to, they may simply pause and hold the bell for a moment. If you do not have the bell, you should listen quietly. Have a counselor start and end the sharing circle. Have some tissues available.

Human Chair

Purpose: Promote teamwork and have fun.

Desired Outcome: Participants will see how, when people work together, they can accomplish their goals.

Have everyone stand in a circle heel to toe. In order for this to be a success, everyone's feet must be lined up perfectly. Then, on the count of three, everyone sit down and if your feet are lined up right, the circle should support itself.

Certificates

Purpose: Recognize and honor each camper.

Desired Outcome: Campers are proud of what they have accomplished and have something tangible to show for completing Camp GLOW.

Make a certificate for each girl, signed by all the counselors, and hold a short graduation ceremony the last day of camp. See Appendix D.10 for an example.

Nicknames

Purpose/Desired Outcome: Participate in a fun activity and recognize each camper for her individual strengths.

In the counselors' room or supply room, keep a list of the campers' names. Throughout the week, write down a funny, creative, interesting, thoughtful thing they did or said. On the last day of camp, distribute certificates to the campers with their new nicknames. Explain how they earned their names. For example, do you have a camper who loves to help with the campfire? Call her "fire starter" and tell her why. Do you have a camper who swam for the first time? Call her "super swimmer"!

CHAPTER 4: SPECIAL CONSIDERATIONS FOR CAMP GLOW

In this chapter you will find information on camps that have focused on specific areas, including environment, teaching English as a foreign language, involving boys and men in Camp GLOW, and cultural understanding. Some Camp GLOW camps have had diverse focuses depending on community needs, skills of counselors, and participant interests. However, the same foundational elements of Camp GLOW can still be present. The emphasis of the camp is girls' leadership, empowerment, and gender equality; however, this may take place with an emphasis on the environment, health, or English. This section explores some of the ways Camp GLOW has offered leadership training while providing for the enrichment of campers in other areas. For additional examples of other types of camps, see Part 2. In that section you will find examples of environment or health camps that do not necessarily use the Camp GLOW model.

Environment

Environmental awareness activities are present at many camps. Camp GLOW camps have also had the primary goal of teaching about leadership and being stewards of the earth. For additional activity ideas, see Chapter 8 of *Environmental Education in the Community* [ICE No. M0075].

In the Philippines, the focus of Camp GLOW was to explore the connection between women and nature. Camp activities included teaching sessions on composting, biodiversity, and mountain, forest, and marine ecology. Camp participants considered the theory of “eco-feminism⁹” within an appropriate cultural context. A report noted that the “camp was a tool for the actualization of present and future dreams to be shared in a safe, positive, supportive environment which advocated living our lives in balanced relations with the earth and each other.” Many guest speakers stressed the importance of women respecting, and being the caretakers of, the earth through their use of natural medicines, agricultural diversity, and making the world safe for their children.

Other Camp GLOW camps have included environmental components. In Bulgaria, campers did a “trash pickup” project. Ongoing environmental activities may include involving GLOW clubs in an Earth Day celebration, community garden, composting, or recycling efforts.

⁹“The term ‘ecofeminism’ was coined by French writer Françoise d’Eaubonne in 1974 when she called upon the women to lead an ecological revolution to save the planet.” Caroline Merchant, “Perspectives on Ecofeminism,” *Environmental Action*, Summer 92, Vol. 24, Issue 2, p. 18.

Health

A woman's knowledge of her body is an important step toward empowerment. Camp GLOW provides the space to answer questions and dispel myths about the female body and women's health issues. During past camps, counselors have invited local female doctors; translated educational materials into local languages; or created a forum for campers to educate themselves about their health and issues related to women, such as domestic violence and sexual harassment. For ideas on how to incorporate health activities into your camp, see the previous section of Camp GLOW.

In Madagascar, on the island of Ste. Marie, Volunteers created a girls' camp to respond to the health needs of the local population. The principal issue facing young girls on Ste. Marie is that an increasingly large number turn to prostitution. This is a byproduct of the tourist trade on that island and contributes to the high rate of HIV infection. The goal of the camp was to help girls make informed and responsible decisions. The objectives of the camp were to teach and discuss the truths of STDs and HIV/AIDs, including the transmission and prevention of these illnesses. Other topics included self-esteem, career options, and presentations by Malagasy female role models. To ensure the sustainability of the project, Volunteers trained local high school girls to be the facilitators and presenters of the workshop. By encouraging peer education, Volunteers set the stage for future camps.

Teaching English as a Foreign Language (TEFL)

English is the primary teaching language at some Camp GLOW camps. If all sessions are in English, then applicants must demonstrate a proficiency in English in order to participate. Many students in Peace Corps countries study English but lack enrichment activities to improve their skills. Camp GLOW is an opportunity for students to use English outside of the classroom in a real life situation.

Volunteers have found that holding multi-ethnic camps (where campers are from different ethnic backgrounds) in English is a great way to have campers focus on their common future as women, instead of their different ethnicities.

Running Camp GLOW in English, however, can limit the number of local participants (particularly adults). Therefore, it is worthwhile to consider translating some camp materials if there is interest in holding follow-up GLOW activities in a local area.

At Peace Corps posts in places such as Africa or Latin America, conducting Camp GLOW in colonial languages such as French, Spanish, and Portuguese can have the same unifying effect as conducting a camp in English. Campers have a tool to bring them together through a common language and can focus on their similarities rather than their differences. In addition, more resources may be available, such as printed materials in a colonial or official language.

In the counselor training, distribute a vocabulary list with native language translation and explanations (there may be no direct translation) for words and concepts often used in Camp GLOW presentations. Some sample words/concepts are:

ability	equal rights	respect	entrepreneur
achievement	freedom	responsibility	proud
assertive	friendship	schedule	to prepare
barrier	goal	self-esteem	Do It Yourself
body image	goal setting	self-respect	prejudice
budget	independent	skill	to limit
business	leader	sustainability	against women
capital	leadership	time management	power
discrimination	limitation	to accomplish	to change
empowerment	nature	to care	healthy lifestyle

Involving Boys and Men in Camp GLOW

In order to succeed in empowering women to be leaders, efforts to transform society must also incorporate boys and men. There have been several ways that Camp GLOW camps have done this.

One way is by having male counselors. According to camp evaluations, having men present at Camp GLOW shows the campers positive male role models who believe in women's leadership and skills. Campers come to a greater understanding that both men and women need to be open-minded and respect one another. Watching counselors of both sexes work together as equals gives campers a new model of leadership in action.

Another way boys can be involved in Camp GLOW is by creating separate boys camps that identify gender stereotypes and create a new model for thinking about gender issues and roles in society. Volunteers are developing new approaches to boys' leadership in places like Kazakhstan, the Kyrgyz Republic, Namibia, the Dominican Republic, and Nicaragua.

A third way Camp GLOW can involve boys and men in girls' leadership is to hold parallel camps with a few mixed sessions, as appropriate. In Namibia, a Camp GGLOW – Girls and Guys Leading Our World – was organized. In addition, boys are invited to attend certain GLOW activities as appropriate, but the leadership of the clubs and the weeklong camp remain female.

It is important to note that the desire to include boys needs to come from the female campers themselves. If there is boys' participation, it should be defined by the female campers and conducted in a way that enhances the experience of the female campers.

Please see Part 2 for further information on leadership materials relevant to boys. One valuable resource to support boys' versions of Camp GLOW (sometimes called Camp ABLE or Camp TOBE) camps is the Men as Partners approach. Men as Partners is a worldwide program that speaks to the need to engage boys and men to eradicate gender-based violence, to eliminate or reduce the spread of HIV/AIDS, and to promote gender equality in the community, in education, and in family planning. For more information, contact your program manager.

Cultural Understanding and Ethnic Diversity

Tensions between ethnic or socioeconomic groups are realities and there may be challenges to overcome when organizing Camp GLOW. Camps that incorporate girls from different backgrounds can lead to campers' greater understanding and respect for others, which in turn makes better leaders.

In many countries, counselors have successfully led Camp GLOW camps with campers from various ethnic groups. A key element to their success was using English as the language of the camp. Campers did not focus on what language people were speaking and instead could focus on content. During one Camp GLOW, counselors placed campers in ethnically mixed dorm rooms with a native English speaker in each room. This helped to remove tension over language; campers spoke English consistently and got to know one another on an individual basis.

TIPS FOR ENCOURAGING CULTURAL UNDERSTANDING

Form small groups for discussions and activities anonymously based on things girls have in common, from facts about them (age, number of siblings) to likes and dislikes. When dealing with campers of different backgrounds, emphasize individualism while de-emphasizing ethnicity. Define groups in terms of shared values and things held in common. Let the girls learn through the activities that opinions and values do not belong to ethnic groups but to individuals.

Plan team-building activities among small ethnically mixed groups. Keep in mind that stereotypes and prejudice are learned, and that for many of the girls, these types of ideas about other ethnic groups are completely normal. If you are teaching them something about appreciating diversity, it may be a new and strange idea for them. Since these things are learned, it may be valuable to address these issues directly point-by-point and present alternative approaches to looking at ethnicity.

CHAPTER 5: AT THE END OF CAMP GLOW

Celebration

As you reach the end of Camp GLOW, be sure to celebrate your successes! Hold some kind of closing ceremony or graduation. Give campers and counselors a chance to share their experiences. Acknowledge both those people who are present and those who are not but who made the camp possible. Enjoy your final moments together before you return to your communities!

Evaluation

A camp evaluation is an important element in concluding Camp GLOW, as it gives campers a sense of closure, honors campers' input, and is a good way for counselors to get concrete suggestions for improvement and feedback on what was successful. It is important to allow for sufficient time for evaluation to occur in a thoughtful and unhurried manner. There are several different ways to evaluate the camp.

Use the two "Camper Success" tools outlined here. The first is the "Counselor Tracking Sheet," to be completed by camp staff, especially camp counselors, to track and report on each camper's progress in reaching the goals of Camp GLOW as outlined in this manual. The second tool, the "Camp GLOW Camper Success Profile," is for campers to keep track of their progress and make additional notes on their follow-up action plans.

Camp GLOW Camper Success Tool — Counselor Tracking Sheet

Counselors: Use this tool to track when a camper completes or meets the goals and objectives outlined for the week of Camp GLOW. Some of these indicate easy “check boxes” when campers complete a task. Other components are attitudes and behaviors you observe throughout the week. This tool provides a great way to help you give campers feedback and positive reinforcement for all that they are accomplishing.

Cabin Name: _____

Counselor(s): _____

GLOW Goal Areas & Themes →	Gender Equality	Self-esteem/ Positive Identity		Leadership		Healthy behaviors		Aspirations and Goals	Volunteerism
		Completes a personal strength portrait (y/n)	Describes three or more of her personal strengths (y/n)	Increases score on leadership self- assessment tool (y/n)	Completes personal leadership plan (y/n)	Demonstrates new knowledge and skills in two health topics (y/n, indicate topics)	Indicates way to incorporate two new healthy behaviors into her life post- camp		
Camper Name/Age	Identify at least two ways gender impacts her	Completes a personal strength portrait (y/n)	Describes three or more of her personal strengths (y/n)	Increases score on leadership self- assessment tool (y/n)	Completes personal leadership plan (y/n)	Demonstrates new knowledge and skills in two health topics (y/n, indicate topics)	Indicates way to incorporate two new healthy behaviors into her life post- camp	Identifies one short-term and one long-term goal and plans to meet them (y/n)	Completes action plan for service (y/n)
1.									
2.									
3.									
4.									
5.									

GLOW Goal Areas & Themes ⇨	Gender Equality	Self-esteem/ Positive Identity		Leadership		Healthy behaviors		Aspirations and Goals	Volunteerism
		Completes a personal strength portrait (y/n)	Describes three or more of her personal strengths (y/n)	Increases score on leadership self-assessment tool (y/n)	Completes personal leadership plan (y/n)	Demonstrates new knowledge and skills in two health topics (y/n, indicate topics)	Indicates way to incorporate two new healthy behaviors into her life post-camp		
Camper Name/Age	Identify at least two ways gender impacts her	Completes a personal strength portrait (y/n)	Describes three or more of her personal strengths (y/n)	Increases score on leadership self-assessment tool (y/n)	Completes personal leadership plan (y/n)	Demonstrates new knowledge and skills in two health topics (y/n, indicate topics)	Indicates way to incorporate two new healthy behaviors into her life post-camp	Identifies one short-term and one long-term goal and plans to meet them (y/n)	Completes action plan for service (y/n)
6.									
7.									
8.									
9.									
10.									
11.									
12.									

Camp GLOW Camper Success Profile

This sheet helps you keep track of some of the new things learned throughout the week and topics you want to remember to take action on after camp. Your counselors will give you time to fill this out throughout the week. This is a resource for you to keep, although your counselors will ask you to discuss what you learned and the steps you are going to take following camp. Congratulate yourself and celebrate all of the progress and growth you have seen in yourself throughout the week!

Camp GLOW Themes and Accomplishments	I met this goal or completed this task (circle yes or no and answer the questions using the back if needed)	Notes on the topic and resources I can use later! <i>After camp, I want to make sure I ...</i>
Gender Equality <i>I know that as a girl, I am valuable and important!</i>	I have identified at least one way in which gender impacts my life (y/n)	
Self-Esteem/ Positive Identity <i>I feel good about who I am and what I can do!</i>	I completed my personal strength portrait (y/n)	
	Three or more of my talents, skills and strengths are:	
Leadership <i>I am a force for positive change and can lead others!</i>	I completed my personal leadership profile (y/n)	
	My score went up on my leadership profile and my improved leadership skills are:	

Camp GLOW Themes and Accomplishments	I met this goal or completed this task (circle yes or no and answer the questions using the back if needed)	Notes on the topic and resources I can use later! <i>After camp, I want to make sure I ...</i>
Healthy Behaviors <i>I can keep myself healthy and strong!</i>	I learned at least two new things about how to be healthy and they are:	
	Two new healthy behaviors I am going to practice after camp are:	
Aspirations and Goals <i>I can reach my goals and dreams!</i>	My short-term and long-term goals are:	
Volunteerism <i>I have something important to contribute to others!</i>	I completed my action plan for service (y/n) and the issue I am going to address is:	

- Alternatively, create a different evaluation form, asking specific questions about the workshops, such as understanding and interest in topics presented and language comprehension. Also ask more general questions, such as: likes and dislikes, suggestions, and if the campers might like to return to help with another Camp GLOW in the future. Also, camp evaluation can be conducted as a group exercise, asking campers to map out things that worked well and those that didn't, using sticky notes and a shared wall chart. (See Appendix D.9 for a sample evaluation form).
- On the last day or night of camp, include an activity to allow the campers to evaluate themselves. Have them write in their journals, reflecting on what they feel and have learned. Encourage them to look back in their journals and read about their first night at camp. Where were they on their personal journeys BEFORE Camp GLOW and where do they feel they are now, AFTER completing Camp GLOW? Create a safe environment and opportunity for them to share. The activities in the session on self-esteem, leadership, and volunteerism can all be used

at the conclusion of camp to see if campers think they met their learning goals or have a personal action plan for when they leave camp.

- Have campers create a portfolio of their work. The work that campers do, such as their personal portraits, their leadership development plans, and their action plan for a volunteerism activity are all relevant documents to assemble so, before campers leave, they can see the culmination of their work and a clear sense of their next steps following camp.
- Create an address list or email list and send it out so participants can keep in touch with one another. When you mail out the address list, include a Camp GLOW group photo. Prior to camp, discuss with camp counselors and planners if the camp will include a follow-up strategy to keep girls connected via social media or another online platform. If so, outline any expectations or responsibilities on the part of staff before camp ends.

It is also important for counselors and junior counselors to evaluate the camp. After the camp, plan a time to discuss:

- Camp GLOW evaluations from campers (ask someone to tabulate them).
- What the counselors and junior counselors thought of the camp.
- Lessons learned and a list of resources. Distribute this to Peace Corps program managers/APCDs and the Youth in Development or gender equality coordinators in Washington (youth@peacecorps.gov or gender@peacecorps.gov). This will help Volunteers, junior counselors, and host-country nationals plan future Camp GLOW camps.

Reporting

When you finish Camp GLOW, hopefully you feel it was a worthwhile experience. After any momentous event, there are some wrap-up activities. One of these is writing reports. Sharing your knowledge and insights into Camp GLOW is a great way to “publicize” the camp and help ensure that it will continue in your host country and in your community. What you have learned through the Camp GLOW process is valuable and will be appreciated by community members and future Volunteers.

Reports to Donors

Donors should always receive a thank you letter in writing. In addition, many donors require some form of a grant report. In your grant report, include a summary of activities, touching or entertaining vignettes, a quote from a camper or counselor, or an excerpt from a camp evaluation form. In addition, include a breakdown of expenses or how you used certain supplies. Nice touches with a report may include sending a photo or photos and a handwritten note from a camper to the donor. (See Appendix A.9 for a sample camp report for partners and Appendix D.12 for sample thank you notes.)

Reports for Peace Corps and Future Camps

Let your program manager/APCD know about your Camp GLOW. Include any information from the “Reports to Donors” (see above). In addition, incorporate any lessons learned, suggestions for a better camp, country specific camp information, lesson plans, and a host-country national contact list. This may be useful to future Volunteers or other Camp GLOW organizers.

Create a List of Potential Junior Counselors

If you have a few campers who you think would do well in a leadership role at a future camp, create a list of their names and addresses and include them in your camp materials.

Give Presentations

Offer to speak to other Peace Corps Volunteers or local partners about Camp GLOW at conferences or in-service trainings or pre-service trainings. Look for opportunities in your community to talk about Camp GLOW and its benefits. Make sure to provide a copy of your report to all host-country nationals who participated in your camp.

Consider having some materials translated into the local language.

Peace Corps/Washington would enjoy receiving a copy of your camp materials. Please send your Camp GLOW report to:

Gender Equality and Women’s Empowerment Coordinator (gender@peacecorps.gov) or
Youth Development Specialist (youth@peacecorps.gov)

The Peace Corps
1111 20th St., NW
Washington, DC, 20526 (USA)

Youth@peacecorps.gov

Gender@peacecorps.gov

CHAPTER 6: TAKING THE EXPERIENCE HOME

In this chapter, you will find concrete ideas to help the spirit of Camp GLOW continue once campers return home. Topics covered include: GLOW clubs; ways to keep in touch, follow-up with teachers, parents, and other community members; and a brief conclusion to this manual.

Ongoing Activities With GLOW Campers

During Camp GLOW, a close-knit community forms. Returning home after camp can sometimes be challenging to campers (and counselors). Once the campers return to their homes and schools, they often want to gather with others who have experienced Camp GLOW to discuss how what they have learned applies to everyday life. Following Camp GLOW, many campers are enthusiastic and full of great ideas about how to make a difference in their communities.

Supporting campers in small groups and helping them to channel their energy are great ways to reinforce and expand their leadership skills.

The spirit and principles of Camp GLOW do not have to end with the conclusion of camp. Many innovative campers have gone on after camp to teach in their schools (to boys and girls alike) about what they have learned and how to use these skills every day. This chapter discusses some ideas for community outreach and ongoing activities with GLOW campers.

Club GLOW

In many ways, ongoing work with campers is the best way to help them incorporate what they have learned into their lives. Around the world, campers with adult support are creating GLOW clubs in their schools and communities. In several countries, GLOW clubs meet monthly or regularly after school. The goal of these clubs is to continue to encourage the girls to develop themselves as leaders by discussing relevant topics, supporting each other, and practicing leadership skills through community service projects. In some countries, girls visit orphanages and educate their peers at school in what they learned at camp. They have also taught classes in English on self-esteem, conflict resolution, decision making, and setting goals. Club GLOW presents a valuable opportunity to monitor the intermediate objectives for the camp.

In Macedonia, GLOW clubs have developed into a leadership network. They organize regional camps during the school year and larger national camps during the summer. Students are actively involved in fundraising by holding events such as discos, car washes, bake sales, and selling handmade cards. Club and Camp GLOW camps are now supported as an independent nongovernmental organization (NGO) led by a former GLOW camper.

Here are some suggested activities from adults engaged in ongoing projects with GLOW clubs. See Appendix D.11 for an information sheet to help campers form a club.

