

YOUTH TRAINING CURRICULUM



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This Youth Training Curriculum has been created by the International Step Up Committee (ISU) and the International Junior Branch Committee (IJB). Our main goal is to train and empower youth going to a Step Up in order to make the best from their experience and we believe Junior Branch has lots of skills and knowledge to share and contribute in this area.

This curriculum contains all the information needed to train youth attending a Step Up and different ways on how Junior Branch can support this process and also benefit from it. It not only provides a clear description of goals and indicators we would like youth to reach, but it also provides a set of activities as examples of ways to address these goals. It is intended to benefit both Step Up Committee and Junior Branch as well as youth in successfully reaching the Step Up goals.

Please read this document in addition to the CISV Step Up Guide and the Leadership Training Guide, which contain information that applies to all CISV programs at Resources webpage.

ISU AND IJB SUPPORT

The National Step Up Committee should be in charge of the youth training, as ISU and IJB strongly suggest every National Step Up committee cooperates with their National/local Junior Branch in planning and delivering the training. We think Step Up will benefit from JB's vision, methods and creativity while Junior Branch will not only be collaborating with other sections of their chapter but also gaining a space for learning and recruitment. As a result of this cooperation youth going to a Step Up will have the chance to be trained and introduced to Junior Branch's vision, projects and, above all, passion in being active global citizens.

We do know that JB takes various forms through chapter to chapter. In fact, it may happen that a chapter has no JB at all. However, it may happen that there are some juniors in the chapter interested in helping out with the youth training. Seek for them! This may turn into a great opportunity for them to get trained, develop leadership skills and next time be able to perform the training themselves. No matter the scenario, don't get discouraged! We suggest the Local/National Step Up Coordinator or Trainer get in contact with us to analyze other options.

However, no matter if you're part of Junior Branch, a future Step Up Staff or the Coordinator of Step Up in your local chapter, if you're reading this curriculum and you're interested in delivering youth training in your Chapter or NA we strongly recommend you to firstly get in touch both with your National Step Up Coordinator and your National Junior Representative.

For further information on the project, questions and inputs you can get in touch with:

ISU at: summercamp.list@cisv.org and the IJB Team at: summer@ijb.cisv.org

YOUTH TRAINING CURRICULUM ELEMENTS

Youth Step Up TRAINING GOALS and INDICATORS

Element 1

Introducing CISV, Peace Education, CISV 7 programmes and Junior Branch

Element 2

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Youth Step Up TRAINING GOALS and INDICATORS

Education: Goal 1: To prepare trainees to use CISV's approach to active global citizenship

a. Trainee is willing to use CISV's educational principles to contribute towards valuable activities during camp (A)

b. Trainee understands CISV's educational principle, statement of purpose, and content areas of peace education (K):

1. Attitudes, skills, knowledge (ASK)
2. The theory of experiential learning
3. The specific Step Up goals
4. The concept of working with a theme and its development
5. The generation and facilitation of reflection and discussion
6. The aspects of evaluation and when to use it

c. Trainee is able to use the Passport and activity writing template to plan and evaluate educational content activities during camp (S)

d. Trainee is willing to set and work towards reaching the goals of active global citizenship (A)

Role: Goal 2: To prepare trainees to effectively undertake their practical responsibilities within CISV

a. Trainee is able to use skills, tools and resources to achieve any goal he/she sets, in the context of Step Up (S)

b. Trainee understands the responsibilities within the role of a delegate (i.e. leadership, theme development, being active, teamplayer) in a Step Up program (K)

c. Trainee is willing to take an active leadership role in the programme (A)

d. Trainee understands the key events of a Step Up, such as excursions, camp meeting, impact day, and cultural activity (K)

Organization: Goal 3: To prepare trainees to contribute to the development and growth of CISV as an organization

a. Trainee understands the long-term impact they can have throughout their local CISV chapter and JB (K)

b. Trainee is willing to work towards CISV's statement of purpose (A)

c. Trainee understands the JB mission and his/her role and potential work towards it (K)

d. Trainee is able to use attitudes, skills and knowledge to contribute to the organization either locally, nationally and/or internationally (S)

People: Goal 4: To prepare trainees to interact effectively and appropriately in diverse environments

a. Trainee is able to take part in, facilitate and contribute in group decision and discussions (S)

b. Trainee understands group dynamics and teamwork (K)

c. Trainee is willing to create an inclusive environment (A)

d. Trainee is able to accept conflict and change and respond to it in line with CISV's values (S)



Element 1

Introducing CISV, Peace Education, CISV 7 programmes and Junior Branch

This element gives trainees an introduction to the history of CISV, its seven educational Programmes and Junior Branch. A presentation of CISV's Statement of Purpose and key components of our educational approach will provide the foundation for subsequent elements in the training.