- Conduct group SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis with your GLOW club, the community-at-large, or one section of a community to brainstorm community needs. Discuss how young people can be community leaders and give examples of young women and men who have made a difference.
- Get specific about community service – brainstorm a list of issues that are important to the community. Have the girls identify issues with which they can become involved and give ideas about how they can make an impact. Have them form committees based on what they would most like to work with. Each committee should have an adult helper to assist the girls as needed. Each committee should plan a service project. Some examples of community service projects include: peer education in GLOW camp topics; visiting children in orphanages or hospitals; visiting the elderly; educating younger students in GLOW camp topics; community education in topics such as sexual education, AIDS, abuse of alcohol, tobacco, and other drugs; sexual harassment and domestic violence; work with street children and the homeless; or work on habitat and shelters. For a sample lesson plan, see Chapter 3.
- Provide information on issues identified as important to the community and examples of ways people are working on them around the world.
- Highlight leadership activities by inviting girls to share, through interviews and presentations, what they have been involved in. Girls will inspire one another in this way.
- Conduct training on project planning and proposal writing. This could be a very important skill for girls to have and could help them find a local sponsor if their service project needs funding.
- Invite inspiring local women leaders to come and speak frankly with the girls about their lives and choices. Be sure to save time for the girls to ask questions. This can be a very important way for GLOW girls to realize that not just foreigners are concerned about them and that there are role models in the community. In a Romanian town, the only female politician of a local party came to speak to the girls at their GLOW club meeting. They had many questions about how she became a leader within the constraints of society. Her message “that young women are able to do anything they want to” is one that the girls are not accustomed to hearing. She was an important and inspiring example for them.
- Ask the group to write an accordion poem to express struggles and accomplishments anonymously. Give the starting lines and have each girl add one line, not looking at the previous ones, such as: “Looking back over the passing of time, we see challenges faced ... Yet we focus on experiences of growth in our lives ... “ When completed, read the poem aloud.
- Have girls collect items from the ground – sticks, stones, leaves, bits of trash, flowers – and have them “recreate the GLOW camp,” working in groups. Then have each group cooperatively explain what they created. Counselors leading this activity after camp found that the girls came up with

literal and figurative models that recalled experiences that had touched them – some funny, some profound. They also recalled the camp atmosphere and what they learned at camp.

- Share within the group something about camp: one thing you learned, one positive thing you have done as a result of the camp, most fun activity, most important topic, most personally meaningful moment.
- Discuss women’s leadership: characteristics of a woman leader, challenges faced by women leaders, role models of women leaders.
- Hold “get to know yourself” activities and skill-building activities, such as conflict resolution, personality or value inventories, and development of communication skills.
- Hold sharing circles – pass around an object and allow each girl time to share goals, hopes, aspirations, expectations, experiences, or inspirations.
- Focus on important women in our world by having the girls nominate and vote for the Annual GLOW Women Awards. Utilize categories such as athlete, singer, writer, actress, politician, local community leader, female character, and an important women’s issue.
- Create a Camp GLOW online publication. In one country, a former camper started a magazine called *Iron Daisies*, which provides girls with a forum to share stories, ideas, and poems that are important to them. The organizational process of publishing a magazine is a great skill development exercise for the girls, as well as a great leadership opportunity.
- Set up a pen pal system, a newsletter, or arrange a GLOW reunion if the campers who attended Camp GLOW are from different towns.
- Create Camp GLOW materials that are easy and useful resources for clubs. Consider translating them into the local language or creating a GLOW club manual with some lesson plans from camp.

Follow-Up With Teachers, Parents, and Community Members

Camp GLOW and the activities that follow the camp are probably going to pique the interest and curiosity of parents, teachers, and friends close to a camper. Parents can bolster your community support and including them may provide benefits to the whole family. Exposing teachers to interactive teaching methods (like those at Camp GLOW) is a great way to transfer skills. Here are some ideas for including parents, teachers, and friends:

- Highlight leadership activities by inviting girls to share what they have been involved in through interviews and presentations. Have a family night where girls show photos and explain what they learned at camp.
- Have the girls present or lead an activity, such as goal setting. Before the workshop, have the girls brainstorm how their goal-setting model can be adapted for use within a family.
- Arrange a family group activity. Have each family make a family shield or collage that represents different things, such as one unique quality of each family member, a favorite family saying, a favorite memory, etc.

- Arrange a “GLOW Olympics,” with siblings and friends invited to attend. Afterwards, serve refreshments. This can also be a fundraiser for ongoing GLOW projects.
- For teachers, hold an interactive training workshop on the Camp GLOW curricula. Stress both the content of Camp GLOW and interactive teaching methods. During the workshop, ask participants to give mini-presentations to reinforce what they have learned.
- Arrange for a conference to teach Volunteers and counterparts about Camp GLOW if they have not participated in the camp before.
- Develop lesson plans based on Camp GLOW topics, such as goal setting and decision making. Hold trainings on these topics for the TEFL teachers at your schools.

Junior Counselors

Using junior counselors is another way to keep former campers involved in Camp GLOW. Please see “Selecting Campers, Junior Counselors, and Counselors” in Chapter 1 of this manual for more information.

Building Virtual Networks, Connections, and Support

A Listserv, social network, or group text list are some ways to help campers build ongoing networks of support. Many camps use social media and video websites to help keep campers connected after camp GLOW or to share success stories. There are a variety of ways in which Volunteers and campers have used technology to share ideas about fundraising, recruitment, and successful activities. If camp planners intend to promote or support campers’ use of social networks, ensure that campers have the opportunity to develop the skills they need. Creating parameters and expectations early will increase the chances of success.

Wrap-Up and Conclusion

Camp GLOW has a positive impact on, and changes, the lives of both campers and counselors. We hope that you find the materials in this manual useful as you plan your camp. We wish you the best of luck and encourage you to have fun whether this is your first Camp GLOW or your 10th! Remember that the possibilities for Camp GLOW are endless and the potential rests with those who participate. Be creative and innovative! By choosing to work with young women through Camp GLOW, you will undoubtedly plant many seeds of hope, leadership, and encouragement. We hope you gain as much as you give as you organize and facilitate your camp.

**Chorus of the Camp GLOW song,
written by Romanian campers:**

*Camp GLOW is our song,
We’re happy to sing it,
We’re all so proud,
We’re coming round,
The bonds we’ve shared,
Will last forever,
We’ll always be,
The same great friends, the same
great friends.*

APPENDICES

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Appendix A. Guidelines and Checklists

Appendix A.1 Camp Decision Checklist

To help staff, Volunteers, their local partners, and organizations decide if camp is the best approach for reaching youth development or other education, health, or environmental goals, the following checklist may be a useful tool.

- ❑ **Policy**—Do post staff members, local partners, and Volunteers understand Peace Corps policies and recommendations regarding Volunteers’ involvement with camps?
- ❑ **Suitability**—Has the method of delivery for the training (choosing a camp vs. another venue) been based on a participatory assessment of the current resources, activities, and needs in the Volunteer’s community? Is there another method of delivery that would achieve similar results but would require fewer resources (e.g., clubs, youth groups, etc.)?
- ❑ **Partnership**—Do Peace Corps staff members and Volunteers fully understand camp roles, responsibilities, learning objectives, and rules of behavior before deciding to partner with the host organization(s)?
- ❑ **Content and Purpose**—Do parents, counselors, participants, Peace Corps staff, and Volunteers fully understand camp roles, responsibilities, learning objectives, and rules of behavior before the event begins?
- ❑ **Curriculum**—Has the content or curriculum of the camp been developed together with the host organization? Does each session build on the previous session? Are there opportunities for campers to evaluate their learning during the camp, and plans for following up as campers apply their knowledge and skills within their communities?

While camp trainings are a valuable human capacity-building tool, care must be taken to ensure that Volunteers, partners, and participants are safe and that the activities’ impact on young people justifies the resources required. Local support should be mobilized, just as in any effective community development effort. Peace Corps Volunteers, staff, and partners need to consider agency technical and administrative guidance to assist them in limiting liability, meeting funding guidelines, and identifying local resources to increase sustainability and strengthen the evaluation of outcomes.

Appendix A.2 Using PACA for Camp Assessments

Participatory Analysis for Community Action (PACA) tools can be useful to Volunteers, partners, and young people in a variety of settings and in every technical sector to assess whether camps are a good choice. They can also be useful in determining the most important content areas on which to focus, as well as help plan effectively. *The PACA Idea Book* [ICE No. M0086] provides useful examples and outlines practical steps for using the tools.

For example, if you are thinking about organizing a camp for girls using the GLOW model:

- Do you know what types of places or venues parents in the community consider appropriate for girls to gather and spend free time?
- What are the other daily and seasonal commitments girls have to school, families, or religious communities that impact their ability to attend a camp?
- What are girls’ priority topics to learn about or skills they would like to practice or develop?
- Where are the places that boys and girls spend their free time, and what are the existing resources in their communities (NGOs, youth centers, schools, places of worship, etc.) that support their growth and development?

The core PACA tools also provide a structure for participants to express, analyze, and understand the needs and priorities of different community groups and members. This enhances community members’ communication and analytic skills, which increases their capacity to be active participants in their own development. It also helps ensure that a development project that benefits several groups within the community does not negatively affect others.

Example of how basic PACA tools can provide information for gender analysis and camp planning

Community Mapping	Daily Activity Schedules
<p>The community map can provide information on gender roles, division of labor, access to resources, and gender needs. This is a very good way to identify:</p> <ul style="list-style-type: none"> • Places and spaces in a community that girls perceive as safe resources, assets, and supports. • Places and spaces that parents view as safe, supportive, and appropriate for girls. • Areas in the community that have been used in the past for recreation, camps, or other similar activities. • What different groups or people do in the community—this can help identify important speakers, allies, and resources for camp planning. This can include buildings, nature areas, schools, fields, roads, churches, water sources, etc. 	<p>This tool provides information on gender roles, gender division of labor, access, and power relations, such as:</p> <ul style="list-style-type: none"> • Out-of-school demands on girls’ and boys’ time, given their different schedules and responsibilities. • How boys and girls from different ethnic groups may have different responsibilities for livestock, crafts, child care, field work, or other tasks that mean different access to resources at specific times or places. • Campers can implement daily schedules to consider how to best plan follow-up activities with their peers.

Seasonal Calendars	Needs Assessment and Priority Ranking
<ul style="list-style-type: none"> • These can be used to identify gender roles, division of labor, and access. • Yearly patterns of work or schooling, resource availability, holidays, and weather indicate when community members and groups of girls have time to participate in training or camp activities. This is especially true in rural communities. 	<ul style="list-style-type: none"> • Needs assessment and priority ranking can provide information on power relations and gender needs. • Priority ranking may serve as the bridge from analysis to action. • For camp planning, needs assessment can be used to process the desires, wants, and needs of groups of girls. • Assessment and ranking can be used to examine needs collectively and assess or rank their level of priority, thus helping to define the content of camp activities.

Appendix A.3 Assets and Aspirations: An Interactive Youth Assessment and Planning Method

Purpose—This activity is one possible method to determine the content or themes of a youth camp or a club. It works best with a group of boys or girls relatively close in age who already know each other. Have the youth work in groups of four to six people around one picture. Replicate the activity with different ages or sexes to see differences in results.

Materials

- Flip chart paper (whiteboards or chalkboards can be used as well)
- Markers or chalk (materials to write with)
- Copy of the Search Institute’s 40 Developmental Assets (optional)

Identify a facilitator and a note-taker.

Steps

1. Give the group of young people a large piece of flip chart paper around which they can gather and observe. Distribute markers.
2. Explain the task: You (the facilitator) are trying to learn more about the realities and priorities for young people in your community. You figured that you should ask the experts: youth themselves. Ask the group to start by drawing a picture of a “typical” girl or boy in their community. Use the whole sheet of paper.
3. Admire the picture and ask any clarifying questions or about any noticeable features of the drawing. Draw a horizontal line from each side of the figure to the edges of the paper. This divides the paper into a top and bottom.
4. Now you are going to ask them some questions about the interests and talents of young people. They can answer these questions by either thinking about what is true for them, or in a more general way about what is true for a “typical” young person and think about their friends and peers.
5. First, write in words or draw a picture of some of the talents, skills, and good qualities they and their friends have. What are young people here typically good at doing? What are their good qualities? (You can ask, “How would your friends describe you?”) Write or draw these qualities and skills on the INSIDE of the person they drew.
6. Second, ask the group to think about the things they have in their lives and communities that support them or help them learn new things. These can be people, places, or organizations. Write these on the OUTSIDE of the young person, but below the line you drew that divided the paper in half.
7. At the end of each of these steps, review some of the talents and supports that were identified. Ask any clarifying questions. Appreciate their strengths and note how many supports they have already.

8. Third, say: *“Close your eyes for a moment and think about what you hope your life is like when you become an adult: What are your aspirations or dreams for the future? Don’t feel like you have to share anything too personal, but share some of your general goals. Write or draw these around the outside of the head in your drawing.”*
9. Give the group some time to share some of the main themes or common areas it came up with. Ask clarifying questions as needed.
10. On a board or flip chart paper, make notes of some of the common talents or skills and some of the most common resources and assets. Also make note of some of the common aspirations (e.g., “Many of you hope to attend university.”)
11. Now for the next step: Thank the group for helping you understand a little about the reality and talents of young people in your community or country. Note that they seem to already have many resources in their lives—both in their communities and within themselves—that are going to help them reach their aspirations and goals.
12. The next step is to identify some of the most important areas where you would like additional support: In order to reach your goals and the future you would like to create, what do you need to learn more about? What skills would you like to develop? Ask the groups to make a list. They can brainstorm these on a new sheet of flip chart paper, or the facilitator can take notes on the board.
13. Ask the groups (either all together or in their small groups) to identify the top three to five things they want additional support or help with as individuals. They can identify this through discussion or as a large group, or you could do a priority-ranking exercise in which they each get five dots or checks to place next to the things they think are most important.
14. When each group has ranked or identified its top three, four, or five priority areas, review these as a group and ask clarifying questions. For example, group members’ top three might be:
 1. Opportunities to learn more about jobs I would like
 2. A chance to practice my English
 3. Opportunities to learn and share from other young people

Questions

- What resources do you already have listed (refer back to the drawing) that help you learn about jobs and careers? Who supports you?
- What are the ways in which you and your friends already come together to spend free time? How do you share what you learn and know among each other?
- Where are the places you can currently go to learn new things? What other responsibilities do you have to your school, family, and community that need to be tended to before you can take on new tasks and challenges?
- (Optional modification) Hand out a copy of the Search Institute’s 40 Developmental Assets during Step 12 (if they have been translated into the local language AND the group is entirely literate). Tell the group that this is a list of 40 assets that have been identified as important for young people in the United States as the things that all young

people need in order to become healthy and successful adults. The more assets young people have, the more likely they are to be successful.

- Ask the group members to read through the assets and note or share if they think any of these assets are very important in their country, or if some are not important.
- Another priority-ranking exercise can be done by asking participants to circle the top five asset areas they have a great deal of and the top five they would most like to focus on or have help in developing or enhancing.



Appendix A.4 Elements of Planning Effective Youth Camps: A Self-Assessment Tool

Keep in mind that no camp planning committee will be able to check off “absolutely” for everything on this checklist. Every context, country, and camp is different. However, the goal of this self-assessment tool is to help your team identify the elements you want to work toward and prioritize as you develop high quality, high impact, and transformational camp experiences for young people.

Elements to consider in planning	Absolutely!	Working on it	Not happening	Doesn't apply
Partnerships				
<ul style="list-style-type: none"> Local partners are members of the planning committee. 				
<ul style="list-style-type: none"> Local partners are leading the planning and design on the camp. 				
<ul style="list-style-type: none"> Local counselors or youth will facilitate most of the camp sessions. 				
<ul style="list-style-type: none"> Local partners are providing in-kind resources of time, space, staff, or materials. 				
<ul style="list-style-type: none"> Youth or potential campers are valuable partners in planning, design, and implementation. 				
Designing for Outcomes				
<ul style="list-style-type: none"> An assessment of potential camper priorities, assets, and needs was done to determine the content and intended results of the camp. 				
<ul style="list-style-type: none"> Clear, measurable goals have been defined for the camp and are agreed upon by everyone involved. 				
<ul style="list-style-type: none"> The planning team developed content based on desired knowledge, skills, attitudes, and behavior changes that campers are expected to achieve. 				
<ul style="list-style-type: none"> The planning team has completed a logic model for its camp design. 				
<ul style="list-style-type: none"> A monitoring and evaluation plan has been completed that includes specific tools to measure outcomes (may include camper self-assessments, pre/post tests, portfolios, follow-up activities and interviews), along with when and how these will be implemented. 				
<ul style="list-style-type: none"> Other camp outcomes—such as organizational benefits or staff development, network building, or adult engagement—are identified and captured. 				
Fundraising/Resource Development				
<ul style="list-style-type: none"> Funding sources for camp have been identified. 				
<ul style="list-style-type: none"> A detailed budget was created. 				
<ul style="list-style-type: none"> Some portion of the needed resources is contributed by the local community, families, or local organizations. 				
<ul style="list-style-type: none"> Local partners have been closely involved or led the process of developing budgets, proposals, and resource development. 				
<ul style="list-style-type: none"> All of the fundraising and communications are led by the local partner. 				

Elements to consider in planning	Absolutely!	Working on it	Not happening	Doesn't apply
Health & Safety				
<ul style="list-style-type: none"> • A health and safety plan has been developed by the planning committee prior to the camp. 				
<ul style="list-style-type: none"> • Staff and counselors are trained on recognizing potential risks and safety hazards and know how to proactively address needed changes. 				
<ul style="list-style-type: none"> • Basic health information is gathered on campers and any issues addressed prior to camp. 				
<ul style="list-style-type: none"> • There is a nurse, doctor, or medical practitioner on call or at the camp to address camper health issues. 				
<ul style="list-style-type: none"> • Campers are provided basic health and safety training as part of camp orientation. 				
<ul style="list-style-type: none"> • A reasonable camper/counselor ratio is decided ahead of time by the planning committee. 				
<ul style="list-style-type: none"> • We have identified transportation to take kids with major medical issues to advanced hospital medical care in the case of an emergency. 				
Developing Content				
<ul style="list-style-type: none"> • Youth are interviewed to identify the topics of interest to them that are most relevant to their lives. 				
<ul style="list-style-type: none"> • The post staff has been involved with planning and provided input on materials, partnership, and alignment with the post's projects. 				
<ul style="list-style-type: none"> • Youth are viewed as assets and involved in the assessment, design, implementation, and evaluation of the camp. 				
<ul style="list-style-type: none"> • Time is built into the schedule for reflection—journals, art, theatre, discussions, role-plays, or games—to help facilitate the process. 				
<ul style="list-style-type: none"> • The curricula, activities, and sessions are evidence-based and considered “good practice” by the planning team and post. 				
<ul style="list-style-type: none"> • Local experts and leaders are involved and delivering sessions, field trips, and follow-up activities. 				
<ul style="list-style-type: none"> • Content has been matched to the age of the campers. 				
Sustainability Strategy				
<ul style="list-style-type: none"> • Host-country organizations sponsor the camp and are responsible for budget, planning, and leadership. 				
<ul style="list-style-type: none"> • Counselors are a combination of American and host-country nationals. 				
<ul style="list-style-type: none"> • Former campers are supported and trained to play the role of junior counselors and assume leadership positions for future camps. 				
<ul style="list-style-type: none"> • Camp materials or a shortened camp guide are translated into the local language to assist future camps' non-English speaking leaders. 				
<ul style="list-style-type: none"> • Pre-camp or follow-up activities are planned for campers: clubs, additional training, peer education, community service projects, or others. 				

Elements to consider in planning	Absolutely!	Working on it	Not happening	Doesn't apply
<ul style="list-style-type: none"> Community mentors are engaged and involved with campers after camp. 				
<ul style="list-style-type: none"> Training in camp planning and implementation is provided for the sponsoring organization (as needed). 				
<ul style="list-style-type: none"> New PCVs are included on the planning committees so they can lead the facilitation of the club the following year. 				
Site Selection				
<ul style="list-style-type: none"> Final terms with a site are in writing and signed by the sponsoring organization. 				
<ul style="list-style-type: none"> A safe site is identified well in advance, with planning team visits to review and prepare site. 				
<ul style="list-style-type: none"> A plan is developed to ensure the health and safety of the campers and staff at the designated site. 				
<ul style="list-style-type: none"> The chosen campsite has meeting spaces, living spaces, and recreational and free time options. 				
Camper Recruitment				
<ul style="list-style-type: none"> Parents are engaged from the recruitment stage and through post-camp activities. They have clear expectations and see the value of the camp. 				
<ul style="list-style-type: none"> Campers are selected and prepared 2-3 months in advance. 				
<ul style="list-style-type: none"> Applicants are screened. This may include interviews, essay competitions, teacher recommendations, etc. 				
<ul style="list-style-type: none"> Publicity materials are developed (note cost, gender, benefits, etc.). 				
<ul style="list-style-type: none"> Orientation meetings are held for accepted campers and their parents (introducing camp staff, clarifying travel, and distribution of packing lists, medical forms, permission slips, etc.). 				
<ul style="list-style-type: none"> The camper selection and screening process has been explicitly planned and is consistent. 				
Staff Training & Support				
<ul style="list-style-type: none"> Staffing needs and recruitment are started well in advance—camp leaders, teachers, or counselors; junior counselors; and permanent camp staff, adult chaperones, if needed. 				
<ul style="list-style-type: none"> Counselors are open, supportive people able and interested in devoting time to training. 				
<ul style="list-style-type: none"> Planning committee or sponsoring organization staff members are trained in project design and management skills, health and safety strategies, and/or fundraising. 				
<ul style="list-style-type: none"> Local experts are involved to provide first aid and CPR training, and/or disaster preparedness for planning committee. 				
<ul style="list-style-type: none"> Daily check-in meetings are held during the camp with staff to review daily highlights, revise agenda, troubleshoot, and recognize extra effort and good work on the part of any counselors or other staff members. 				
<ul style="list-style-type: none"> Adequate time is allotted for camp counselor and junior counselor training prior to camp, and they are well equipped to positively communicate with campers and manage behavior. 				

Elements to consider in planning	Absolutely!	Working on it	Not happening	Doesn't apply
Logistics				
<ul style="list-style-type: none"> • A general budget is developed and funding sources researched well in advance. The local organization is taking the lead in managing the money. 				
<ul style="list-style-type: none"> • A logistics team or committee is formed well in advance to plan for logistics costs, materials, transportation, last minute items, etc. 				
<ul style="list-style-type: none"> • Possible expenses are planned for including activities during camp, communications (phone bills or phone cards), lodging, insurance, materials production, meals, and transportation. 				
<ul style="list-style-type: none"> • Health and safety needs are budgeted (phones, swimming safety gear, etc.). 				
<ul style="list-style-type: none"> • Sources for meals, snacks, and water are identified in advance. 				
<ul style="list-style-type: none"> • A detailed supply list is created: session materials (photocopies needed), sports equipment, prizes/awards, housewares, medical supplies, craft supplies, other. 				
<ul style="list-style-type: none"> • A list of possible in-kind goods needed and potential donors is developed and cultivated. 				
<ul style="list-style-type: none"> • Detailed transportation arrangements are made for campers and staff for the beginning and end of camp. 				
<ul style="list-style-type: none"> • A packing list is developed for campers. 				
<ul style="list-style-type: none"> • Backup plans are formulated for last-minute changes: unusual weather, etc. 				

This list is not comprehensive. Use the blank lines to add the elements that your planning team considers to be elements of effective and high-quality camps.

Appendix A.5 Search Institute’s 40 Developmental Assets



40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets

Support

- 1. Family support**—Family life provides high levels of love and support.
- 2. Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other adult relationships**—Young person receives support from three or more nonparent adults.
- 4. Caring neighborhood**—Young person experiences caring neighbors.
- 5. Caring school climate**—School provides a caring, encouraging environment.
- 6. Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

- 7. Community values youth**—Young person perceives that adults in the community value youth.
- 8. Youth as resources**—Young people are given useful roles in the community.
- 9. Service to others**—Young person serves in the community one hour or more per week.
- 10. Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

- 11. Family boundaries**—Family has clear rules and consequences and monitors the young person’s whereabouts.
- 12. School boundaries**—School provides clear rules and consequences.
- 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring young people’s behavior.
- 14. Adult role models**—Parent(s) and other adults model positive, responsible behavior.
- 15. Positive peer influence**—Young person’s best friends model responsible behavior.
- 16. High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

- 17. Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 19. Religious community**—Young person spends one or more hours per week in activities in a religious institution.
- 20. Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

Commitment to Learning

- 21. Achievement Motivation**—Young person is motivated to do well in school.
- 22. School Engagement**—Young person is actively engaged in learning.
- 23. Homework**—Young person reports doing at least one hour of homework every school day.
- 24. Bonding to school**—Young person cares about her or his school.
- 25. Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

- 26. Caring**—Young person places high value on helping other people.
- 27. Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity**—Young person acts on convictions and stands up for her or his beliefs.
- 29. Honesty**—Young person “tells the truth even when it is not easy.”
- 30. Responsibility**—Young person accepts and takes personal responsibility.
- 31. Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

- 32. Planning and decision making**—Young person knows how to plan ahead and make choices.
- 33. Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
- 34. Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
- 36. Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.


Positive Identity

- 37. Personal power**—Young person feels he or she has control over “things that happen to me.”
- 38. Self-esteem**—Young person reports having a high self-esteem.
- 39. Sense of purpose**—Young person reports that “my life has a purpose.”
- 40. Positive view of personal future**—Young person is optimistic about her or his personal future.

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Appendix A.6 Developing Strong Partnerships

This matrix aims to help a camp planning committee begin to map out some of the steps needed to build strong local partnerships that ultimately serve to build capacity and help create “win-wins” for the camp and campers, as well as local allies and organizations that may help to support the camp. Keep in mind that formalizing the partnership between the Peace Corps and the community organization for your involvement in the camp, through a memorandum of understanding (MOU), should be done only by post staff members.

Potential Camp Partners 	Individuals (Community members, parents, leaders, mentors, coaches, etc.)	Groups (Local associations, teachers, women’s groups, business coalitions, etc.)	Organizations (Local and external) (Host-country NGOs, youth-serving agencies, funding resources, etc.)
1. Identify potential partners and collaborators			
2. Specify potential areas of collaboration			
3. List the possible benefits for partners			
4. List the possible benefits to camp/campers			
5. Roles and responsibilities of partner			
6. Roles and responsibilities of camp planners			
7. The definition of a successful partnership will be when ...			
8. Expectations for follow-up after the camp			

Appendix A.7 Provisions to include in Agreements with Partner Organizations

The example MOU outlined below represents an ideal, clearly articulated collaboration between a Peace Corps post and a local host organization that will be leading a camp. However, it may be the case that some local partners do not have the capacity initially to fulfill all of these roles and responsibilities. Use this sample, then, as a point to start discussions, as well as a tool that may help establish benchmarks for a local organization to work toward over multi-year collaboration with Volunteers on multiple camps. Consider starting with the list of provisions in this sample and adjust as appropriate to reflect local partner NGO or community's capacity, post's needs, and local context.

Sample Memorandum of Understanding

Memorandum of Understanding

Between

_____ NGO and Peace Corps/XXX

This Memorandum of Understanding, dated as of _____, 20____, is by and between Peace Corps/XXX and _____ NGO (collectively, the "parties").

Description of Collaboration:

Peace Corps/XXX, through the efforts of its Volunteers (collectively, the "Volunteers" or "PCVs") and _____ NGO agree to work together so that Volunteers may assist _____ NGO to plan, sponsor, organize, and implement local _____ camps in the _____ region(s) of _____, during the period of _____ to _____, 20____, in accordance with the terms and conditions set forth in this MOU.

Roles and Responsibilities:

1. _____ NGO agrees, as the sponsor of the camps, to fulfill the following responsibilities for all of its camps in order to produce and manage a transparent and accurate budget:
 - Secure all necessary approvals and permits from all applicable authorities or governing bodies for the operation of the camps.
 - Secure funding for the camps, including locating grants and other funding and completing and submitting necessary applications and paperwork.
 - Handle all logistical aspects of the camps, including budget development, adherence, and tracking, and acquisition and transportation of all necessary materials, developing applications and permissions and registering campers, and addressing and managing camper and staff health and medical concerns.
 - Find local locations and secure agreements for use of the facilities for camp purposes.
 - Find, hire, train, and evaluate an adequate number of counselors and other staff for the planned camp(s), among other things, paying particular attention to the trainings on safety and security, child protection measures, sexual harassment, and other related issues, to prepare staff for any issues that might arise.
 - Prepare and implement an age- and skill-appropriate curriculum, monitor and later evaluate the curriculum and make any necessary changes.
 - Objectively evaluate all aspects of the camp(s) (budget, curriculum, counselors and other staff performance and conduct, campers, logistics, etc.) and make any necessary or appropriate changes.
 - Promote awareness and availability of the camps to all interested parties.
 - Bear the liability of all unexpected incidents and injuries that might happen to the campers during the camping period.

Furthermore, _____ NGO acknowledges and agrees that the involvement of the Volunteers in the camps will always be in accordance with Peace Corps policies and practices. Accordingly, the Volunteers' role in the camps is always one of support and coordination, and to provide technical assistance to _____ NGO staff in its planning, organization, sponsorship, and implementation of the camps. In addition, Volunteers duties may include the following:

- Nominating a PCV liaison to work with _____ NGO during the planning and implementation of all camps. Duties of such PCV liaison include facilitating open dialogues between participating PCVs and _____ NGO during the planning process and completing other tasks (or soliciting a team of PCVs to complete those tasks) that may be required to help _____ NGO acquire camp facilitation skills. The PCV liaison is also responsible for passing on information regarding the NGO's working relationship to the next PCV who replaces the PCV liaison.
 1. With at least one counterpart HCN assigned to the PCV, a Volunteer may serve as a counselor in planned camp activities and willingly transfer necessary skills to HCNs.
 2. PCVs, at their sole discretion, and in consultation with Peace Corps/XXX, may work with _____ NGO staff on seeking additional resources for the camps by applying to the Peace Corps Partnership Program, Small Project Assistance, and VAST for funding, or may assist _____ NGO staff to seek additional funding from other available sources.

2. Subject to its statutory authority, policies, regulations, programming priorities and the availability of funds, Peace Corps/XXX agrees to:

- Support and provide guidance to its Volunteers in their work with _____ NGO on the camps.
- Serve as the liaison between the Volunteers and _____ NGO staff on any matters affecting the Volunteers.
- (Add additional points as necessary)

Each party to this MOU is a separate and independent organization. As such, each party retains its own identity and each party is responsible for establishing its own policies and financing its own activities. This MOU does not create any employment, partnership, agency, joint venture, or other similar legal relationship between the Peace Corps and _____ NGO, and neither the Peace Corps nor _____ NGO has the authority to bind or act on behalf of the other.

This Memorandum of Understanding will be in effect for a period of two years, upon signature of the parties, and may be renewed or extended in writing thereafter by mutual agreement of the parties. Either the Peace Corps or _____ NGO may terminate this MOU by giving the other party _____ days' prior written notice. Any change, amendment, modification, or supplement to this MOU may only be made in writing signed by both parties. The English version of this MOU shall control.

For Peace Corps/XXX:

For _____ NGO:

Signature Peace Corps Representative

Signature _____ NGO Representative

Name: _____

Name: _____

Title: _____

Title: _____

Appendix A.8 Funding Camps Through the Peace Corps Small Grants Program

Though funded through various sources, all Volunteers and their communities use the same Application to request funding for a camp. Additionally, the *Peace Corps Small Grants Program Volunteer Handbook* is available, which answers questions Volunteers may have when applying for grant funds. Although all guidelines and forms are the same, Volunteers must know which funding source they will select before submitting a grant application. Three small grant funding sources are available for camp projects:

Grant Program	Funding Source	Program Details
Small Project Assistance (SPA) Program	United States Agency for International Development (USAID)	<ul style="list-style-type: none"> Available if a post has negotiated funds with USAID; there are 50 posts worldwide that provide SPA funds to Volunteers. All projects must fit within certain program areas defined by USAID. Ask the small grants coordinator at post for information on the current availability of funds; funds turn over each year and vary per year.
Peace Corps Partnership Program (PCPP)	Private sector donations (both individuals and organizations)	<ul style="list-style-type: none"> All Volunteers are eligible to apply. Projects may apply to any sector. Projects that require online fundraising will be put onto the Peace Corps website for fundraising. All donations are tax deductible.
Volunteer Activities Support and Training (VAST)	President's Emergency Plan for AIDS Relief (PEPFAR)	<ul style="list-style-type: none"> Supports HIV/AIDS-related projects or life skills activities that promote the reduction of risk and improve access to services, medications, or health care to reduce risk of HIV. Available in select Peace Corps countries. Available at any post that receives PEPFAR funds (contact the small grants coordinator to learn if your post receives PEPFAR funding).

All small grant projects for camp-related activities should include:

- Clear project description with goals and objectives
- Community buy-in, including community and counterpart contributions to cover up to 25 percent of the project cost
- Funds requested for infrastructure, equipment and materials should support the training to be provided, and not be included as the principal justification for grant support

- Grant funds *cannot* be used to purchase giveaways, commemorative mugs, or prizes; when these items are considered essential to the success of a training project, funds to purchase them should be contributed by the community or a third-party organization
- Monitoring and reporting indicators that will measure project outcomes
- Follow-up plans for sharing the learning of campers with peers and the community at large and applying the skills learned during the camp experience to the community throughout the year
- Activities should generally take place within the community and not require travel on the part of the Volunteer or camp participants
- Camps must be safe and should make parents/guardians aware of activities involved
- Staffing of the camp should be well planned, ensuring that enough staff members are present to manage all participants
- As with any small grant, a community or organization should assume responsibility for designing the camp, submitting the application, managing the funds, running the camp, and completing reporting requirements, assisted by the Volunteer

Appendix A.9 Sample PCPP Funding Proposal

PEACE CORPS PARTNERSHIP PROGRAM PROPOSAL APPLICATION

To be filled out by OPSI Staff	
Fiscal Year: 12	Project Number:

B. VOLUNTEER AND PROJECT PROPOSAL INFORMATION

Country: Benin

PCPP Project Title: Camp GLOW Bohicon

Community Organization: CPS Bohicon

Project Implementation Period: July 9, 2012

End Date: July 13, 2012

Volunteer Name(s): Heather W., Craig W., Geoff G.

COS Date:

September 17, 2012

Peace Corps Sector Assignment: RCH / CED

(i.e., TEFL, SBD, Environment, Health, etc.)

	Male	Female	Boys	Girls	Total
<i>No. of Participants:</i> those persons <i>directly</i> involved in the design and implementation of the project	2	1			3
<i>No. of Beneficiaries:</i> those persons <i>directly</i> impacted by the project				63	63

Project Classification		
Peace Corps Project Sector Grouping (Please select only one)		
<input type="checkbox"/> Agriculture <input type="checkbox"/> Community Economic Development <input type="checkbox"/> Education	<input type="checkbox"/> Environment <input type="checkbox"/> Health <input type="checkbox"/> Municipal Development	<input type="checkbox"/> Water & Sanitation <input checked="" type="checkbox"/> Youth in Development <input type="checkbox"/> Other:
Priority Grouping		
<input type="checkbox"/> Infrastructure Development <input type="checkbox"/> Instructional Materials	<input type="checkbox"/> Resources/Equipment and Supplies <input type="checkbox"/> Income Generation	<input checked="" type="checkbox"/> Training <input type="checkbox"/> NGO Development

<p>TOTAL PCPP REQUEST: USD 2,610.16</p> <p>Exchange Rate Used: 460 to 1 USD Date of Exchange Rate: 23 Jan. 2012</p>	<p>LOCAL CURRENCY: XOF 1,200,675</p>
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C. MONITORING AND EVALUATION

How will you know if your project is reaching its goals and objectives, and producing the desired benefits or change?

On this page, you will find a menu of indicators that will help you track the progress of your project. These indicators were chosen because they highlight the kinds of changes and outcomes that are most likely to occur with small-scale community development projects.

Please choose the indicators that you and your community will use to track the progress of your project during its implementation. When you complete your project, you will use the same indicators to report on the results that you and your community achieved.

INDICATORS OF SUCCESS

REQUIRED

Participants acquiring new knowledge or skills

(May include literacy, technical, or vocational skills or administrative and/or financial practices, ability to manage production, marketing or income-generating activities, or ability to obtain financial or technical assistance.)

Who/how many?

The primary beneficiaries are the young girls who get the opportunity to participate in the summer camp. This camp will empower these girls to continue with their schooling by giving them the knowledge to combat the main issues that cause the girls to not finish school and possibly advance to a university afterwards.

What skills?

These girls will be offered the unique opportunity to learn about critical subjects such as malaria prevention and malaria treatment, as well as how to install a mosquito net. In addition, they will also learn about HIV and AIDS, family planning, sexual harassment, stress management, maintaining a healthy diet, and how to identify healthy and unhealthy relationships. They will also have the chance to participate in workshops, such as a career panel of successful women in Benin; a seminar on various opportunities to study abroad, which will motivate them to strive for high grades; a session on how to best tackle their goals to obtain success in their lives; and self-esteem building exercises.

How will you know?

At the beginning and end of the camp, we will issue a pre-camp and post-camp quiz to gauge the effectiveness of the trainings by evaluating how much of the training and information each girl retained based on what knowledge each girl already had acquired elsewhere. By the end of the five-day camp, at least 70 percent of the participants will be able to:

- Identify three ways to avoid contracting malaria
- Identify three ways to avoid contracting HIV/AIDS
- List three stress management techniques
- Identify and avoid sexual harassment behavior
- Identify three unique personal talents
- Be able to set goals and follow through on them
- Identify three behaviors of successful women in Benin

Objective One: All participants will be informed and trained on malaria awareness, prevention, and installation of mosquito nets.

- **Success Indicator:** This objective will be attained by leading information sessions on how malaria is contracted, a game on how it is prevented, a questionnaire on where to go for treatment, and a team training competition on how to install a mosquito net.
- By the end of the session, 75 percent of the participants will have a clear understanding of malaria. This will be tested by administering a quiz at the end of the session.
- 50 percent of the participants will be able to identify at least two places in Bohicon where they can receive malaria medication and mosquito nets.
- 20 percent of the participants will begin using mosquito nets at home, in addition to employing at least one preventative tactic they learned.

Objective Two: Inform camp participants on HIV/AIDS awareness and prevention.

- **Success indicator:** This objective will be attained by leading information sessions on HIV/AIDS, leading a “truth vs. myth” questionnaire, and playing various HIV/AIDS facts games.
- By the end of the session, 75 percent of the participants will have a clear understanding of HIV/AIDS. This will be tested by having an HIV/AIDS quiz following the lesson.
- 50 percent of the participants will be able to identify at least two methods of contraction and how to prevent such contraction.
- 20 percent of the participants will continue to exercise these strategies of HIV/AIDS prevention after the conclusion of the camp.

Objective Three: Train camp participants on stress management techniques and exercises.

- Success Indicators: This objective will be attained by leading discussions on techniques, in addition to a yoga exercise session to emphasize relaxation methods and poses, which will be part of their manual that they will keep.
- By the end of the session, 60 percent of the participants will have an understanding of how to acknowledge they are becoming stressed and steps they can take to minimize that stress.
- 40 percent of the participants will be able to repeat at least three poses learned from the yoga training session and list at least one technique used to lower stress.
- 10 percent of the participants will continue to use yoga and the other techniques learned in the stress management session.

Objective Four: Train camp participants on how to recognize sexual harassment and what actions they can take to resolve this behavior and prevent it in the future.

- Success Indicators: This objective will be accomplished by conducting a demonstration of sexual harassment through short skits, followed by reviewing the content that was demonstrated in an information session.
- By the end of the session, 75 percent of the participants will have a clear understanding of what sexual harassment is.
- 50 percent of the participants will be able to identify at least one characteristic or action of sexual harassment.

Objective Five: Participants will envision their lives in the near and distant future and will examine what their goals are for the future and brainstorm about needed steps to accomplish those goals successfully.

- Success Indicator: This objective will be attained by each girl reflecting on and setting three short-term goals and three long-term goals.
- By the end of the sessions, 75 percent of the girls will have formed the logical steps needed to take in order to achieve their goals.

Objective Six: Match career goals with a list of career fields that they would excel in.

- Success Indicator: This objective will be obtained by conducting questionnaires based on psychological traits to determine each girl's strengths and weaknesses, which are paired with possible career choices that would drive them to succeed.
- By the end of the sessions, 70 percent of the participants will have completed the questionnaire and received information on the career paths that would optimize their strengths.

Objective Seven: Inform participating girls on the various types of family planning methods available in Benin and where they can be located.

- Success Indicator: This objective will be accomplished by leading an information session on the benefits, costs, and purchase location of each family planning method available in Benin.
- By the end of this session, 80 percent of the participants will have a general understanding of the benefits and options of family planning.
- 50 percent of the participants will be able to name at least one method of family planning.
- 25 percent of the participants will be able to name at least one location where one can go for family planning services.

CHOOSE 1-4 ADDITIONAL/OPTIONAL INDICATORS OF SUCCESS

Improved capacity to define and meet goals and objectives

(Relates most directly to changes in knowledge, skills, and behavior, and may include planning skills, ability to set up group goals, and small project design skills, among others.)

What changes? _____

How will you know? _____

Presence of linkages with similar groups or networks

(Number of formal and informal contacts and nature of these contacts)

How many? A secondary result of last year’s camp was that many of the participating girls initiated girls’ clubs in their local schools, participated in a letter exchange program that was initiated after seeing the demand, and many of the girls are still in regular contact with each other and us. We expect that this year’s camp will have a similar secondary effect. This year, we will have three girls who have shown leadership since the camp. We will encourage others to start and maintain contacts and girls’ camps by explaining to them the steps they took and discussing the positive effects these contacts have had on them. After the camp, these girls will have more friends throughout the community that they can rely on for peer support and encouragement, just as last year’s participants had.

What kind? _____

How will you know? _____

Improved decision making

(Relates to change in attitudes and behavior, and may be observed through more participatory practices, gender inclusiveness, access to and willingness to share information, and financial transparency and accountability.)