Learning points:

CISV Statement of purpose

CISV's seven programmes & Junior Branch

Resources:

Step Up Guide

CISV Passport

Big Ed

Suggested activities:

Activity 1: *Introducing CISV_Statement of purpose*

Indicators covered: 1,b) 1,d)

Start with a small activity of CISV – peace, education, activities - it doesn't have to be long.

Show the participants how is a regular day at camp, glimpse of everyday life in a camp: they wonder what do you do in it and then we should lead them to the main words of CISV statement of purpose.

Videos CISV programs to be put together and ask youth what these videos show;

-Discussion (the facilitator should keep track of the words that can be connected to CISV!)

-Conclusion with the statement of purpose.

*let's choose some good extracts from these videos :)

Key words that the facilitator should keep track of:

Human rights
Diversity
Conflict & resolution
Sustainable development
Peace
Just
Actions
Inspire
Education
Understanding

OR:

Indicators covered: 1a) 1b) 1d)

Take the goals of different NGOs and or LMOs (including CISV) and put them on the ground all mixed up. The participants have to organize the goals according to which organization they think it belongs to. Have a talk about this and then: programmes-introduction.

Activity 2: : *Introducing CISV_brief intro and characteristics of programs and Junior Branch*

Indicators covered: 1a) 1b) 1d) 3a)

Village, Step Up, Seminar, brief intro of JB

Sketch for villages, step up and seminar + JB - prepare notes to give to each group so to sketch the programme.

Characteristics of programs to participants and they have place it in the right column.



Element 2

CISV Educational Approach (Active Global Citizenship, Content Areas and Theme, Educational Activity Planning, PDPEF, Theme Development)

Learning points:

CISV educational approach & purpose
CISV's ASK

Resources:

Step Up Guide
CISV Passport
Big Ed

Suggested activities:

Activity 1: *Active Global Citizenship*

Indicators covered: 1a) 1d) 3b) 3d) 4a

Each participant is given a post-it and in 5 minutes have to write down all the countries they have been to.

The whole group share their number and whoever got the most countries get a medal "Global citizen" ...

This is a starting point for a discussion about active global citizen:

- What does it mean to be a global citizen?
- Is X (the winner of the medal) the most active global citizen?
- Why/why not?
- etc.

After the discussion they go together in groups of 4/whatever and make a tweet with the definition of "Active global citizenship". Hang them in the toilets so everyone reads them!

Activity 2: *Content Areas and Theme*

Indicators covered: 1b) 2a)

The facilitator from element 1 wrote down all the keywords on separate papers and put them on the floor. (in more groups if possible).

All the participants are asked to group all the papers in 4 groups - after this they are asked to name the pile of papers/define their category.

In the end the groups go together and compare the piles and the “titles” = beginning of a talk about content areas/overlaps/etc.

End the discussion with a brainstorm on camp themes.

Activity 3: *Educational Activity Planning*

Indicators covered: 1b) 1c) 2a) 2b) 4a) 4b)

Road Tripping: Divide the participants in groups and give them a map with indications on how to reach their objective (see instructions on the map) and give them 20 mins to plan their trip.

Then talk about what happened in the groups, generalize it to activity planning etc (without using the words “Do, reflect, generalize, apply”).

The facilitator make a presentation about:

-DO: you use your body and do something, etc.

-REFLECT: you think of what happened, etc.

-GENERALIZE: this is when you take the meaning and use it somewhere else, etc.

-APPLY:

= 4 minutes.

The task for the participants who are still in their groups: break down the activity about the road trip into these 4 parts.

And talk about how always to use these steps when planning an activity.

(this can also be done over any other activity then “road tripping”).

OR:

Indicators covered: 1b) 1c) 2a)

ASK: run for it!

The youth are divided in groups and in front of each group there's a poster with the whole/part of the letters (depends on the amount of time you have). The letters are divided into: Attitudes, Skill, Knowledge. Each group get 1 pen and while taking turns run up and write a attitude, skill, knowledge that starts with a letter on the poster. The groups compete on who finish first.

Then a discussion in a big group about which ones are "right", about the concept of ASK and how to use then when planning.