What changes? Camp GLOW will inspire an attitude shift in the participants. They will come away from the camp with greater self-confidence and with belief in their own abilities to tackle the problems in their communities. They will be better aware of the obstacles faced by Beninese girls and will be better able to overcome them and to help other girls in their communities do the same. _____

How will you know? We will administer and proctor a pre-camp and post-camp examination to determine whether the participants acquire new knowledge, skills, and attitudes. _____

D. PROPOSAL TIMELINE

Project Timeline:

Camp GLOW Bohicon 2012 Timeline

(Taken from the *Camp GLOW Handbook for Volunteers*)

Six to Nine Months in Advance: (December and January)

- Establish organizing committee of camp counselors (e.g., Volunteers and host nationals, including people who can help get local support, transportation, and camp location).
 - Volunteers: Heather and Craig W., Geoff G., Jill D., Erin S., Patrick S., Andrea C., Wendy G., Amy G., and Claire E.
- Begin reading camp materials.
- Discuss goals from Camp GLOW
 - Provide a safe and fun learning environment for motivated, young girls outside of school.
 - Encourage the forging of new friendships between girls of different communities.
- Identify partner organizations and individuals to work with Volunteers (e.g., teachers, local NGOs).
 - CPS Bohicon
 - AgeFib
 - GAD
- Investigate possible funding sources and begin grant application process (e.g., local support, Peace Corps, family and friends).
 - SPA
 - Kate Puzey Fund

Four to Five Months in Advance: (February and March)

- Determine size of the camp and decide on approximate dates.
 1. Campers: 60 girls from nine CEGs in Bohicon.
- Approximate Dates: July 9-13, 2012.
- Develop schedule, camper selection process, and supply lists.
 1. Camper Selection Process: Top girl from classes of 6^{eme}, 5^{eme}, and 4^{eme}. Fourth candidate is chosen from the next highest grade (no matter the class).
- Decide what guest speakers will be invited, and confirm contracts with partner organizations.
 1. Invite career panel participants who were helpful, AgeFib for HIV/AIDS and CPS counterparts for malaria and other health/social related issues.

Two to Three Months in Advance: (April and May)

- ✓ Mail out letter to teachers requesting nominations for campers.
- ✓ Evaluate Camp GLOW applicants and select campers.
- ✓ Hold training for junior counselors.

One Month in Advance: (June)

- Reconfirm all speakers.
- Reconfirm all event plans (food, lodging, and transportation).
- Formulate a backup plan for potential problems, such as rainy days, or a camper going home early.
- Mail letters of invitation to all campers.
- Mail out packing lists, permission slips, and any other documents that parents or other officials must sign for the camp.
- Have orientation meetings for all the campers in their towns.
- Invite parents and other officials to attend the opening and closing ceremonies.

One Week in Advance:

- Have a meeting of the counselors and junior counselors to review the schedule.
- Do you have everything that you need for every activity?
- Is every minute of the schedule planned?
- Try to get some sleep.
- Review supply list. Have you remembered everything?
- Reconfirm speakers, food, and transportation.

First Day of Camp:

- Send a few counselors to the camp early to greet managers, label dorm rooms and meeting spaces, and set up a table with nametags and/or camp T-shirts.
- Relax and have fun, Camp GLOW is finally happening!

During Camp:

- Follow the schedule as planned.
- Take pictures and/or videotape.
- Hold daily check-in meetings with counselors to review day's highlights, revise agenda, and troubleshoot.

After Camp:

- Celebrate!
- Tabulate camp evaluations.
- Send thank-you notes to donors and all others who helped to make Camp GLOW a success.
- Complete grant reports.
- Evaluate the camp.
 - Camp GLOW evaluations from campers with other counselors.
 - What the counselors thought of the camp.
 - Record lessons learned and a list of resources. Distribute this to Peace Corps program officers and the Peace Corps Office of Women in Development/Gender and Development.

Approximately how long will your proposed project last?

Months: _____ **Weeks:** _____ **Days:** 5

Please include a detailed project timeline as a separate attachment (see example timeline above).

PLEASE NOTE: The amount of time it takes to fund a project can be substantial depending on the amount of request and number of referrals received.

E. PROJECT BUDGET

Please include a budget summary for the proposed project as a separate attachment. Indicate the quantity needed and the total cost of each item in both USD and local currency. Also state whether the item will be paid for with PCPP funds or from community contributions.

Partnership Contribution: USD 2610.16

Local Currency: 1,200,675

Community Contribution: USD 1,029.35

Local Currency: 473,500

Total Project Cost: USD 3,639.51

Local Currency: 1,674,175

Sample Budget: See Attached

Currency Exchange Rate: 460 CFA = 1 USD

Community Contribution

Material/Misc.	Unit	Quantity Needed	Unit Cost (cfa)	Total Cost (cfa)	Total Cost (USD)
Printing of manual— one original copy	Page	52	150	7,800	16.96
Photocopies for invitations	Sheet	100	10	1,000	2.17
Envelopes for invitations	Envelope	100	60	6,000	13.04
Photocopies of worksheets	Copy	200	10	2,000	4.35
Condoms for midwife presentation	Condom	100	50	5,000	10.87
Notebooks 100 pages (two each)	Notebook	126	100	12,600	27.39
Pens (two each)	Pens	126	100	12,600	27.39
Khaki for school uniforms	Meters	52	1,000	52,000	113.04
Printing of worksheets	Pages	10	150	1,500	3.26
HCN counselor compensation	Daily per diem	5	40,000	200,000	434.78
CPS agents transport (round trip, five days)	Trip	5	5,000	25,000	54.35
Transport of supplies from Cotonou	Trip	2	4,000	8,000	17.39
Round-trip transport of officials speaking at opening ceremony	Trip	4	2,000	8,000	17.39
Round-trip transport of officials speaking at closing ceremony	Trip	3	2,000	6,000	13.04
Transport of girls to/from camp	Trip	63	2,000	126,000	273.91
Total Community Contribution				473,500 cfa	1,029.33 USD

Partnership Contribution

Material/Misc.	Unit	Quantity Needed	Unit Cost (cfa)	Total Cost (cfa)	Total Cost (USD)
Water	Day	5	1000	5,000	10.87
Electricity	Day	5	1000	5,000	10.87
Snacks	Week	724	75	54,300	118.04
Lunches (63 girls, five HCN, three guest speakers every day x four lunches; 63 girls, five HCN, three guest speakers, six women for career panel x one lunch)	Week	362	685	247,970	539.07
Drinks with snacks	Week	724	25	18,100	39.35
Drinks with lunches	Week	362	100	36,200	78.70
Drinks for ceremonies	Bottle	55	275	15,125	32.88
Cookies for ceremonies	Packs	30	250	7,500	16.30
Ice	Bags	3	200	600	1.30
Round-trip daily transport of food	Trips	5	4,000	20,000	43.48
Transport of panelists to/from camp	Day	10	2,000	20,000	43.48
Transport to/from all CEGs to nominate/invite girls	Trip	3	2,000	6,000	13.04
Transport of supplies in Bohicon	Trip	10	2,000	20,000	43.48
Photocopies of manual (52 pages x 65 manuals)	Pages	3380	20	67,600	146.96
Binding of manual	Bindings	65	400	26,000	56.52
Receipt book	Book	1	1,000	1,000	2.17
Toilet paper	Pack	1	2,000	2,000	4.35
Poster paper	Sheets	20	100	2,000	4.35

Printer paper	Ream	1	2,700	2,700	5.87
Name tag materials	Tags	73	200	14,600	31.74
Masking tape	Rolls	2	1,000	2,000	4.35
Certificate paper	Sheets	63	60	3,780	8.22
Camp photo for participants and donors	Photos	90	350	31,500	68.48
Small envelopes for camp photo	Pack	4	300	1,200	2.61
Phone credit	Recharge	1	5,000	5,000	10.87
T-shirts	Shirt	73	1,500	109,500	238.04
School contribution for three turtices (counselors)	Tutrice	3	8,000	24,000	52.17
Backpack for school	Backpack	63	4,000	252,000	547.83
Khaki for school uniforms	Meter	200	1,000	200,000	434.78
Total Partnership Contribution				1,200,675	2,610.17

Total Project Costs	% Contribution	Total Cost (cfa)	Total Cost (USD)
Partnership Contribution	71.72%	1,200,675	2,610.17
Community Contribution	28.28%	473,500	1,029.33
Total Project Cost	100%	1,690,425	3,639.50

F. PROPOSAL NARRATIVES – Please do not limit yourself to the space provided. Text boxes will expand to meet your space requirement for each narrative.

<p>1. Executive Summary:</p> <p>Please write a 250-word summary of the proposed project. This allows potential donors to better understand the project. Describe the project objectives. Explain the community contribution for this project and briefly outline your request for the Partnership Program.</p> <p>Note: This summary will be posted directly on the Peace Corps website.</p>	<p>This project seeks to empower the top 60 female students from all of Bohicon's nine CEGs through a five-day Camp GLOW in the city. The girls will learn about HIV/AIDS, family planning, malaria prevention, sexual harassment, stress management, healthy eating habits, and identifying healthy and unhealthy relationships. They will participate in a career panel of successful Beninese women, a seminar about study-abroad opportunities, personal and professional goal-setting brainstorming sessions, and exercises on building self-esteem. The greatest asset for any community is education. This project promotes education, specifically education for girls. By encouraging girls to stay in school and teaching them how to deal with obstacles that they may face as females, we are providing them tools to be successful in life. Therefore, by attending this camp, these girls will more likely be able to effectively deal with challenges and remain focused on school. The community will contribute to the project in a variety of various in-kind ways, outlined in No. 5 below.</p>
<p>2. Background Information:</p> <p>Please provide a 1-2 paragraph description of your community and the community members involved with the proposed project.</p>	<p>Bohicon was established by the Dahomey kingdom before French colonization and was originally known for its goat market (in Fon, <i>gboxi</i> means, literally, <i>mouton marché</i>). The city was expanded and developed by the French colonialists to rival the traditional center of power in Abomey, which lies 10 kilometers to the west. A major transport road was built through the city and the city now serves as a major transit point on the north-south <i>road</i> that traverses the country. Bohicon has about 165,000 inhabitants, and between 16,000 and 21,000 families. The majority are women and youth.</p> <p>Nine CEGs provide public education for its youth. Much of the population is young and female. Camp GLOW will serve the top 60 female students from local CEGs in addition to inviting back three participants from last year's camp to act as <i>counselors</i>. The top five female students (on average) will be invited to participate from each of the 10 CEGs in the community. With community support, Camp GLOW Bohicon will provide support to the best female students from these public schools, as determined by <i>their grade averages</i>.</p>

3. Community Need:

Please explain, in 1-2 paragraphs, the merit of this project and why it is a priority in the community. What happens if the project is not implemented?

Women do not receive many opportunities in Beninese society. Sexual harassment—even in the classroom—is prevalent, and there are few educational and professional opportunities for girls to look forward to, or such is the conventional wisdom in Beninese society. In fact, there are many fine examples of Beninese women who have excelled in the classroom, business, and politics, but the average CEG student may not know about them. A weeklong day camp that promotes self-esteem, builds skills, and expands personal, and professional horizons can be beneficial to girls who have already been successful in the classroom. They can reap the maximum rewards of participating in a camp where they can learn how to set personal and professional goals and think about future opportunities.

4. Community Initiation and Direction:

Describe, in 2-3 paragraphs, how the community is the driving force behind the project. Please discuss who in the community first proposed the project, as well as how the beneficiaries are involved in the project's planning and implementation. What are the roles and responsibilities of the community members?

After the success of Camp GLOW Bohicon in 2011, there has been a large demand from the community, which has requested the continuation of the camp in future years. The project will be a collaboration between PCVs, the Bohicon CPS, and other community members. The groups are working together to create timelines, lists of materials, activities, and guest speaker lists. The camp committee includes three local PCVs and the Directrice of the local CPS. Community members contribute expertise and resources when needed. For example, the camp will take place at a local CEG, a local food vendor will be used, and successful women from the local community will be asked to speak or give presentations. Without these participating community members, this camp would not be possible.

The primary beneficiaries are those young girls who get the opportunity to participate. This camp will empower them to continue with their schooling by giving them the knowledge to combat the main issues, listed above, that prevent some from finishing school and may inspire them to advance to a university later.

The secondary beneficiaries are the families and teachers of the girls who attend. These girls will return to their families with a solid foundation of knowledge pertaining to important subjects such as HIV, family planning, and a desire to succeed, which may help the family succeed as a whole. They will return to school and will be more motivated to participate and actively learn in class and at home, which inadvertently eases teacher stress levels.

5. Community Contribution:

Please describe, in 1-2 paragraphs, the community contribution to this project. Contributions can include the costs of manual labor and transportation, as well as contributions of cash or raw materials. Community contribution must total *at least* 25 percent of the *total* project cost.

The community will contribute to the project in a variety of in-kind ways:

First, there will be five HCNs who will help manage the girls and oversee activities for the duration of the camp without compensation for their time or travel. The parents of the girls who will participate are paying for round-trip, daily transport to and from the camp. The CEG that is hosting the camp is doing so freely, without acceptance of any payment for use of the facilities. The community is paying for the materials to perform the printing of a Camp GLOW Bohicon original manual at my CPS.

The organization, PSI, recently donated condoms to my CPS for a World AIDS Day event held on December 1 and we have enough left to use during family planning, providing at least one condom per girl. Partner NGOs will contribute in-kind by performing professional sensitivity training on the health topics mentioned above. A local NGO, AGEFIB, will be conducting a session on HIV and AIDS. This organization specializes in health-related topics such as HIV/AIDS, family planning, and safe sex and will give detailed information to benefit these girls.

6. Project Implementation:

Please present and discuss, in 3-4 paragraphs, the plan for implementing this project. Describe the phases of the project. Define specific tasks involved with the project, the order in which they will occur, and who will accomplish each task.

Six to nine months before the project, we will establish an organizing committee of camp counselors, begin reading camp materials, discuss goals for Camp GLOW, determine the size of the camp and decide on approximate dates. We will also identify partner organizations and individuals to work with us and investigate possible funding sources and begin the grant application process. Four to five months in advance, we will develop a schedule, a camper selection process and supply lists, decide what guest speakers will be invited, and confirm contracts with partner organizations and counselors. Two to three months in advance, we will mail out letters to teachers requesting nominations for campers, evaluate Camp GLOW applicants and select campers, and hold training for junior counselors.

One month before the camp, we will reconfirm all speakers, reconfirm all event plans, formulate a backup plan for problems we can anticipate, such as rainy days or a camper going home early, mail letters of invitation to all campers, mail out packing lists, permission slips, and any other documents that parents or other officials must sign for the camp, and invite parents and

other officials to attend the opening and closing ceremonies. A week before the camp, we will have a meeting of the counselors and junior counselors to review the schedule, ensure that we have all supplies needed, and reconfirm all guest speakers and vendors.

All of these tasks will be completed by three Peace Corps Volunteers in collaboration with the administration of our partner host organization, the Centre de Promotion Social. Together, we will ensure that all tasks are completed in a timely and efficient manner.

7. Project Sustainability:

Please indicate, in 3-4 paragraphs, the skills and knowledge that will be acquired by the community through the implementation of this project. How will the project increase the capacity of individuals and support the community in meeting its goals? Does the community have the resources to sustain the project in the long term?

These girls will be offered the unique opportunity to learn about critical subjects, such as malaria prevention, malaria treatment, and how to install a mosquito net. They will also learn about HIV and AIDS, family planning, sexual harassment, stress management, maintaining a healthy diet, and how to identify healthy and unhealthy relationships. They will have the chance to participate in workshops, such as a career panel of successful women in Benin, a seminar on various opportunities to study abroad to motivate them to strive for high grades, a session on how to best tackle their goals to obtain success in their lives, and self-esteem building exercises.

For fun, they will have the chance to engage in such activities as soccer, tag, and yoga. For many of these young girls, this will be their first opportunity to participate in sports.

After Bohicon's Camp GLOW last year, community feedback illustrated a noticeable and positive change in behavior within the attendees. There have also been visible improvements in class participation and significant enhancement of grades. This has led to a forged relationship between the Volunteers and their community partners and has prompted us to continue girls' camps annually in the Bohicon region. These camps have also led to the implementation of girls' clubs and other girls' empowerment activities within the community between Peace Corps Volunteers and former camp participants.

With the leadership and collaboration of a Peace Corps Volunteer, the community will be able to organize and continue Camp GLOW in future years.

Appendix A.10 Sample SPA Grant Proposal

Peace Corps/Ukraine

A. Contact information

Volunteer Name: Christine H. N.

Volunteer Email Address:

Volunteer Phone Number:

Peace Corps Sector Assignment: TEFL

COS Date:

Name of Project: Nedryhailiv: Leadership on the Way to Success

Partner Organization: Nedryhailiv Secondary School

Contact Information for Partner Organization:

Site: Nedryhailiv, Sumska Oblast

Amount of SPA Funds Requested (and percentage of project total): \$1,345 (49 percent)

Community Contribution (and percentage of project total): \$1,414 (51 percent)

B. Local Language Summary

(If applicable)

C. Project Description and Statement of Need

1. Background Information

Nedryhailiv is a community of 6,000 located in Sumska Oblast. Our school serves students in the first through 11th forms. More than 700 students attend our school and begin learning English in the second form. The English staff consists of six teachers. The director and vice director in charge of extracurricular programs and camp management are also active participants in this project.

2. Need Statement

Recently, Nedryhailiv Secondary School hosted nine Peace Corps Volunteers for Camp “I Believe.” One objective of this camp was to involve students and teachers in a needs assessment. We studied leadership, human rights, gender equality, and environmental protection. Students were asked to write statements detailing their personal beliefs and examine the connection between belief and action. The goal was to assess their belief statements in combination with their discussions in order to develop a community project together. The connecting link in each of the conversations, statements, and evaluations was that the camp had in many ways altered the way students thought about themselves and their community. It was because of this enthusiasm that the need for sustainability developed following the camp program.

After the camp, the teachers and students in Nedryhailiv were inspired to create their own program, but did not have the tools necessary to do so. Together, we have developed a project that would lend sustainability to camp programming and ensure that both teachers and students are given the necessary tools to design a similar program in the future. Our community has access to the materials necessary to conduct the project, but does not have experience with project design and implementation. Without the course and additional teaching seminars, Nedryhailiv would require the continued assistance of Peace Corps Volunteers to run a camp. In addition, it would not be possible to administer a camp for 50 fourth-form students without help from our students and teachers, all of whom will benefit from the training program that we have outlined.

3. Project Summary

Nedryhailiv Secondary School hosted its first camp program this past summer and out of this camp came the idea for a more sustainable project in our community. The project we are proposing is comprised of three parts: weekly teacher trainings and curriculum development; a leadership development course for the ninth form; and a summer camp for the fourth form, designed and implemented by the ninth form leadership class. The teachers have already begun working together on curriculum development and have been active members in the grant writing process. In addition, we have already discussed the course and camp with the director and outlined ways in which Nedryhailiv School can contribute to the success of this project.

Through the project that we have designed, students and teachers will be involved in leadership practice and project design and management, the outcome being a student-led camp designed for 50 students in the fourth form. With the English department, in cooperation with the director and vice director of Nedryhailiv Secondary School, we are designing a course titled "Leadership Development" for 35 students of the ninth form to begin in the spring semester. Once per week our students will meet to discuss leadership, as well as project design and management techniques, including: budget creation, project assessment, calendar planning, and sample grant writing. The course will be conducted in English and involve each of the six English teachers in our department. Each week, two of the six teachers will co-teach the lessons designed by the department and then we will meet as a team to provide feedback on the lesson. This will allow all six teachers to be involved in the implementation of the second portion of the project.

Although the most tangible outcome of this plan will be the camp for fourth form students, the benefits will reach far beyond our final project. By planning and implementing the leadership course, the ninth form students and English teachers will be provided the tools necessary to conduct additional projects in the future. In addition, the programming, lesson plans, and materials will be available long after the Peace Corps leaves Nedryhailiv. Through this project, both students and teachers will have the opportunity to experience the results of their efforts and ultimately will build confidence in their ability to effect positive change in their communities.

D. Goals and Objectives

Project Goal: This project will expand student and teacher capacity to successfully design and implement a camp while increasing leadership skills and confidence.

Objective 1: By the end of the fall and spring semesters, six teachers will collaborate to develop a replicable syllabus and curriculum, and implement a weekly leadership class in the spring semester.

Objective 2: During the spring semester, 35 students in the ninth form will demonstrate improved skills in how to design a project, organize a calendar plan, distribute responsibility, and construct a budget after attending a weekly leadership workshop.

Objective 3: This summer, 35 students in the ninth form, assisted by the English teaching staff, will conduct a five-day camp program for 50 students in the fourth form, in which they will strengthen leadership skills and develop the fourth form's knowledge of English by conducting lessons and camp activities.

E. Project Design and Timeline

1. Overview of Project Activities

This project involves three separate components and will be conducted over an eight-month period. The first component of the project, teacher training and curriculum development, has already begun and will be ongoing throughout the implementation of the camp program. The second component of the project, leadership development and project design and management, will take part over during the spring semester. The classes will be co-planned and co-taught and will involve all members of the English department. The third component of the project, the leadership camp for students of the fourth form, will take part during the first week of June and will include an after-camp evaluation during the second week of June.

2. Action Plan

Please see the timeline below.

3. Project Risks

As the ninth-form students are going to be involved in testing during the month of June, we have anticipated that the first week may not be the best time to conduct the camp program. We would like to incorporate this camp as part of the already scheduled school camp programming for the younger forms during the month of June, so rather than change the month, we will allow for flexible scheduling during the first two weeks of June. Students in the ninth form will conduct five days of camp programming, but this programming may take place over the first two weeks rather than consecutively during the first week. The testing schedule will not be available until mid-March, at which point we will adjust our calendar plan.

Additionally, this project depends on the support, engagement, and energy of those teachers acting as part of the project team (six English teachers from Nedryhailiv Secondary School). By involving all members of our team in the grant writing and project planning process, we have ensured that the teachers are aware of their responsibilities and commitment to the project.

F. Budget and Costs Breakdown

1. Justification of Costs and Expenses

Copy machine with printer—The copy machine with printer is the largest item on our budget and the only item costing more than \$200. There is currently no reliable printer or copier at our school. While it is possible to copy at three separate stores in Nedryhailiv, the cost of copying limits the teachers' ability to use copied materials in the classroom. In addition, the one store with the ability to print documents from a computer is not reliable. By purchasing a printer and copier for the English staff we will be able to print and copy the materials necessary for this project and encourage teachers to continue to create lesson planning, as there will no longer be a high cost associated with printing. We plan to purchase three cartridges of ink using SPA funding, and the teachers have agreed to raise funds and contribute to the cost. In addition, due to the addition of the printer and copier to the English room, the director of our school has agreed to move one of the newly purchased computers from the computer lab on the fourth floor to the English room. Having both a computer and printer/copier will ensure that we are able to produce and duplicate materials for this project and additional projects in the future.

2. Budget spreadsheet

Please see the sample budget below.

G. Monitoring and Evaluation

1. Project Monitoring

The monitoring process has three parts. The teachers will be asked to evaluate lesson plans after implementation and to review what worked and what could have been changed. They will also grade student assignments and evaluate student progress during the project by assessing whether or not the tasks assigned were appropriate for the ninth form. The second part will involve student monitoring during the class period. By having students write and follow a calendar plan, they will be able to determine whether they have followed the schedule created for the project. Students will also be responsible for writing goals and objectives for their roles during the class and camp and evaluating their successes and any challenges of these goals and objectives. Finally, after the camp has finished, we will meet as a group—students and teachers—to review the project from the beginning. We will evaluate the success of the class in preparing the project, as well as our implementation of the camp. Monitoring the course and camp during each of these stages will allow us to reassess and refocus, or shift focus if we determine that an element of the project is not working. In addition, by making revisions to the lesson plans after they are taught, we will refine our curriculum for potential distribution in other schools and community centers. We will also encourage student participation in material creation by asking identified camp leaders to create a “how-to” manual following the camp.

2. Project Evaluation

A series of project evaluations will follow completion of the leadership course and successful camp implementation. The fourth form will be asked to fill out a questionnaire to evaluate the lessons and activities taught at camp. These forms will be collected and reviewed by the ninth form students, along with the English teachers. This will allow the ninth form to see the results of their project design. In addition, the ninth form students will be asked to fill out a questionnaire evaluating the leadership course and camp project. The ninth form questionnaires will be reviewed by the English teaching staff to determine additional changes and points of improvement for the lesson plans and syllabus. Both teachers and leadership class students will be involved in designing the measures for evaluation. Finally, the English teachers will meet to review all changes to the lesson plans and syllabus in order to create a document fit for distribution.

H. Sustainability

It was evident that the teachers and students would be willing to contribute to the success of a future program, but did not know where to start or which steps to take. For this reason, creating a sustainable course and camp program is at the heart of this project. It is our goal to work together on capacity-building exercises and lesson plans in order to ensure that Nedryhailiv is able to provide camp services following the Peace Corps’ departure. These lessons will include information on fundraising and grant applications in order to provide an avenue of support in the future. Additionally, the skills gained by the students and teachers will be transferable to other project design and management tasks. Finally, we hope the lesson plans and curriculum developed by our school will help inspire and guide other schools and community centers to engage in similar projects to provide leadership and management skills to Ukrainian students and teachers.

Project timeline with task and person(s) responsible

Tasks, Activities, and Milestones	Responsibility	Weeks																			
		1	2	3-4	5	6	7	8	9-11	12-13	14-15	16	17-24	25	26-35	36	37	38	39		
Grant-writing practice, gather additional grant information, submit grant, close grant	Project Team School Director PCV	x	x																x		
Craft leadership course outline and syllabus	Project Team PCV		x	x		x					x										
Lesson-planning workshop, lesson-plan drafting, planning revision, and finalization	Project Team					x	x	x	x	x											
Implement leadership course for 35 members of the ninth form	Project Team												x	x		x					
Implement camp program for 50 members of the fourth form	Project Team Ninth Form																	x			
Evaluate leadership course	Project Team Ninth Form										x			x			x	x	x		
Evaluate camp program	Project Team Ninth Form Fourth Form																x	x			
Finalize lesson plans, course syllabus, camp manual, and suggestions for distribution	Project Team Ninth Form																x	x	x	x	x

Project Team: Six English teachers at Nedryhailiv Secondary School

Ninth Form: 35 Students of the Ninth Form

Fourth Form: 50 Students of the Fourth Form

Week 1: Sept. 28 - Oct. 4

Weeks 14-15: Dec. 28 - Jan. 10 (Winter Break)

Week 2: Oct. 5 - Oct. 11

Week 16: Jan. 11 - Jan. 17

Weeks 3-4: Oct. 12 - Oct. 25

Weeks 17-24: Jan. 18 - March 14

Week 5: Oct. 26 - Nov. 1 (Fall Break)

Week 25: March 15 - May 21 (Spring Break)

Week 6: Nov. 2 - Nov. 8

Weeks 26-35: March 22 - May 30

Week 7: Nov. 9 - Nov. 15

Week 36: May 31 - June 6

Week 8: Nov. 16 - Nov. 22

Week 37: June 7 - June 13

Weeks 9-11: Nov. 23 - Dec. 13

Week 38: June 14 - June 20

Weeks 12-13: Dec. 14 - Dec. 27

Week 39: June 21 - June 27

Sample Budget

Item	SPA Funds Requested	Community Cash Contributions	Community In-Kind Contribution	Total Cost	
Labor, Honoraria, Personal Fees	Calculation				
Project team lesson planning and document creation (11 meetings of six teachers)	6 @ \$40.73		\$244.00		
Labor Subtotal			\$244.00	\$244.00	
Equipment					
Copy machine with printer		\$450			
Ink for copy machine	3 @ \$20	\$60			
Computer			\$500		
Equipment Subtotal		\$510	\$500	\$1,010.00	
Materials/Supplies					
Art supplies (paints, brushes, glue, colored chalk, markers, crepe paper, colored paper, colored pencils)		\$175	\$35		
Teaching materials (paper, pens, chalk, scissors, stapler, markers, wall paper, sticky, staples, paper clips, tape, erasers, pencils)		\$150	\$10		
Student materials (calculators, erasers, copybooks, pens, pencils, name tags)		\$110	\$10		
Additional camp materials (balloons, candy, board games, puzzles, pavement chalk)		\$60			
Material/Supplies Subtotal		\$495	\$55	\$550.00	
Land/Venue Rental Total					
Stadium rental (five days)	5 @ \$15		\$75		
Classroom space (five days/six rooms)	5 @ \$48		\$240		
Land/Venue Subtotal			\$315	\$315.00	
Travel, Lodging, Per-Diem, Food					
Lunch (60 students/five days)	60 @ \$8	\$180	\$300		
Tea, snacks, and refreshments (camp)		\$80			
Tea, snacks, and refreshments (teachers' seminars/planning sessions)		\$80			
Travel, Lodging, Per-Diem, Food Subtotal		\$340	\$300	\$640.00	
Materials Transport					
Materials Transport Subtotal					
Other					
Other Subtotal					
Total		\$1,345	\$300	\$1,114	\$2,759.00
% of Total Project Cost		49%	11%	40%	

Appendix A.11 Sample Camp Report for Partners (Togo)

Camp U.N.I.T.E.

Unification de la Nation, Initiative, Travail, Education

Student & Apprentice Camps: June 3–August 15



Prepared by Rose L., Peace Corps Volunteer in Togo

I. Overview

Dates and Program

June 3–June 6	Training-of-Trainers (Apprentice Camp)
June 8–June 13	Girls Apprentice Camp
June 15–June 20	Boys Apprentice Camp



Female apprentices perform skits for the community and their peers.

July 29–Aug. 1	Training-of-Trainers (Student Camp)
Aug. 3–Aug. 8	Boys Student Camp
Aug. 10–Aug. 15	Girls Student Camp

Location

Peace Corps Training Center at Pagala, Centrale Region, Togo. The Pagala Center is an ideal location for Camp UNITE as it is located in the heart of Togo—almost equally distant from the northern and southern borders of the country. This enabled us to recruit participants and counselors from all over Togo.

Goals and Objectives

Camp UNITE supports objectives on individual, community, and national levels. Through nontraditional pedagogical systems emphasizing teamwork, peer support, and small-group discussions, counselors imparted both knowledge and healthy living skills to students and apprentices from all over Togo.

Individual

Students and apprentices increased their knowledge about various themes, including self-confidence, effective communication techniques, gender equity, HIV/AIDS and sexually transmitted infections, family planning, income-generating activities, puberty and adolescence, rape and sexual harassment, child trafficking, time management, and future planning. Camp UNITE also has a strong impact on Togolese adult counselors. On an individual level, they are introduced to new and more participative teaching methods and gain the skill of presenting a sensitive topic to young people.



Apprentices participate in a group session.

Community

Students and apprentices were given tools such as lessons in time management and future planning to take their new knowledge back to their villages and share with their peers. On a community level, the counselors are equipped with the resources and confidence to continue presenting sessions upon their return to their villages, preferably with help from local participants.

National

Camp UNITE emphasized diversity and friendship across racial, gender, and ethnic lines through team-building challenges and cultural exchange dance and sketch nights. The camp is designed to create effective peer educators who will take the lessons of the camp to their villages. After the camp, each participant has a network of motivated young people throughout the country. On a national level, the counselors are recruited from all five regions of Togo and, therefore, have the unusual benefit of being able to meet and exchange ideas and projects with motivated, talented, and resourceful people from all over the country.

Results

Through a mix of observation during the week, evaluation forms, and follow-up reports, the camp met and exceeded all of its objectives on individual, community, and national levels. Thirty-five female apprentices, 35 male apprentices, 50 male students, 50 female students, 31 Togolese trainers, 32 Peace Corps Volunteers, nine young leaders (former participants), and the organizing team of three Peace Corps Volunteers and four Togolese NGO representatives participated in Camp UNITE 2009.



Male apprentices demonstrate a local dance.

Throughout each week of camp there were marked changes in behavior. Female apprentices, who were the most timid upon arrival, became vocal and confident both in small group discussions and when performing skits to illustrate life skills lessons for local children. They were particularly inspired once they met the young leader—a dynamic apprentice who had participated the previous year and returned to explain to the new participants the activities she had started upon her return to her village.

Male apprentices and students both expressed several times how much they had learned, particularly in the sessions on adolescence and puberty, demonstrating how important and how neglected these topics are in traditional education settings. Male students chose to make a written promise of one thing they would do when they returned to their village to help improve gender equity.

The final camp, for female students, was an especially moving week. The girls arrived somewhat timid and left having made such strong friendships that their goodbyes were tearful. Not only did the female students have the opportunity to benefit from the support of counselors, but they met strong female leaders like the United States ambassador to Togo and the Togolese minister for youth, as well. On several of the evaluation forms for camp, the students wrote that they had considered abandoning their studies, but having seen how much a woman can achieve, they are determined to continue all the way through to university studies.

Our emphasis this year on addressing diversity by sharing songs and dances and small group discussions encouraged both fun and informal ways to overcome discrimination and prejudice. During the closing ceremony, heartfelt testimonials from several participants attested to their appreciation for the knowledge that they gained.

II. Organization

Personal Profile

Tanti first joined UNITE as a participant—in the camp for girl apprentices. After her camp experience, she began conducting workshops on self-confidence and good communication for her fellow hairdresser apprentices. She returned to camp as a young leader and then as a counselor. At the latest camp, she joined a team of organizers to help the youth benefit from her experience. She wrote her master’s thesis in linguistics and was looking forward to a career in youth counseling.

The organizational team for Camp UNITE 2009 was based at ADIFF in Sokodé. The team included three Peace Corps Volunteers, two staff members of ADIFF, and two Togolese professionals who have been working with Camp UNITE for several years.

The team met monthly from February 2009 until the end of camp in August. Smaller teams supervised program development/changes and budget creation/grant applications. The integration of Peace Corps Volunteers and Togolese professionals created an environment where cross-cultural understanding could thrive and the individual expertise and resources of each team member was recognized and utilized.

Changes from Camp UNITE 2008:
Peer Educator as Animator
 In previous camps, the role of the animator—a character named Pagi that shows up to give challenges to the participants—was played by a Peace Corps Volunteer. This year, a former participant was recruited from the village of Pagala to play the role. He was very dynamic and fully engaged the participants, especially when he stepped out of character at the end of each week to tell his story of coming to Camp UNITE and his inspiration to start a group of peer educators.

Challenges we faced

1. Budget Adjustments

Due to budget concerns before camp began, the organizing team faced the difficult decision of either canceling the apprentice camp for boys or cutting down the number of participants at all of the camps. We reduced the number of apprentices at each camp—five fewer per week. We anticipated doing the same for students, but with careful money management, we had enough funding to welcome the full complement of students. This challenge was successfully surmounted because of a meeting between two camps. We encourage future camps to hold an evaluation/review of budget and program between the two sets of camps.

III. Apprentice Camps

June 3-June 6

June 8-June 13

June 15-June 20

Training-of-Trainers (Apprentice Camps)

Girls Apprentice Camp

Boys Apprentice Camp

Personal Profile

AWUITOR Da Essi

Camp UNITE 2009 was Da Essi's first year as a counselor. She is a tailor in the Maritime region. She is also trained as a parajuriste—helping to ensure that women and children are aware of their rights under Togolese law, especially as related to inheritance, marriage, and domestic violence. Several years ago, Da Essi was integral in inviting the tailors' trade union Syncoutat to set up a local group in her village to ensure that the apprentices' training would be officially recognized. Through UNITE, Da Essi says she has "gained the skills necessary to engage the apprentices in [her] village to improve their health."

Apprentice camps are full of young people whose life experiences usually exceed their schooling and/or their ability to speak French. The opportunity to pursue skills learning in a nontraditional atmosphere enables such young people to reintegrate with education and learning even though they are outside of the school system.

Apprentices learn conflict resolution through emphasis on teamwork as they successfully navigate challenges. This team-building skill is essential for young apprentices who hope to start their own businesses.

- **Changes from Camp UNITE 2008:**
- **Recruitment of Trainers/Counselors**
- We put special emphasis this year on finding counselors for the apprentice camps who were themselves well-established tradespeople, rather than teachers. This ensured that the sessions were presented with language that would be more familiar to the apprentices. It also provided successful role models for the apprentices.



Challenges we faced

2. Security Issues

Violence and protests in Pagala during the camp for female apprentices made the participants and counselors vulnerable, but solidarity among the organizing and counseling team and increased security of the Pagala Centre ensured that there were no incidents within the borders of camp. The incident has inspired the organizing team to consider other possible venues for camp.

IV. Student Camps

July 29–Aug. 1
 Aug. 3–Aug. 8
 Aug. 10–Aug. 15

Training-of-Trainers (Student Camps)
 Boys Student Camp
 Girls Student Camp

Personal Profile

DANDONOUGBO Essè

Camp UNITE 2009 was Esse’s second year as a counselor. He is a teacher in the Maritime region. After hearing a presentation from Peter Agbavon (a UNITE organizer), Esse was inspired to not only become a counselor at UNITE, but also to create a local camp—Camp Kouvè—using program and activity ideas from UNITE. He worked in close collaboration with a Peace Corps Volunteer to encourage students to stay in school by protecting their health, avoiding unwanted pregnancies, and developing successful communication skills.

The competition for spaces for participants at student camps is always tough. So many Volunteers and NGOs work with amazing, motivated students. We wish we could welcome all of them. This year’s group was no exception. From challenges to income-generating activities, small-group discussions to personal stories, the students at Camp UNITE 2009 showed courage, creativity, humor and, most importantly, the motivation to share the lessons and fun of Camp UNITE with all of their friends back in their villages.

Changes from Camp UNITE 2008:
Training-of-Trainers
 This year, Rose KPOMBLEKOU, associate director for the Program Education and Promotion of Girls, gave a training session on “Men as Partners” to address gender issues in development. The session was particularly useful for counselors who would be engaging young men during camps. The lesson plans she provided were used by the counselors to prepare their sessions on gender equity.



Challenges we faced

3. Flooding

The river Anie flooded so much during the week for male students that water backed up onto the property. Some logistical scrambling was required to change the lodging of a few counselors and the eating area for one night. Our biggest worry was the safety of the students being so close to the swollen river. But with good teamwork, which included the support staff at Pagala Centre, we kept the perimeter clear and the students did not approach the water.

V. Bringing UNITE to the Community

As a finale for the week, participants in both student and apprentice camps parade through the village of Pagala, singing and dancing with villagers to invite them back to the Pagala Centre to watch a presentation of skits on the topics covered during camp: gender equity, self-confidence, and sexual harassment.



The female students were particularly lucky to welcome many distinguished guests, including the United States ambassador to Togo, the Togolese minister for youth and youth employment, and the local prefect.

Showing their self-confidence and sense of fun, the girls refused to be intimidated by their guests, instead enjoying themselves by performing skits and dances, singing loudly, and expressing their hopes, fears, and personal stories at a final candlelight ceremony.



VI. Follow-Up: Togolese Youth Take Togolese Development Into Their Own Hands



We have received reports of activities performed by participants following camp. Examples include:

- A weeklong day camp in Lassa-Haut in the Kara region. It used the UNITE program as inspiration and was led entirely by participants of Camp UNITE 2008 and 2009.
- In Tchamba in the Centrale region, camp participants from the past few years have begun meeting regularly, and have been gathering participants from surrounding villages. They collaborate and prepare presentations on life and health skills for rural villages nearby.
- A female apprentice gave a presentation on self-confidence and good communication to a group of 30 apprentice tailors in Mission Tové in the Maritime region.

Changes from Camp UNITE 2008:
Follow-up Reports
 Despite years of successful camps and anecdotal evidence of former participants continuing to spread knowledge after camp, this is the first year we have developed a follow-up reporting system. Each participant and counselor was given a sheet of paper describing possible follow-up activities, as well as a guide on how to write up these activities and a blank notebook to submit. This system will encourage participants not only to become peer educators, but also to stay in contact with UNITE and help create a strong network of UNITE alumni.



VII. The Future of Camp UNITE

The UNITE Foundation

Vision: West African and American youth in partnership for development.

Mission: Equip West African youth with the knowledge and skills needed to lead healthy, productive lives.

<http://www.unitefoundation.org/>

A group of returned Peace Corps Volunteers who served as the 2007 organizers of Camp UNITE has created a United States-based nonprofit foundation to support the activities of Camp UNITE and develop cultural exchange programs in camps in America. In 2009, they were granted 501c3 status and started fundraising activities in anticipation of the following year's camp. Due to their new status, they cannot guarantee a specific level of funding, but already the word-of-mouth message is getting out.

CONGECS

Consortium des organisations nongouvernementales qui oeuvrent dans les domaines de l'éducation, la culture et la santé



Members of CONGECS and the Camp UNITE organization

At the end of Camp 2009, the three Togolese NGOs that have been most involved during the development of Camp UNITE met with the 2009 organizing committee to develop a long-term plan for the future of Camp UNITE. In order to support each other more efficiently through information and resource sharing, the trio has decided to create a consortium—a legally recognized network of nonprofit organizations with similar goals.

Within a month of the first meeting, the consortium had set its goals, objectives, and basic rules and regulations. The goal of CONGECS is the organization and management of Camp UNITE and follow-up activities to camp. Objectives include: fostering cooperation and

partnership among member NGOs; providing support and information for camp participants in the areas of education, culture, and health; and creating a network of local and national actors.

One of the key ingredients for successful transfer of the administration of Camp UNITE to this consortium is development of financial systems and accountability. We are taking an important step forward in opening a bank account for the camp that will be able to accept funds raised in the United States by the UNITE foundation, thereby establishing a sustainable funding system.



Appendix A.12 Campsite Review Guide: Helpful Questions

Key Questions	Notes
<p>1. Can this site be rented for the exclusive use of our group? If not, how many groups will be here at the same time? Ages? Sexes? What facilities will be shared? Will our campers be required to participate in activities with other campers?</p>	
<p>2. Is there a permanent staff? Who will assist us? For example, is there a camp nurse? Where is the nearest medical facility? Is there transportation available in case of an emergency?</p>	
<p>3. Do cellphones work at the camp? Are there other phones? What is the fee for using those phones?</p>	
<p>4. What set schedules are in place at the camp? For example, meal times, use of recreation facilities, times for evening activities, "lights out?"</p>	
<p>5. Are meals provided or are there cooking facilities for our use? Can we hire a caterer? What are our choices in terms of food, cost/meal?</p>	
<p>6. What are our options for classroom-type activities, including the number and size of rooms? Are there outdoor spaces for meetings?</p>	
<p>7. Are there sport facilities? What type of recreation is available? If there is a pool or a lake, does the facility provide a lifeguard? Can we have campfires at night? Is there an indoor area for recreation if it rains?</p>	
<p>8. What are the housing facilities for campers and staff? How many people to a room/cabin? Do we need to have chaperones in the rooms/cabins? How secure are they? Are there bathrooms within the sleeping areas? Is bedding provided? If so, is there an additional fee?</p>	

Key Questions	Notes
9. Is there potable water on-site? If not, how will we transport it to the campsite?	
10. Is there a place at the camp or store nearby to buy snacks?	
11. What are the rules at this camp? How does the camp staff view campers who smoke and drink at the camp? How are campers who break the rules disciplined? Who has final say for this policy?	
12. When should we arrive and depart?	
13. Can we see the camp agreement? Are all fees included? What kind of insurance is included? How far in advance should space be reserved? Is a deposit required? Is it refundable?	
14. Is there information for parents about the campsite? Does this information include an emergency number?	
15. What information does the facility need about our camp staff and campers? When is this needed?	
16. Transportation to and from camp is important to consider as well. Is the camp located in close proximity to the campers? Is it in a city or rural area? If it is in a rural area, is it easy to get to? Does the location have suggestions for transportation to and from site?	