Sit in a planning group and plan an activity with all the tools they have just learned with the help of the activity writing template!

Activity 4: PDPEF

Indicators covered: 1c) 2c)

If the participants know the goals (they do, because they did element 2 already) then we don't think its very important to spend a lot of time on the PDPEF - they just need to know it exists and maybe a few different ways of working with it. Important that they learn that it is not a goal itself to complete the PDPEF, it is a tool - not a competition.

Goal of this element: That they know goals and the indicators - and that they know they can use the PDPEF for planning activities and for evaluation of the camp.

1. We present the PDPEF (goals, indicators)
2. In 4 groups each group with a facilitator: each group get a different filled out PDPEF and they have to come up with activities that they could do in that period of the camp. (Here they can use the staircase of activities). The facilitators should remember that the group are working on 2 levels: with activities and with the PDPEF
3. The 4 groups gather and share what they came up with.

Activity 5: *Theme Development*

Indicators covered: 1b)

Energizer: Make a big circle and someone can start by saying any word (for example: fish), and the next person need to say a word which is not related with the previous word (which was fish). They have to continue saying words which are not related with the previous ones, if they do then they will be out of the circle. The game ended with the last person in the circle.



Element 3

Understanding Step Up (goals, theme, camp meeting, cultural activity, local impact day, roles & responsibilities)

Learning points:

Step Up Goals & Indicators

Step Up specific elements

Participants roles & responsibilities

Resources:

Step Up Guide

CISV Passport

Big Ed

Activity Database

Suggested activities:

Activity 1: *Understanding Step Up_Main characteristics*

Indicators covered: 2d)

This session is about some of the main characteristics of a Step Up:

- theme
- camp meeting
- cultural activities
- local impact day
- excursions

For preparation make a powerpoint/prezi with different pictures that symbolizes main characteristics of a Step Up.

1. Divide the participants in groups (mix them up so that people with experience is with people who have no experience)
2. Explain that it is a competition and that they need to explain each picture in connection with Step Up.
3. Go through all the pictures so that all elements of Step Up is covered - and if the participants do not know, the facilitator can explain.

Activity 2: *Understanding Step Up_Camp theme & Cultural activities*

Indicators covered: 2d)

1. Find an actual camp theme.
2. Ask them to brainstorm about the theme and after this they have to choose a point from the brainstorm to focus on.
3. They have to show their point by creating an art work with Play-Doh and then present it to the whole group (why they chose it, how is it connected to the theme).
4. With this point, ask the groups to brainstorm a cultural activity

Activity 3: *Step Up Goals*

Indicators covered: 1d) 2a)

1. Start with personal motivation - either in discussion in smaller groups (2-3 persons) or the delegates can write on paper/post it-notes in private. Why do you want to attend a Step Up?
2. Share in bigger group, find some common points.
3. Explain CISV's motivation - why do CISV want you to attend a Step Up? Present the 4 goals. Have them reflect on the goals - what do they mean in practice?
4. Divide delegates in smaller groups. Give each of the groups one of the goals (it is good if you have at least 4 groups so that all goals are given out, but not essential for the activity). Let them brainstorm indicators for that specific goal they are given. How can we achieve this goal - what do we have to do, what knowledge do we need to gain, how can we show that we are improving?
5. Present the indicators that CISV has decided on.

The activity can also stop after bullet point #3, the main point for them is to know the goals. Delegates will learn more about the indicators when presented for PDPEF.



Element 4

Junior Branch: Introducing Junior Branch + Junior Branch Purpose and Role

Learning points:

Junior branch purpose and role
Junior Branch functioning

Resources:

Step Up Guide
JB documents

Suggested activities:

Activity 1: *Introducing Junior Branch*

Indicators covered: 1d) 3a) 3b) 3c) 3d)

Best thing would be to have someone from the local/national JB and introduce JB with a short presentation.

Divide the participants in small groups and give each of them a big sheet of paper. Here they should do a brainstorm over what the goals and role of JB. Then they can present their ideas and then the local JB can explain further about the JB purpose and role and what they do, etc.

Take the goals of different programmes (IC, Village, SU, JB etc etc) and put them on the ground all mixed up. The participants have to organize the goals according to which program they think it belongs to. Then have a discussion about it.

OR:

Indicators covered: 1d) 3a) 3b) 3c) 3d)

Participants sit in pairs and have to make 4 goals that they think fits with JB. 2 pair of participants go together and have to compare their goals and make 4 new ones/choose which 4 they like the best. This process continues until there are only a few groups left.