Appendix B. Health and Safety Resources

Appendix B.1 Checklist for Camp Program Planning and Safety

This list is a tool to assist in the planning and implementation of a safe and effective camping experience and can be used to evaluate and improve future camping experiences.

Health and Safety On- and Off-Site

- Notify the local emergency service officials of the camp's date of operation (fire, ambulance, and police)
- Pre-arrange transportation and consultation for emergency situations (telephone list)
- Train staff in the roles and record-keeping responsibilities of health and safety
- Identify the staff persons responsible for decisions pertaining to first aid, emergency transportation, availability of first-aid supplies, training, notification of family, and reporting
- Gather and maintain a log of pertinent health information and contacts for all participants and staff, as well as signed permission to initiate emergency treatment for minors
- Staff members trained in the appropriate level of first aid should be available at all camp activities
- On-site training, with the staff simulating possible emergency events
- Survey the campsite for safety violations before the arrival of campers
- Check availability and function of the plumbing: toilets, hand washing, and shower
- Check and clean campsite before arrival and daily after camp starts
- Separate food service and toilet facilities
- Place hand-washing facility adjacent to the eating area and instruct staff and campers in use
- Place garbage collection cans for easy access
- Empty garbage containers every evening before dark to reduce visits by animals

Operational Management

- Identify and analyze risk exposures and take appropriate measures. If this is an annual camp, do an annual review of incidents, accidents, or injuries and modify or change procedures as needed
- Review emergency procedures for addressing foreseeable emergencies at the camp: illness, injury, interruption of transportation, weather, thunderstorms, fire, or intruders
- Practice the emergency plan for locating a lost or missing person and notification of family
- Train the staff and campers in camp safety procedures and regulations
- Record all incidents and accidents, using information from staff and campers
- Review the previous years' evaluations and gather feedback from participants, staff, administration, and service providers on the quality and safety of the program
- Test the camp communications process and equipment, including communication of emergency to the executive director at the camp; activate the procedure for contacting parents and guardians, and for dealing with the media
- Verify that host-country sponsor and/or site has insurance

Staff Training

- Train staff to speak with and listen to campers and to focus attention primarily on the campers
- Review, develop, and ensure staff commitment to child protection guidelines
- Train staff in positive behavior management (no physical punishment) and teach them how to respond appropriately to socially sensitive issues
- Notify supervisory staff as to who they will be supervising and teach them a review process based on observation, encouragement, and corrections
- Evaluate leaders' skill level before activity and provide feedback and evaluations

Program Design and Activities

- Program equipment must be well maintained, checked for safety, stored appropriately, and suited for the size and ability of the users
- Document details for all out-of-camp experiences in advance and make known to a designated person remaining at camp. Information must include roster of the groups' participants, departure/return times, bad weather plans, intended route, and communication plans
- Train the leaders of all out-of-camp staff in the use of communications and first-aid plan
- Provide safety orientation and protective equipment to all campers participating in adventure activities

Transportation, Trips, and Travel

- Parents must be provided drop-off and pick-up information
- Parents must provide contact information to the camp. The camp must have a system to communicate emergencies or changes in pick-up time and location to the parents
- Vehicles transporting campers must include leaders trained in safety and group management
- Trip leaders must have skills relevant to the activities, good judgment, experience in handling camper behavior, and must have participated in similar trips
- Campers must meet specific eligibility requirements and inform their parents about trip details
- Name a leader responsible to carry emergency information for each group member, including health, permission to treat, copies of identification documents, documents identifying the group and the purpose of travel, the names of leaders, and a home-base contact
- A written trip itinerary must be filed with the base camp or office and be updated if plans change
- Transportation providers will provide safe, well-maintained equipment and qualified and experienced drivers with license and permits appropriate for the vehicle(s) being used

Appendix B.2 Peace Corps/Ukraine Summer Camp Safety and Security Guide

I. Introduction

The Peace Corps is dedicated to ensuring that Volunteers are safe and secure during their service. Safety and security includes not only where you live and work, but also the activities you coordinate in your site and with other Peace Corps Volunteers. The increased number of summer camps over the last five years has led Peace Corps/Ukraine to develop this guide to provide you with information to plan and implement a safe and fun summer camp. In addition, Volunteers should pay close attention to new laws in Ukraine that affect the way summer camps are supervised.

The Peace Corps/Ukraine Summer Camp Safety and Security Guide will help Volunteers understand their responsibilities when organizing or participating in summer camps. Due to the hard work, effective planning, and care of Volunteers, there have not been any serious incidents at summer camps in Ukraine, but we should remain aware of the need for continued planning and precaution. The guide lays out the necessary steps to take in order to assure safety at your campsite. These procedures will be very useful and will help Peace Corps staff and you in case of an emergency.

Information to Peace Corps Office

In the process of ensuring a safe summer camp, the Peace Corps asks that you turn in all contact information about your camp and the nearest city. At the end of this manual, there is a **Camp Emergency Locator Form**. Please submit this form and others, as required, to your regional manager for approval at least two weeks before the start date of your camp.

Types of Camps

During your service you will encounter two types of camps in Ukraine, a day camp and an overnight camp. A day camp allows campers to go home at the end of each planned day. Therefore, you are not responsible for lodging and, in some cases, food (depending on how long the camp is each day). However, according to Ukrainian law, you must plan to have a Ukrainian counterpart present during the day's events. An overnight camp becomes more complicated and requires more planning. Lodging, food services, medical services, counterparts, and transportation all become factors at overnight camps, so please plan accordingly with your Ukrainian sponsor organization.

Alcohol Policy for Volunteers

This policy is simple and straightforward. The Peace Corps prohibits Volunteers from drinking while working with children. During summer camps, Volunteers are in close contact with children and are supporting their Ukrainian colleagues in educating and protecting children at the camp. The use of alcohol in such a context puts children at risk and will not be tolerated by the Peace Corps. Any information about Volunteers using alcohol at camps will be investigated by Peace Corps staff.

II. Before Going to Camp

One of the most important steps for ensuring a safe camp is planning before you leave your site. Spend time before the camp thinking through the plans you have and making sure you have a good way of getting help in case you need it.

Ukrainian Organizations and Guardianship

In order to organize a summer camp, you must have the support of a Ukrainian organization for it to be legal, as well as have the involvement of Ukrainian adults at the camp. The government of Ukraine passed the **Law of Ukraine on Health Improvement and Recreation of Children** on January 1, 2009. This law relates to Ukrainian children's participation in recreational activities, such as summer camps and similar events.

Prompted by concerns of exploitation of children in Ukraine, Article 28 of this law limits children's travel and participation in recreational activities to those accompanied by parents or designated guardians that can be "**personally liable for [the] life and health of children.**"

Designated guardians are those adults (age 18 or over) who have been approved by either a) the local school director, b) the head of the local educational department, or c) the head of the local Center of Social Services for Family, Children, and Youth. **Peace Corps Volunteers cannot act as designated guardians because they cannot be liable for the life and health of children in Ukraine.** Therefore, when you plan your camp, make sure you work with a Ukrainian organization and that you have the necessary number of Ukrainian adults at your camp.

Moreover, Article 28 dictates that every 15 children traveling to and from a recreational facility must be accompanied by **one parent or designated guardian**. This means, for example, that a group of 45 children must be accompanied by three designated guardians. Volunteers cannot be guardians, so Volunteers should not be transporting children to and from a camp without the presence of a designated guardian.

It is crucial that Volunteers are aware of this new law and that they plan accordingly to have the necessary number of designated guardians.

Divide Responsibilities

Another important part of successful planning is the clear designation of roles and authority. While planning with your colleagues, it is important to designate a specific Ukrainian national as **camp director**, who is in charge of safety and security. This is crucial in the case of an emergency, so that all staff and campers know who is in charge. In addition, a **camp medical director** should be appointed. This person will be the person in charge of dealing with all medical issues.

Things to do before you leave your site for the summer camp

1. Ask a reliable friend to take care of your apartment and valuables.
2. Make sure your counterpart is aware where and for how long you will be away.
3. To reduce the risks of burglary, do not tell many people at your site about your trip.
4. Take only necessary items with you based on the type of camp and how long it will last.
5. Advise the Peace Corps office (RM and SSC) about your temporary whereabouts and contact information.

III. Camp Emergency Action Plan

Arrange Meetings

In case of an emergency at your summer camp, it is very important to have local information available. Therefore, Volunteers should arrange meetings with the closest neighboring town to ensure cooperation. Peace Corps/Ukraine asks that Volunteers have meetings with the town's administration, hospital or medical facility, and fire department to inform them about the camp. Their names and contact information are required to be submitted to the Peace Corps before the camp commences. Also, Peace Corps medical officers ask that you find the local pharmacy and ask for its hours of operation and contact information for the store's owner.

Camp Emergency Mobilization

At the discretion of the camp director, the camp may be mobilized in the event of an emergency. To mobilize a camp, a runner will be dispatched to each group or a camp emergency signal may be used if available. Each group will assemble and report the whereabouts of all of its members at the designated area. All camps should hold a practice mobilization within 24 hours of campers' arrival.

Transportation

In the event of an emergency, medical or otherwise, it may be necessary for Volunteers to employ a reliable, local mode of transportation, either *marshrutka* or taxi. In preplanning for the camp, Volunteers and Ukrainian colleagues should locate a taxi or bus service that can be used in emergencies. It must be available 24 hours a day to provide transportation service for the camp. **This is very important information and should be included on the attached Emergency Locator Form.**

Map of Camp and Living Conditions

A map of your site can be very helpful in planning and executing your summer camp. By creating a map, you begin to learn your site and establish hard boundaries for your campers. You will also learn your best areas for obtaining water and where you can find the best cellphone reception in case of an emergency. If it is an outdoor/nature camp, by clearly defining the boundaries early, your campers will know where it is appropriate to eat and where it is appropriate to use the bathroom. Also, it is important for your counselors to know where emergency resources are located and where they can find medical help from camp medical personnel. On the first day of a camp, all campers should be shown the boundaries of the camp and told where they can and cannot go.

Methods of Communication

Because so many camps are located in remote areas of Ukraine, it is very important to ensure methods of communication. If the camp does have a landline, remember to submit that number to the Peace Corps. If a landline does not exist at the campsite, find areas in or near the camp where a mobile phone service works and find the closest working landline. Make sure to have these areas identified on your map before the camp begins.

IV. General Camp Policies and Procedures

Requirements

The Peace Corps will not allow Volunteers to participate in a camp if all of the requirements are not met. All necessary contact information must be submitted to your regional manager and approved prior to your summer camp.

Ukrainian Chaperone

As noted above, on January 1, 2009, Article 28 of the *Law of Ukraine on Health Improvement and Recreation of Children* limits children's travel and participation in summer camps unless accompanied by a designated guardian who is liable for their livelihood and safety. **A Volunteer cannot act as a designated guardian.**

For every 15 youths, there must be one Ukrainian adult acting as a chaperone. The adult must be at least 18 years of age and agree to be responsible for the lives of the children. In order for this adult to be a legitimate guardian, he/she must sign a paper saying that he/she is responsible for the lives of the children. Your regional manager should have signed copies of such letters for all guardians submitted with the other paperwork no less than two weeks before the start of the camp.

Permission Slips from Parents

Another good practice is to collect permission slips for all youth attending a camp. An example of a permission slip is attached at the end of the guide.

Tobacco, Drugs, and Alcohol Use for Campers

Alcohol and illegal drugs are not permitted on camp property and will result in removal from camp. Adults 18 years and older may use tobacco products only when away from campers; tobacco use by minors will not be permitted. Smoking will not be permitted in camp buildings. Staff should report any incident to the camp director, who will determine the course of action.

Unauthorized Persons

Staff or campers should notify the camp director immediately about unauthorized persons on campground property. He/she, along with the assistance of full-time camp personnel and/or the police, will have the unauthorized person removed. Local authorities will be contacted if necessary.

Swimming Policy

A trained and qualified mature adult should oversee all swimming activity at all times; ideally this person would have credentials as a lifeguard. A safe area must be located and marked clearly for all participants. There should be at least one lifeguard for every 10 campers swimming. Also, it is important to have clear rules and boundaries; if campers do not follow these rules they may not enjoy the privilege of swimming.

Hiking and Excursions Policy

When hiking, campers must be accompanied by counselors or staff. It is ideal to have 1:5 ratio of counselor to camper, with at least two staff members at all times. Staff members will notify camp leadership when they depart and return, and will take basic first-aid supplies and water. In the case of an emergency, one staff member can be sent to camp for help and one will stay with the group.

Hiking/Excursion Guidelines

1. Know where you are going. Be prepared. Note landmarks and use a map or compass if appropriate. Know where water is available.
2. Find out if any campers have special medical needs and be adequately prepared.
3. Hiking safety requires you know where you are stepping. Step without putting all of your weight down until you are sure of your footing. Look out for snakes and other wildlife.
4. Keep the group together.
5. Assign buddies and use the buddy system on hikes and excursions.
6. Store food safely away from campers and sleeping areas in bear country.
7. Monitor the weather. Cancel a trip, if necessary, if safety is questionable. Be aware of cool weather and warm weather illnesses that may arise.
8. In case of inclement weather, especially lightning storms, please follow the information in the following section.

V. Medical Policy and Guidelines

Contacts

The contact information for a local hospital and pharmacy are necessary in the initial paperwork for your summer camp. Inform them about your camp so they will be better prepared to handle the situation in the event of an emergency. Also, find their hours of operation and contact information. This will help establish good relations to promote cooperation.

Also, it is important to talk with people in the area. They know which rivers and lakes are safe to swim in. They can also tell you about the local wildlife, ticks, or poison ivy.

Medical Kit for Volunteers

Peace Corps medical officers suggest you take your medical kit with you to camp. However, they understand that the kit is large and you may not want to bring everything. Therefore, they have created a smaller list that is more suitable for summer camps. This list is intended for all Volunteers

who attend summer camps, not simply those organizing the camp. Also, the items listed may not be used to treat a camper. A person on the camp medical staff is responsible for attending to camper treatment.

- | | |
|-----------------------------|----------------------|
| ✓ <i>First-Aid Handbook</i> | ✓ Eyewash |
| ✓ Band-Aids | ✓ Gloves |
| ✓ Gauze | ✓ Antibiotics: Cypro |
| ✓ Antibiotic ointment | ✓ Bug repellent |
| ✓ Ibuprofen | ✓ Sunblock |
| ✓ Benedryl | ✓ Iodine tablets |
| ✓ Aspirin | |
| ✓ Rehydration salts | |

Lightning

The summits of mountains, crests of ridges, slopes above timberline, and large meadows are extremely hazardous places to be during lightning storms. If you are caught in such an exposed place, quickly descend to a lower elevation, away from the direction of the approaching storm, and squat down, keeping your head low. A dense forest located in a depression provides the best protection. Avoid taking shelter under isolated trees or those much taller than adjacent trees. Stay away from water, metal objects, and other substances that will conduct electricity from long distances.

By squatting with your feet close together, you have minimal contact with the ground, thus reducing danger from ground currents. If the threat of lightning strikes is great, your group should not huddle together, but spread out at least 15 feet (5 meters) apart. Whenever lightning is nearby, take off backpacks with either external or internal metal frames. In tents, stay at least a few inches away from metal tent poles.

Lightning Safety Rules

- Stay away from open doors and windows, fireplaces, radiators, stoves, metal pipes, sinks, and plug-in electrical appliances
- Don't use hair dryers, electric toothbrushes, or electric razors
- Don't use the telephone; lightning may strike telephone wires outside
- Don't take laundry off the clothesline
- Don't work on fences, telephone lines, power lines, pipelines, or structural steel fabrications
- Don't handle flammable materials in open containers
- Don't use metal objects, such as fishing rods and golf clubs
- Get out of the water and off small boats
- Stay in the car if you are traveling. Automobiles offer excellent lightning protection
- When no shelter is available, avoid the highest object in the area. If only isolated trees are nearby, the best protection is to crouch in the open, keeping twice as far away from isolated trees as the trees are high
- Avoid hilltops, open spaces, wire fences, metal clotheslines, exposed sheds, and any electrically-conducted elevated objects

Fire

In the case of a fire on the camp premises, staff should evacuate campers from the area. Staff should not attempt to fight the fire unless it is small and they have the proper resources readily available. Staff should immediately notify the camp director. He/she will assess the situation and determine if local authorities need to be contacted. The camp director may mobilize the camp if necessary and give further directions.

First Aid for Staff on the Scene

First aid entails all forms of emergency assistance to an injured or suddenly ill person until professional medical care responds and arrives at the scene to assume control. Everyone is under a significant amount of stress in an emergency situation. One must decide to act. There is always something that you can do!

In all cases, notify the camp medical director and the camp director. Remember to:

- **Check:** Check the scene and determine if it is safe for you. Think! Can you really help or will you become another victim?
- **Call:** Always call for help. If you have others with you, send them for help. It is important in times of stress that you tell people clearly what to do. If you want someone to get help, tell him/her who to find. For example, "Go to the camp and get the camp medical director and bring him/her back here as quickly as possible." Be specific and clear about what you want.
- **Care:** Provide assistance. Offer support or care in the amount you are trained or feel comfortable with.

Food Sanitation Safety Reminders

- Do not eat meat that is raw or undercooked
- Avoid foods that are moist at room temperature
- Eat foods that are still hot
- Eat/snack on dry foods
- Eat fruits and vegetables that you can peel

Drinking Water Safety Reminders

- Do not drink water from a stream or unsterilized tap. If you drink this water, make sure it has been boiled for 5 to 10 minutes
- Beware of fruit or vegetables that have been washed with that water, unless you intend to cook them thoroughly
- Keep your mouth closed when showering or bathing to avoid swallowing untreated water
- Drink canned or bottled beverages. Be sure to wash their seals before consuming
- Use bottled water to brush your teeth

Medical Log

The medical log attached at the back of this guide helps Volunteers record the medical issues at camp. This log should be kept by the camp medical director to record all medical events that take place. If a doctor or nurse responds to a more serious medical incident, the camp medical director

should also include this in the log. The log tracks what medical problems took place at the camp and how the staff responded.

VI. Final Thoughts and Suggestions

The purpose of this guide is to ensure that safety is included as a formal part of the summer camp planning process. It is important to remember that the most important part of resolving a safety situation is having clearly stated procedures in place that tell people what to do in case of an emergency. Additionally, knowledge of available medical and police resources is key in emergencies.

Peace Corps/Ukraine asks that all Volunteers who plan a summer camp seriously consider the safety and security plans for their camp. It is mandatory that the Emergency Locator Form attached be completed and submitted to your regional manager and the safety and security coordinator.

Please use your regional manager as a source of information if you have any questions regarding this material.

Thanks. Be safe and have fun!

SUMMER CAMPSITE—LOCATOR FORM (PAGE 1 OF 2)**Camp Information**

Name of Camp: _____

Type of Camp: _____

Dates of Camp: _____

Location of Camp: _____

PCV Advisor: _____

Sponsoring Agency/Organization: _____

Camp Director: _____ Phone No.: _____

Camp Medical Director _____ Phone No.: _____

Name of Volunteers working at camp:

*The Volunteers who help organize the camp (e.g., PCV advisor) are responsible for providing the Peace Corps with the names of all Volunteers working at their camp and the dates of their involvement.

Emergency Contact Information (Names and Numbers)

Police: _____

Pharmacy: _____

Fire: _____

Driver's Name/Agency:

Hospital: _____

License Plate No.: _____

Have these officials (listed above) been notified of the camp? (Circle one) Yes No

Please list the name and phone number of a third party who could relay the information to and from the camp in case of an emergency or if the location of the camp does not have a working telephone.

Name: _____ Position: _____

Phone: _____

Has there been a pre-camp visit to the camp? (Circle one) Yes No

Date of visit: _____

Please submit this form to your regional manager at least two weeks before the start of the camp!

SUMMER CAMPSITE—LOCATOR FORM (PAGE 2 OF 2)

Please attach a map of the campsite and directions.

Please submit this form to your regional manager at least two weeks before the start of the camp!

Medical Log
(Use to record medical issues during camp)

Medical event with date	Name of camper	Name of person providing care	Comments

Camp GLOW and TOBE 2010 Permission Slip

Camp GLOW Kolomiya and Camp TOBE Kreminna will take place July 11-16. Camp GLOW Kreminna will take place July 18-23. Campers will include girls and boys in the ninth through the eleventh forms from secondary schools throughout Ukraine. The camps will be facilitated and taught by Peace Corps Volunteers and Ukrainian counterparts. Campers will participate in lessons and activities focusing on skill-based topics, such as leadership and project design and management. There will also be issue-based topics, such as counter-trafficking, domestic violence, gender equality, and HIV/AIDS. Other activities include a nature excursion, sports and games, and other creative projects.

All participants will be attending camp at their own risk. All participants have agreed not to smoke, drink alcohol, or use illegal drugs during the camp. Any participants who smoke, drink alcohol, or use illegal drugs will be sent home at their own expense.

Participant's name: _____

Parent's/guardian's name: _____

Relationship to camp participant: _____

Address: _____

Phone number: _____

Second contact in case of emergency: _____

Relationship to camp participant: _____

Phone number: _____

I understand the nature of Camp GLOW and Camp TOBE and that my daughter/son will be attending. I understand that by signing this permission slip I accept the camp code of conduct and am willing to accept financial responsibility for my daughter's/son's behavior.

Parent's/Guardian's Signature and Date

Appendix B.3 Sample Guidelines for Working with Youth

Principles and Values Guiding Our Work with Campers

1. I am fully cognizant that I am a role model throughout my experience as a camp counselor. As a role model, I resolve to conduct myself in a responsible and mature way in my dealings with all people.
2. I will treat all children and youth fairly and respectfully, regardless of their gender, age, race, ethnicity, religious beliefs, or socioeconomic status. In my eyes, all children and youth have value and potential. I will promote among the children and youth with whom I interact equal access to opportunities, resources, and information.
3. I will respect the values and culture of the children and youth with whom I work and play. In presenting ideas and approaches that may be different from what may be customary in the local culture, I will not pressure young people to adopt beliefs that conflict with their own.
4. As a camp counselor, I believe that all young people, regardless of their circumstances, have the potential to develop themselves. I resolve to promote their holistic development by building their assets. I will endeavor to promote their development without creating an unhealthy dependence on me or other outside resources. My job as a counselor and role model is to promote the empowerment of children and youth.
5. I resolve to be honest about my strengths and limitations as a camp counselor. I realize that young people may perceive me as a source of knowledge. I will use my knowledge responsibly for the benefit of young people. I will be honest in my interactions with young people and their families and refrain from providing advice or guidance in any matter outside my areas of knowledge or expertise. In situations where my expertise is limited, I will refer the young person and his or her family to an appropriate service provider or organization.
6. I will not engage in any activity that could be construed as exploitation of children, youth, or families or one that could in any way harm a child or youth emotionally, physically, or sexually.
7. I commit to promoting responsible behavior among the young people at my site and, as such, I will not abuse any substance. I realize that substance abuse is not compatible with my role in youth development or my organization's policies.
8. I will remind myself every day that I did not create the many problems I encounter nor am I the sole person responsible for solving them.

I agree to abide by these principles.

Appendix C. Monitoring and Evaluation Tools

Also refer to the monitoring and evaluation tools in the Evaluation section of Part 5, Camp GLOW.

Appendix C.1 Sample Camp Outcomes and Indicators

This table outlines some suggested outcomes related to camp themes and activities, possible indicators for those outcomes, and possible ways in which to capture the information. This should be useful in developing the monitoring and evaluation plan for the camp. For some sample monitoring and evaluation tools, see the next section.

Type of Camp	Possible Outcomes	Possible Indicators	Methods or Measures
Leadership Camp—for boys, girls, or coed (consider which focus areas would be most appropriate for boys or girls in your country context)	<ul style="list-style-type: none"> --Improved positive identity (personal power, self-esteem, sense of purpose, positive view of the future) --Improved positive values (caring, equality and social justice, integrity, honesty, responsibility, restraint) --Improved social competencies (planning and decision making, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution) --Improved commitment to learning (achievement, motivation, critical thinking) 	<ul style="list-style-type: none"> --Identify three personal strengths or attributes --Identify three contributions youth will make to community, peers, or family --Participate in role-play on resisting peer pressure to avoid risky behavior(s) --Demonstrate improvement in three out of five key life skills areas: communication, decision making, goal setting, critical thinking, or self-esteem --Demonstrate ability to communicate effectively through scenario or group work --Actively engage with adults and peers outside of structured activities 	<ul style="list-style-type: none"> --Personal action plan --Observe change in level of participation in activities --Observation record --Personal development portfolio (art, journal, poetry, etc.) --Pre/post self-assessment --Life-skills rubric --Follow-up survey, observation for ongoing activities (3-6 months later)

Type of Camp	Possible Outcomes	Possible Indicators	Methods or Measures
Environment Camp	<ul style="list-style-type: none"> --Increased knowledge of, and respect for, local ecology/ ecological systems --Increased knowledge of environmental friendly agricultural and fishery practices --Increased environmental maintenance skills (such as water-quality assessment or trail building) --Increasing participation in environmental stewardship projects and practices 	<ul style="list-style-type: none"> --No. of participants demonstrating increased knowledge of local ecosystems and environment --No. of participants demonstrating increased knowledge of environmental-friendly agriculture and fisheries practices --No. of participants demonstrating new skills and practices --No. of participants working on new environmental projects 	<ul style="list-style-type: none"> --Personal field journals --Observation of behavior, both participation and application of new skills --Pre/post test
HIV/AIDS Prevention Camps	<ul style="list-style-type: none"> --Increased knowledge of HIV transmission and prevention strategies --Increased knowledge of personal-risk factors related to HIV --Developed strategies to modify behaviors and manage risks related to HIV --Strengthened and improved life skills (see Leadership Camp) 	<ul style="list-style-type: none"> --Identify three methods of HIV transmission --Describe three ways to reduce personal risk to HIV exposure --Identify three context-appropriate assertive behaviors in case studies --Demonstrate assertiveness communication through role-plays 	<ul style="list-style-type: none"> --Pre/post tests --Drama/role-plays --Observations --Lessons learned or after-action reviews --Focus groups and interviews 3-6 months later with camp participants
English/TEFL Camp	<ul style="list-style-type: none"> --Increased vocabulary, improved grammar, and demonstrated competence in using verbal and written English language --Increased confidence speaking English outside of classroom setting --Developed personal strategy for ongoing English-language learning 	<ul style="list-style-type: none"> --No. of participants demonstrating improved oral or written English language --No. of participants who use English in nonformal settings --No. of participants who develop personal plan for ongoing language learning 	<ul style="list-style-type: none"> --English journals or portfolios, homework assignments --Pre/post tests --Rubrics that measure baselines levels and progress --Observations --Example of ongoing language learning plans

Type of Camp	Possible Outcomes	Possible Indicators	Methods or Measures
<p>Business or Entrepreneurship Camp</p>	<p>--Acquire basic computer competency (using mouse, navigating, use of operating system [S])</p> <p>--Increased skills in basic word processing or use of analytical software (if connected: Internet search and email skills)</p> <p>--Increased awareness of career opportunities</p> <p>--Developed strategy for future education or to reach employment goals</p> <p>--Demonstrated ability in conducting basic feasibility study, and/or writing business plan</p>	<p>--No. of participants demonstrating basic computer competency</p> <p>--No. of participants demonstrating increased awareness of career opportunities</p> <p>--No. of participants who create a personal education/career plan of action</p> <p>--No. of participants who demonstrate competency in conducting a feasibility study and/or writing a business plan</p> <p>--No. of business plans written</p> <p>--No. of feasibility studies conducted</p> <p>--No. of businesses started as a result of feasibility study skills learned at camp</p> <p>--No. of campers with increased income or jobs 3-6 months following camp</p>	<p>--Personal plan/business plan</p> <p>--Observation record</p> <p>--Personal development portfolio (art, journal, poetry, etc.)</p> <p>--Pre/post test</p> <p>--Follow-up survey, observation for ongoing activities, actions (3-6 months after camp)</p> <p>--Work-readiness rubric</p>
<p>Computer Camp</p>	<p>--Acquire basic computer competency (using mouse, navigating, use of operating system [OS])</p> <p>--Increased skills in basic word processing or use of analytical software (if connected: Internet search and email skills)</p> <p>--Demonstrated ability to use computer to perform hardware diagnostics and troubleshoot</p>	<p>--No. of participants who identify the fundamental components of a computer and its functions</p> <p>--No. of participants who can describe common software applications and their uses, such as word processing, spreadsheet, database, Web browsing, desktop publishing, and accounting</p> <p>--No. of participants who can perform simple searches for information on the Internet</p> <p>--No. of participants who create an email account and send email to three other people in the class</p>	<p>--Pre/post tests</p> <p>--Observation of participation and use of skills</p>

Appendix C.2 Monitoring and Evaluation Methods

How to conduct an individual interview

Individual interviews can be used during assessments or surveys. An individual interview can mean a 10-minute conversation during an informal visit or a longer and more structured discussion, using a series of questions on a particular topic. Whatever the case, focus on essential information and build your interview around current concerns; for example, profiling and needs assessment, tracking changes, or seeking feedback.

Try to interview people at times that are safe and convenient for both staff and interviewees. The time your interviewee has available should determine how long your interview lasts. Make sure people understand why you wish to talk to them and what you will do with the information they share. Never use people's names when using information without their expressed permission or that of their guardian(s).

Start with questions that are factual and relatively straightforward to answer. Move on to more sensitive issues, if necessary, only when the person you are interviewing is more at ease.

Make sure people know that you value their time and participation. Don't end the interview too abruptly. Take responsibility for the effect on your interviewee if sensitive issues are discussed. Record, store, and use information safely.

Some 'Do's' for interviews

- Do try to make sure you have a good translator or you are proficient enough in the local language.
- Do locate elders/leaders first, explain who you are and what you are doing, and ask their permission to interview.
- Do ask individuals' permission to interview them; for example, "Is it OK if I ask you a few questions about the conditions here?" Thank them afterwards.
- Do try to prioritize discussions with women and children, and other people likely to be experiencing particular difficulty.
- Do try to interview at least three families in each location in order to cross-check the information you are receiving.
- Do make sure you include people at the edge of a camp or site where you may find the poorest families living, quite literally, on the margins.
- Do avoid large crowds following you around if possible, since this is likely to intimidate interviewees and interviewers.

Source: Schofield (2003). From S. Burns and S. Cupitt (2003). *Managing outcomes: a guide for homelessness organisations*. Charities Evaluation Services (adapted); R. Schofield, Medair (internal, adapted).

How to conduct a focus group

If possible, conduct a few focus groups and compare the information you are collecting from these and other sources.

What is a focus group?

Six to 12 people are invited to discuss specific topics in detail.

The focus group can bring together people who have something in common. They may share a particular priority, or be unable to speak up at larger meetings (for example, younger people, women, or minority groups), or are people only peripherally involved in the community, such as nomads. It is best not to have leaders or people in authority present—interview them separately.

Why only six to 12 people?

In a larger group:

- Speaking time will be restricted and dominant people will speak most
- The facilitator will have to play more of a controlling role
- Some members of the group will become frustrated if they cannot speak
- Participants will start talking to one another rather than to the group as a whole
- The group may stop focusing and start talking about something else

What do you need?

- An experienced facilitator: a native speaker who can lead, draw out the people who are not talking, and stop others from talking too much
- Time to prepare open-ended questions and select focus-group members
- One, sometimes two, people to note in writing what is said
- A common language
- A quiet place where the group will not be overheard or interrupted
- To sit in a circle and be comfortable
- Shared understanding and agreement about the purpose of the discussion
- Ground rules, for example: everyone has a right to speak; no one has the right answer; please don't interrupt
- Permission from the group to take notes (or maybe use a tape recorder)
- Refreshments
- About one hour to 90 minutes of scheduled time

What happens?

- The facilitator makes sure everyone has a chance to speak and that the discussion stays focused
- The note-taker writes notes
- At the end of the session, the facilitator gives a brief summary of what has been said in case someone has something to add
- The facilitator checks that the written record has captured the main points and reflects the level of participants' involvement in the discussion

Source: From V. M. Walden (no date). "Focus group discussion." Oxfam (internal. adapted); L. Gosling and M. Edwards (2003). *Toolkits: a practical guide to planning, monitoring, evaluation and impact measurement*, Save the Children (adapted); USAID (1996). *Performance Monitoring and Evaluation TIPS No. 10*, USAID Centre for Development Information and Evaluation (adapted).

How to hold a lessons-learned meeting

Purpose

- For project staff to meet and to share project information
- To build agreement on the activities you are carrying out
- To build agreement on the changes you plan to make
- To document key information and decisions and act on them

You will need

- Your accountability adviser, if you have one
- One person to act as facilitator
- Another person to record, in writing, key findings, comments, and decisions

Questions for project staff

1. Which people are you working with?
2. Which of these people are particularly vulnerable?
3. Who have you spoken to since the last meeting?
4. What have you learned from them?
5. Who have you cross-referenced findings with?
6. How do findings compare with your meeting records and/or baseline data?
7. What needs are beneficiaries prioritizing?
8. How does this relate to your current activities?
9. What is working well?
10. What is not working well?
11. What results should you try to achieve and how?
12. What do you need to do to enhance impact?

When meetings are held regularly, with key findings, comments, decisions, and dates noted, this can help you update project information and measure project impact. It is particularly important to try to do this during the early stages when you are busy responding, when staff turnover may be high, and when teams have little time to set up systems.

Source: From written communication with staff at World Vision International (adapted) and individual evaluator Pauline Wilson.

Appendix C.3 Camper Healthy Life Skills Self-Assessment

Name: _____ Age: _____ Sex: _____ Group/Cabin: _____ Date: _____

The purpose of this tool is for you to honestly rate yourself on your own healthy life skills, practices, and behaviors. **There are no right or wrong answers!** Be honest, as it will help you identify areas you want to grow, strengthen, or improve. You don't have to share this with anyone other than your camp counselor. We are all working on improving ourselves! Read through each of the healthy lifestyle areas and rate yourself on a scale of 1-5, with 1 being "Never" and 5 standing for "Always." Write the number you feel best describes you in the last column. Add up the total at the bottom. See if your total is higher at the end of camp than at the beginning.

Themes	Abilities	I demonstrate the following:	I am never like this	I am like this on occasion	I am like this sometimes	I am like this most of the time	I am like this always!	Total
Personal Strengths & Self-Esteem	Self-esteem and a positive identity	I have self-confidence in myself physically and emotionally; I value my own ideas and abilities. I feel that I can contribute to society positively. I am happy and successful. I am confident in my beliefs.	1	2	3	4	5	
	Responsibility	I accept responsibility for my actions. I try to acknowledge my mistakes and improve next time.	1	2	3	4	5	
Communication Skills	Listen with Empathy	I consider the ideas, opinions, and feelings of others when speaking. I offer empathetic counsel to others without judging.	1	2	3	4	5	
	Manage Emotions	I can express my emotions with almost everyone and am comfortable in social situations. I can resolve conflicts and express myself clearly without resorting to violence.	1	2	3	4	5	

Themes	Abilities	I demonstrate the following:	I am never like this	I am like this on occasion	I am like this sometimes	I am like this most of the time	I am like this always!	Total
Decision-Making Skills	Healthy Decision Making	I can analyze a situation and make well-informed decisions. I seek counsel before making big decisions. I can resist peer pressure to avoid high-risk behavior such as drug and alcohol abuse, violence, and irresponsible sex. I understand the consequences of my actions and take them under consideration when making decisions.	1	2	3	4	5	
	Integrity and Honesty	I make decisions based on my values and feel comfortable defending my beliefs. I always tell the truth; even when it is difficult or I might get in trouble.	1	2	3	4	5	
	Conflict Resolution	I can see both sides of an argument. I can say what I believe and respect others who don't agree with me. I respect and appreciate social or cultural differences.	1	2	3	4	5	
Critical Thinking Skills	Critical Analysis and Logic	I ask questions in order to understand the truth. I regularly seek new information and perspectives. I like to figure out difficult challenges.	1	2	3	4	5	
	Creative Thinking	I like to come up with alternative answers or solutions to problems. I can use what I know to come up with new ideas or plans. I like to be involved in creative activities whenever they are available, such as music, theater, or other arts.	1	2	3	4	5	
Healthy Practices	Physical and Emotional Wellness	I am well both physically and emotionally. I project a positive attitude. I am happy and active.	1	2	3	4	5	
	Stress Management	I handle stressful situations or pressure well.	1	2	3	4	5	
			Total					

The areas I would most like to improve or strengthen during the week at camp are: 1) _____ 2) _____ 3) _____

Appendix C.4 Work Readiness Assessment Tool

Abilities	Definition	Observation T1: Beginning			Observation T2: End		
		Never= 1	Sometimes= 2	Often= 3	Never= 1	Sometimes= 2	Often= 3
CAREER PLANNING AND EXPLORATION indicator 1.2a							
Career and Job Building Skills	<ul style="list-style-type: none"> • Has articulated career, educational, and/or training goals and aspirations • Can identify at least three potential resources to help reach his/her goals for the future 						
Job Exploration and Research	<ul style="list-style-type: none"> • Able to conduct various methods of job research, including most of the following: Internet searches, newspaper announcements, informational interviews, attending job fairs, learning about high-demand jobs, and identifying possible career mentors 						
Business and Entrepreneurship	<ul style="list-style-type: none"> • Demonstrates a high level of awareness about how to be self-employed, the components of a business plan, and the importance of good accounting practices 						
EFFECTIVE WORK HABITS indicator 1.2b							
Time Management	<ul style="list-style-type: none"> • Consistently demonstrates the ability to plan tasks and activities to organize his/her time • Can prioritize tasks in a logical manner • Consistently implements tasks within given time frames; meets deadlines 						
Interviewing Skills	<ul style="list-style-type: none"> • Demonstrates the ability to plan and prepare for interviews by conducting research, developing good questions • Demonstrates confidence in conducting informational interviews or in being interviewed 						
Team-building and Teamwork	<ul style="list-style-type: none"> • Demonstrates the ability to work with a group to clarify roles and responsibilities, overcome conflict or obstacles, define tasks, and attain successful results • Facilitates and engages others' input and ideas • Works as a group member to problem solve and accomplish tasks 						
Workplace Responsibilities and Rights	<ul style="list-style-type: none"> • Demonstrates appropriate behavior for professional environment (including dress, body language, and control of emotions) • Asks questions to clarify expectations • Demonstrates a strong work ethic and commitment to tasks 						

Abilities	Definition	Observation T1: Beginning			Observation T2: End		
		Never= 1	Sometimes= 2	Often= 3	Never= 1	Sometimes= 2	Often= 3
TECHNICAL SKILLS indicator 1.2b							
Computer Skills	• Can use a computer and type proficiently and is familiar with a variety of computer software (word processing, spreadsheets)						
Internet	• Is able to use the Internet for research and communication						
COMMUNICATION SKILLS indicator 1.2b							
Networking Skills	• Demonstrates effective communication to both impart information about self and seek information about the resources and assets of others • Ability to engage the interests of others by asking questions and seeking resources						
Oral Communication	• Communicates orally with individuals and in a group expresses self clearly • Effectively presents material						
Written Communication	• Writes professional letters, emails, CVs, essays, statements, and short reports						
FINANCIAL LITERACY indicator 1.2b							
Personal Finance and Planning Skills:	• Has good knowledge and practice of personal finance and planning skills • Has started saving money • Develops and articulates goals and has a coherent, logical plan to reach them						
	TOTAL SCORES:						

Total Change T1:T2: +/- _____

Appendix D. Sample Documents

Appendix D.1 Camp GLOW Budget Line Items (Morocco)

Itemized Budget

Line Item	Amount
Total funds received	
Total amount earmarked for conference center	
Food	
Lodging	
Bedding	
Meeting rooms	
Total amount dispersed by village/region	
Total expenditures to date from this amount	
Remaining funds being used for manuals	
Expenditures:	
Supplies	
Camper manual production	
Typing/printing	
Photocopies	
Photo developing	
Banner materials	
Banner painting	
Snacks	
Translations	
Travel expenditures:	
PCV and accompanying camper and counterpart transport	
Camper and trainer transport to campsite	

Appendix D. 2 Sample Camp GLOW Detailed Budget (Thailand)

Item	Banteay Meanchey	BM Total	Community	SPA
Lodging	15 girls x 2 nights x \$4.00/night for homestay	\$120.00		
	3 guest speakers x 1 night x \$7.00/night guest house	\$21.00		
	4 trainers x 3 nights x \$7.00/night guest house	\$84.00		
	3 counterparts x 3 nights x \$7.00/night guest house	\$63.00		
		\$288.00	\$120.00	\$168.00
Transport	15 girls x 2 ways x \$2.50	\$75.00		
	4 trainers x 2 ways x \$6.00	\$48.00		
	3 counterparts x 2 ways x \$2.50	\$15.00		
		\$138.00	\$0.00	\$113.00
Food	15 girls x 2.5 days x \$5.00	\$187.50		
	3 guest speakers x 1 day x \$7.00	\$21.00		
	4 trainers x 4 days x \$7.00	\$112.00		
	3 counterparts x 4 days x \$7.00	\$84.00		
		\$404.50	\$50.00	\$354.50
Venue	4 days x \$25.00/day	\$100.00	\$100.00	\$0.00
Trainers	4 trainers x 4 days x \$10.00/day	\$160.00	\$0.00	\$160.00
Guest speakers	3 guest speakers x 1 day x \$10.00/day	\$30.00	\$0.00	\$30.00
Counterparts	3 counterparts x 4 days x \$5.00/day	\$60.00	\$0.00	\$60.00
Craft/office supplies	paper, markers, glue, flip charts, poster boards, etc.	\$100.00	\$0.00	\$100.00
T-shirts	30 participants x \$5.00/shirt	\$150.00	\$0.00	\$150.00
Internet research	20 hours x \$1.00/hour	\$20.00	\$5.00	\$15.00
Projector rental & equipment	2 days x \$60.00/day	\$120.00	\$120.00	\$0.00
Miscellaneous and incidentals		\$100.00	\$0.00	\$100.00
Total		\$1,670.50	\$395.00	\$1,250.50

Appendix D.3 Letter Requesting Nomination of Campers (Bulgaria)



[Your Name Goes Here]
 • [City], [State] [Postal Code]
 Phone: [Your Phone] • Fax: [Your Fax] • E-Mail: [Your E-Mail]
 Web: [Web Address]

[DATE]

Dear Colleagues,

We are organizing a summer camp for teenage girls, ages 14 to 18, in [CITY/TOWN]. The camp is from [DATES] at [LOCATION] and will be free to participants. This project has several goals for participants, including increasing self-esteem, obtaining leadership skills, improving English, and fostering volunteerism. We will achieve these goals through small-group discussions, games, sport activities, and community excursions. The curriculum has its basis in a Camp GLOW (Girls Leading Our World) that was highly successful in other countries. By working with at least seven American Volunteers and seven Bulgarian high school teachers, participants will gain new skills and have an extremely fun week.