After this: discussion on the goals.

Activity 2: *Junior Branch Impact (copied from the Youth Toolkit)*

Indicators covered: 1d) 3a) 3b) 3c) 3d)

Goals: Explore the impact CISV makes in our daily lives and how can we positively impact our surrounding. Inspire participants to apply back home what they have learnt during camp and contribute in their local chapters throughout the year.

Materials: White paper, marker, ball of thread (i.e. string/wool)

Time: 1 hour

Preparation: make four signs with the following words on each paper: local impact / international impact / impact through CISV / impact not through CISV; keynote presentation

Within a specific space, there will be four corners signaled on the ground: local impact, international impact, impact through CISV and impact not through CISV. It would be good if these signs were placed on the floor like this:

LOCAL IMPACT

IMPACT THROUGH CISV IMPACT NOT THROUGH CISV

INTERNATIONAL IMPACT

In this short activity, people will get a chance to share the impact they have done in the past. What they share can be anything – the point of this exercise is to explore and validate ways of impact, regardless of the shape or magnitude these actions have had. So, whoever feels like starting will grab a ball of thread, stand up and say (for example): “I have impacted many children’s lives because I am a teacher”. The person will also have to choose a place to stand in the ‘impact spectrum’: local / international / through CISV / not through CISV – and all the space in between. When the next person stands up to share, the last person will hold on to a piece of the thread and pass the ball along to him/her. In the end, each group will have heard different ways of impact and a giant impact network will have been weaved! After this, we will get together in the large group and watch a keynote presentation. This presentation will contain a series of pictures – “Zoom” style. Zoom is a picture book that starts off by showing a drawing, and as you turn the pages you can see that the previous drawing is a part of something bigger (like zooming out, from page to page). The keynote will show that, but with impact!

For example:

-image of two hands held together

impact: helping a friend

-image of two people holding hands, and holding paintbrushes in the other hand

impact: community service, people painting a school

-image of two people painting a school, and a group of people next to them who are demonstrating in order to increase public budget for schools

impact: group demonstrations

-image of a city map, with a school, a hospital, a factory, an office building, and a government building

impact: policy making

-image of an area with lots of cities, and communication towers / wires / computers

impact: media / awareness campaigns

-image of the world

impact: CISV educates and inspires action for a more fair and peaceful world.

Debriefing:

- Give everyone 1 minute to think of how they feel in 3 words. Share with the group.
- Would anyone like to share other impacts you've seen the past days during camp?
- How do you feel about the impact you are having at camp as a group?
- What do you see/expect as the role of JB in your daily life?

Have the local JBers present which projects the participants can join.



Element 5

Effective Leadership and Teamwork in Step Up

Learning points:

How a group develops and works

Facilitation

communication

Step Up specific elements

Resources:

Step Up Guide

Big Ed

Tuckmanns model

Camp Meeting

Indicators covered: 2b) 2c) 2d) 4a) 4b) 4c) 4d)

Have an actual camp meeting!

Discuss 5 “problems” in 5 different ways.

For example:

- Sit in delegation
- Sit wherever
- Sit in 1 big circle
- Sit on chairs
- Have 1 participant be the facilitator of the camp meeting
- Have a “staff group” be the facilitator of the camp meeting
- Sit on the floor
- Vote individually
- Vote in delegation
- Kick the leaders out

Etc.

Have a evaluation of the camp meeting:

What worked and why? What didnt work and why? etc etc etc

→ Connect this to: Do, Reflect, Generalize and apply

Here's a list of examples on what can be discussed (if the participants can't come up with their own agenda):

- Schedule
- Bed time
- Lullabies
- Flag time
- Pranks
- Activity time
- Cell phones
- Music
- Other activities like night activities, etc

Suggested Activities:

Activity 1: *Communication*

Indicators covered: 2c) 4a) 4b) 4c)

Divide youth in groups of 6/7 and give them a task - this task will have to be performed several times. The first time, they will not be allowed to talk to each other; the second time only one can talk; the third time, everyone can talk.

Example of tasks:

- built a tower as tall as possible with recycled materials;
- (this might work better with a lot of participants.. like 10 or more) put all chairs in circle, very close to one another and the youth have to send on these chairs and while they start walking, the trainer take out one chair from time to time. They do not have to fall and they have to keep on walking. The “winning” team is the one who can walk on less chairs.