We wish all English students could participate in this activity. However, there are a limited number of spaces available. In order to make it as fair as possible, we are asking for your help. We are asking English teachers from [NAME of SCHOOLS] to select students from their classes. We can accept [NUMBER] girls from your school. Students should vary in ages from [AGES OR GRADE LEVELS]. I trust that you will make the best decisions on who will benefit the most from Camp GLOW.

You should evaluate your students based on the following criteria:

- Leadership skills—The student should demonstrate leadership abilities or have the potential to be a good leader.
- Positive attitude—The student must be cooperative, have an open attitude toward new activities, and be motivated to think creatively.
- Good knowledge of English—It is not necessary that the student is the most advanced in the class, but she should be able to understand and communicate in English with minimal difficulty.
- Availability—The student must be able to attend the camp from [HOURS, DATES].


While the camp (supplies, staff, location) is free to participants, it will not provide transportation costs to and from [CAMP LOCATION] or lunch. However, our fundraising efforts allow us to provide T-shirts, crafts, sports equipment, snacks, and the costs of excursions.

Please select your students no later than [DATE]. Once you have chosen the students, please give them the enclosed information [sheet/registration form]. I will notify each student about a pre-camp meeting where she will receive details about Camp GLOW. If you have any questions, concerns, or comments, PLEASE contact me: by phone at [PHONE NUMBER] or email at [EMAIL ADDRESS]. I appreciate your help tremendously and recognize that this would not be possible without your guidance.

Sincerely,

[NAME]

Appendix D.4 Camp GLOW Application, Application Evaluation Form, Acceptance Letter, Wait-List Letter, Non-Acceptance Letter



Camp GLOW

Application

Please write clearly. Number: _____

1. Name: _____
(last) (first)

2. Address: Street _____ bl. _____ sc. _____ et. _____ nr. _____
City _____ County _____ Postal Code _____

3. Telephone number: (_____) _____

4. Grade in school (circle one): 9 10 11

5. School you attend: _____

6. EMERGENCY CONTACT
Name: _____ Telephone number: (_____) _____
Relationship to you (e.g., mother, sister): _____

7. INFORMATION:
Camp GLOW will be held [DATES] in [LOCATION]. You will be notified by [DATE] of your acceptance to this camp.

** There will be NO SMOKING, DRINKING, or DRUGS allowed at this camp.
** A deposit of [AMOUNT] will be required upon your acceptance to Camp GLOW. This money WILL BE REFUNDED after the camp. If you choose to smoke, drink, or do drugs at this camp, you will NOT receive your deposit back and you will be sent home early. If you choose not to show up to the camp after agreeing to come, you will NOT receive your deposit back. If there are individual problems with the amount of the deposit, they can be discussed after your acceptance.

I have read and understood the above information. If I am accepted to Camp GLOW, I agree to abide by the above rules and I understand the consequences of my actions.

(Print Name) (Signature)

ESSAY QUESTIONS: Please answer the following questions.

- A. What do you think your role will be as a woman in your country in the 21st century?
- B. What personal strengths will you bring to this camp?
- C. How do you feel you can benefit from this camp?
- D. How do you define leadership?
- E. As a leader in your community, what can you do in the next year to improve your community?
Give specific examples.



Camp GLOW Application Evaluation Form

(All forms should be read by three camp organizers)

Name of Applicant: _____

Year in School: _____

Name of Evaluators: _____

Each evaluator should circle one set of numbers, so we can all use the same sheet.

5 is high, 1 is low

Clarity of expression	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]
	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]

Willingness to learn	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]
	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]

Level of English (if applicable)	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]
	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]

Creativity	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]
	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]

Community awareness	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]
	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]

Overall impression	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]
	[5 4 3 2 1]	[5 4 3 2 1]	[5 4 3 2 1]

TOTAL SCORE: _____

COMMENTS: _____

ACCEPTANCE LETTER



[Your Name Goes Here]
• [City], [State] [Postal Code]
Phone: [Your Phone] • Fax: [Your Fax] • E-Mail: [Your E-Mail]
Web: [Web Address]

Dear Applicant,

Congratulations! You have been accepted to Camp GLOW. The camp will take place from [DATE] to [DATE]. We are very excited to have you as part of this camp and look forward to a great camp experience.

We will have a meeting at [TIME] on [DAY and DATE]. The meeting will be held at [LOCATION]. You are required to attend this meeting, during which you will receive your health form, a packing list, and further details about the camp. It will also be a time for you to ask any questions. Your parents and/or guardians are invited to attend if they have questions.

When you come to the meeting, you need to bring the deposit of [AMOUNT], which will be refunded at the end of the camp as long as you act respectable and follow our three main rules: no smoking, drinking, or drugs. If you have any questions or concerns about the deposit, please let us know.

If you are unable to accept this invitation to Camp GLOW, please contact us immediately. There are other girls hoping to go to the camp and waiting for a place to open.

Get ready for a GREAT camp experience!

Sincerely,

Camp GLOW Coordinators

WAIT-LIST LETTER



[Your Name Goes Here]
• [City], [State] [Postal Code]
Phone: [Your Phone] • Fax: [Your Fax] • E-Mail: [Your E-Mail]
Web: [Web Address]

Dear Applicant,

Thank you for your application to Camp GLOW. We were impressed by your application. We had a large number of girls apply for the camp. Unfortunately, we are not able to accept all the girls that we would like to host. At this time, we would like to put your name on a waiting list for the camp. This means if a place becomes available, you will be notified immediately of your acceptance. You will be notified by [DATE], at the latest, if there will be a place for you at the camp.

Three people graded the application essays anonymously. Each of the five questions was graded on a scale of one to five. Though we placed emphasis on the content of your ideas, an additional score was given for clarity of English. We were happy to have students from four local high schools and three grade levels (9, 10, 11) participate in the essay contest, and the participants of the camp will reflect that balance.

Our hope is to have future GLOW camps and various local activities. We encourage you to participate when the opportunity exists.

Thank you for your interest.

Sincerely,

Camp GLOW Coordinators

NON-ACCEPTANCE LETTER



[Your Name Goes Here]
• [City], [State] [Postal Code]
Phone: [Your Phone] • Fax: [Your Fax] • E-Mail: [Your E-Mail]
Web: [Web Address]

Dear Applicant,

Thank you for applying to Camp GLOW. We were very impressed by your application. Unfortunately, due to a limited number of spots at the camp, we are unable to extend an invitation.

Three people graded the application essays anonymously. Each of the five questions was graded on a scale of one to five. Though we placed emphasis on the content of your ideas, an additional score of one to five was given for your clarity of expression in English. We were happy to have students from four local high schools and three grade levels (9, 10, 11) participate in the essay contest, and the participants of the camp will reflect that balance.

Our hope is to have future GLOW camps and various local activities. We encourage you to participate when the opportunity exists.

Thank you for your interest.

Sincerely,
Camp GLOW Coordinators

Appendix D.5 Camp GLOW Permission Slip and Medical Information



Camp GLOW Permission Slip and Medical Information

Camp GLOW will take place [DATES]. The camp will include young women from local high schools and will be facilitated by local women from [PARTNER ORGANIZATION] and Peace Corps Volunteers from the United States. Participants will be involved in English-language discussions and activities, focusing on topics like self-esteem, relationships, decision making, and leadership. Outdoor activities, campfires, a talent show, and artistic activities will also be important parts of the camp.

All participants have agreed not to smoke, drink alcohol, or use illegal drugs during the camp. Any participants who smoke, drink, or use drugs will be sent home. Furthermore, all participants will abide by the rules of the camp and instructions of the camp counselors. We have asked participants to secure their place by making a deposit of [AMOUNT]. This deposit will be refunded at the end of the camp, as long as the participant has acted respectfully and followed the above agreement.

Throughout the week, participants will be taking photos and video as part of various sessions. These may be used to share the activities and results of the camp with the Peace Corps, partners, funders, and other organizations.

Participant's Name: _____

Parent's/Guardian's Name: _____

Relationship to Camp Participant: _____

Address: _____

Phone Number: _____

Second Contact: _____

Relationship to Camp Participant: _____ **Phone Number:** _____

Please list any allergies the participant has:

Please list any medication the participant will be bringing to the camp:

I understand the nature of Camp GLOW and that my daughter will be attending.

Guardian's Signature

Please note that this permission slip was translated into local languages.

Appendix D.6 Camp Supply List

Session Materials

- Balloons
- Contact paper
- Crayons
- Crepe paper
- Envelopes
- Flip chart paper
- Glue sticks
- Heavy-duty tape
- Journals
- Magazines
- Markers
- Masking tape
- Name tags
- Pencils
- Pens
- Photocopies
- Reams of paper
- Scissors
- Spray paint (for logos on camp T-shirts)
- Yarn

Sports Equipment

- Beach balls
- Frisbees
- Hula hoops
- Jump ropes
- Soccer ball(s)
- Whistle(s)
- Rope
- Volleyballs or nets

Prizes/Awards

- Camp certificates (also consider counselor certificates, especially for host-country nationals)
- Dictionaries
- Hair clips
- Stickers

Housewares (consider what can be added to student packing lists. Is it possible for students to bring their own plates or other supplies?)

- Bedding (sheets, blankets, sleeping bags, pillows)
- Food
- Plates, cups, and cutlery
- Pots and pans
- Towels
- Toilet paper

Medical Supplies

- Bug repellent
- Camper's emergency release forms/medical information (in local language if being used by the local nurse)
- Feminine hygiene products
- First-aid kits
- Sunscreen
- Plastic surgical gloves

Craft Supplies

- Buckets
- Dye
- Embroidery floss for friendship bracelets
- Fabric paints
- Palm fronds/leaflets where available for baskets
- Local handicrafts supplies

Other

- Batteries
- Camera/film
- Garbage bags
- Tape player and tapes
- Alarm clocks
- Snacks
- Extension cords
- Musical instruments: guitars, ukuleles, etc.

Appendix D.7 Packing List for Camp GLOW (Romania)

Here is a list of suggestions of what you should bring to camp with you. None of the items listed below are required and some may not be relevant to you. All meals and your bedding (sheets and blankets) will be provided.

While packing, remember the most important packing rule: if you bring it, you carry it! Try to keep your luggage light and be considerate of others; we will have limited space on the bus to bring everything to camp. You are limited to one bag.

See you at the camp!

Clothes

- Shoes, a pair of comfortable walking shoes for hiking and sports, such as sneakers or hiking boots (No high-heel platform shoes!)
- T-shirts
- Bathing suit
- A sweater or sweatshirt (We will be in the mountains and it could be cool at night)
- Shorts and a pair of pants or jeans
- Socks and underwear (panties and bras)
- Pajamas or a nightgown to sleep in
- A pair of slippers or sandals to wear around the dormitory

Outdoor Gear

- Sunscreen
- An empty plastic bottle for water, such as a soda-pop bottle
- Hat or sunglasses for protection from the sun
- Rain gear, such as a coat and/or umbrella

Bathroom

- Towel
- Hygiene products, such as toothbrush, toothpaste, soap, shampoo, hairbrush, feminine sanitary napkins/tampons

Other

- Your favorite music cassettes with your name on them
- A musical instrument, if you play one and want to share your talents!
- A pair of scissors for art projects
- Your spirit of creativity and openness

Appendix D.8 Sample Camp GLOW Schedule (Zambia)

Included in this appendix is one schedule to show the variety of topics covered during different camps. When creating your master schedule you should note who is responsible for leading/facilitating each activity and what materials the facilitator will need. Materials are not listed due to space considerations.

Zambia Camp GLOW Schedule of Activities

	Monday 9 June	Tuesday 10 June	Wednesday 11 June	Thursday 12 June	Friday 13 June	Saturday 14 June
6:00– 7:00		Wake Up	Wake Up	Wake Up	Wake Up	Wake Up
7:00– 8:00		Breakfast (Staff Meeting)	Breakfast (Staff Meeting)	Breakfast (Staff Meeting)	Breakfast (Staff Meeting)	Breakfast (Staff Meeting)
8:00– 10:00		Session 2: The Status of Women in Zambia: Gender and Human Rights	Session 4: Confidence and Self-Esteem	Session 5: Boyfriends and Peer Pressure	Session 7: Rape and Sexual Assault	Closing Ceremony: Certificates and Evaluations
10:00– 10:30		Tea Break	Tea Break & Small Group Discussion	Tea Break & Small Group Discussion	Tea Break & Small Group Discussion	Farewell! Participants Depart to Their Districts
10:30– 11:00		10:30 – 11:30 Small Group Discussion				
11:00– 13:00		11:30 – 13:00 Session 3: Assertiveness and Communication Skills	Guest Speaker: HIV and STIs	Session 6: Women and Traditional Practices	Session 8: Healthy Lifestyles and Dealing with Stress	
13:00– 14:00	Lunch	Lunch	Lunch	Lunch	Lunch	

	Monday 9 June	Tuesday 10 June	Wednesday 11 June	Thursday 12 June	Friday 13 June	Saturday 14 June
14:00– 15:30	Icebreakers & Games (while people continue to arrive)	14:00 – 16:00 <i>Students</i> Intro to Journaling: Journal Decorating and First Entry <i>Teachers</i> Why GLOW is Important, the Role of Clubs	<i>Students</i> Art: Mixed Media Self-Portraits <i>Teachers</i> Listening Skills and Crises Counseling ** YWCA	Community Guest Speaker or Role Model Panel	<i>Students</i> Art: Friendship Bracelets or Sports <i>Teachers</i> Facilitation Skills and GLOW Clubs	
	Introduction to Camp & Icebreakers & Ground Rules and Expectations				15:00 Journal Time: (How has your GLOW experience affected you?)	
15:30	Tea	Tea	Tea	Tea	Tea	
16:00	<i>Pupils</i> Session 1: Path to the Future Exercise <i>Mentor</i> : Roles and Responsibilities of Mentors	Sports!	Sports!	<i>Students</i> Drama: Assertiveness Practice Scenarios <i>Teachers</i> : Creating Institutions for Positive Change	Session 9: A New Beginning and Bringing GLOW Back to the Village	
17:00 – 18:00	Guest Speaker: Permanent Secretary of Eastern Province					
18:00 – 19:00	Dinner	Dinner	Dinner	Dinner	Dinner	
19:00 – 20:00	Bonfire & S'mores	Late Night Chats: <i>Students</i> Sex & Sexuality	Late Night Chats: Body Image	Late Night Chat: Puberty and Sanitary Napkins	Bonfire and Something Meaningful	
20:00 – 21:00		<i>Teachers</i> Sex & Sexuality	Journal Time: (Prompt-What is your proudest moment?)			
21:00	Lights Out!	Lights Out!	Lights Out!	Lights Out!	Lights Out!	

Appendix D.9 Camper Evaluation Form

1. What was your favorite session/activity during Camp GLOW? Why? Circle your top three choices:

ATTITUDES	SWIMMING	JOURNAL WRITING	SELF-ESTEEM	LEADERSHIP
Sexual Harassment	Self-Portraits	Values	Body Mapping	Breast Cancer Awareness
Hike	Skits	Diversity	Panel Elections/ Congress	Healthy Lifestyles
Career Planning	Goal Setting	Exploring	Expressing Ourselves	

2. If you could change anything about Camp GLOW, what would it be and why?
3. What is the most important/interesting thing you learned? The least interesting?
4. How did you feel about the level of English used during camp? (circle one)
 a. No problem b. Sometimes difficult c. Very difficult
5. Do you think this camp should be in [local language]? Why or why not?
6. How has Camp GLOW changed or not changed your ideas/feelings about women’s lives in your country? Please describe.
7. Please tell us your honest opinion about Camp GLOW: Rate Camp GLOW on a scale of to 10, with 10 being positive and 1 being negative. Why?
8. What did you think of the campsite for GLOW this past year? (Again, rate it on a scale from 1 to 10.) Explain.
9. Would you be willing to pay to attend Camp GLOW if you had the chance to participate in a future camp?
10. Additional comments or suggestions:

Appendix D.10 Camp GLOW Certificate

Congratulations!

You have successfully completed Camp GLOW, a self-empowerment camp organized specifically for young women.

Your hard work has proven that you are an independent, strong-willed, and confident woman. The success of your future depends only upon you and your dreams and aspirations.

PRESENTED TO:

STRENGTH • UNITY • POWER

Girls Leading Our World



Appendix D.11 How to Form a GLOW Club at Your School

1. Why Have Club GLOW at our Schools?

- Good for every young woman to gain knowledge
- Improves English
- Good for society
- Teaches young women to be strong
- Helps young women meet people from other schools
- Helps young women learn about themselves and improve self-esteem

2. Meetings at Big Schools/Clubs at Small Schools

- For secondary school students aged 15 to 19 or no division by age, one club at the school
- Males and females invited to participate
- English and [LANGUAGE] can be used at meetings
- Each club decides how often it will meet
- One or two camps a year (one in summer, one during school year)

3. Meeting Ideas

- Talk about goals, careers, values (what's important to us)
- Practice English
- Tell others what we have learned at Camp GLOW
- Talk about self-esteem
- Sports, games, music, party, HAVE FUN!
- Guest speakers/mentors
- Meet with other groups, clubs
- Translate poetry, songs
- Read books and magazines and discuss them
- Sleepover/slumber party
- Talk about everyday problems and new experiences
- Watch movies

4. How to Keep in Touch

- Social networks
- Letters among clubs
- Email each other
- Phone calls
- Create a webpage
- Birthday/name day postcards
- Meetings

5. Main Club Responsibilities

- Newsletter
- Fundraising activities
- Organize mid-year Camp GLOW (discos, making/selling postcards)
- Work with a Peace Corps Volunteer and teachers on bake sales, concerts, car washes, sell *Camp GLOW Magazine*

6. Goals

- Find interested people
- Share what we did at Camp GLOW and spread that information
- Have meetings, establish deadlines (have food and drinks at meetings!)
- Teach self-esteem

Appendix D.12 Sample Thank You Notes From Volunteers and Campers

Dear Friend of Camp GLOW,

While July 7-14 might seem like a long time ago, for those of us who participated in Camp Girls Leading Our World, the memory is still very fresh.

We have been meaning to get our thank-you notes out, but we had to wait until all the counselors could meet to hold our camp evaluation session, which we did recently.

Thank you so much for your contribution to one of the most wonderful experiences we have ever had. The superlatives could go on and on for the amazing event that Camp GLOW was for both campers and counselors alike. It was a magical time of sharing, growth, and fun. Over the course of one week, friendships were made, horizons broadened, and new leaders were created!

We are including a camp photo, a summary of some of our activities, and a thank-you letter written by one of the participants. There doesn't seem to be a way to capture all the emotions that come out of GLOW, but we want you to know that your contribution changed lives! Our campers will never forget GLOW and for us it was the highlight of our Peace Corps' service.

Thank you so much!

[NAME]

Dear GLOW Friend,

I want to thank you for everything you have done for me, for your great support and contribution. Camp GLOW was a wonderful experience for me. I learned a lot of useful things that will help me in the future, like trusting people, helping each other, communicating with others, being honest, and how to work as a team. I learned what friendships mean and how to set a goal and achieve it. During this week I became stronger, discovering a lot of things about myself. Now I have more confidence in myself and I can do whatever I want.

I found out and I understood that a woman can be a great leader for her community and by having strong character, she can improve her community and make it a better place to live. I know you made a lot of sacrifices to make this camp become a reality and I want to thank you for this. Thank you for the great time I've spent at camp and for the interesting things I learned.

With respect,

[NAME OF GLOW CAMPER]