Analyse what happen with the different groups:

- How did you feel when no one could talk?
- Did you manage to come up with a strategy in an easy way?
- And when only one of you could talk? how did you feel?
- How did the strategy/your involvement change?
- And finally, when everyone was allowed to talk?
- How did you feel?
- Was it harder or easier? why?
- How do you think this relate to communication & leadership?
- How this all does relate to teh step up program?
- What challenges do you think you might face before/during/after camp regarding communication?
- How would you deal with those?

Activity 2: Dynamics

Indicators covered: 4a) 4b) 4c)

Divide the groups of 4 persons and give each group a handout with the following list of facilitation styles/ something similar.

Each group have to consider the following:

- Which one am I most like?
- Which one do I prefer?
- When do I act as directive?, Co-operative?, Autonomous?
- Which one is suitable for what situations? (School, at home, in CISV, etc)
- Make up more questions

Have a talk in a big group, Conclusion is (hopefully!) that all the facilitation styles are suitable for different situations depending on the group!

Directive

- Runs the activity
- Decide what what and how everything is done
- Take charge and responsibility when a decision has to be made
- Facilitator does it FOR the group

Co-operative

- Shapes the learning process together with the group
- Shares control
- Is negotiating when it comes to decisions - the facilitators opinion is not more important then others
- Facilitator does it WITH the group

Autonomous

- Leaves the learning process to the group
- The facilitator does not share his opinion
- Takes a step back from the group

On group dynamics:

- Make a short activity where the group have to solve a problem.

For example: slip into groups of 7 (or so) and blindfold everyone. Give them a rope and tell them that they have to create a square wit out looking - and everyone have to touch the rope. Make 1 person be the observer (not allowed to talk or help).

Watch how the group solve the problem.

When they are done have a talk about what happened in the group;

- What happened in the beginning?
- Who did what?
- What happened as time past?
- Who took charge?

- How did you solve it in the end?
- Was there a difference from when you started the game compared to the end?
- etc.

Relate all of this to element 3 where you had an activity about roles and responsibilities in camp.

Then show them a nice picture of Tuckmanns model and give a 4 minutes presentation about it.

Make them compare this model to the process they just went through..

Relate the model to all the groups they will be in at camp + the camp as a whole.

For more information on Tuckmanns model: http://www.google.dk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CEIQFjAF&url=http%3A%2F%2Fen.wikipedia.org%2Fwiki%2FTuckman%2527s_stages_of_group_development&ei=1_QgUbqTH8es4AT8pIGIDA&usg=AFQjCNEiKmOaYy_iTNTFt93bOU-GhpXBy4g&bvm=bv.42553238,d.bGE



Element 6

Evaluation

Learning points:

Differences between debrief and evaluation

What is a feedback

Giving and receiving feedbacks

Resources:

ppt on giving and receiving feedback

(is there anything about debriefing & evaluation?)

Step Up guide

Suggested activities:

Difference between debrief and evaluation

Indicators covered: 4c) 4d)

In small groups discuss the difference between evaluation and debrief.

Come up with examples when to use evaluation and when to use debrief.

They can make a skit or etc.

We recommend to have this element done right after a discussion/
meaningful activity, so that it can be more related.

Giving and receiving feedback

Indicators covered: 4c) 4d)

- Divide the youth in pairs
- Give them a paper where there is a presentation of a situation involving 2 characters (one for each person).
- The participants each pick a character.
- They also get positive and negative feedback-statements + room for new statements.

- Each person picks one of the statements (their own/one of the ones on the paper) and say it to the other person as if they were in the situation (like a small roleplay)
- Then 3 pairs group up and they share the statement they chose for the situation
- Why did you choose this statement?
- How did you feel when you got your feedback?
- How did it make you feel to say your statement?
- Did the other person respond to your feedback as you thought they would?
- How do you give feedback in your everyday life?
- How do you think it will be useful in camp to know about giving/receiving feedback?

with your small group come up with a definition of feedback



Element 7

Risk Management (Rules & Guidelines, handling conflict and change)

Learning points:

What's a conflict

CISV rules

Guidelines (difference between rule & guidelines)

Resources:

R-17

Step Up guide

Conflict & Resolution CISV book

Mosquito tactics

Suggested activities:

Rules and Guidelines

Indicators covered: 2b) 4a) 4d)

Divide the youth in small groups and hand them paper lines where there are written rules, guidelines, R-7 statements, national laws, camp rules and so on. The facilitator should facilitate the discussion among the youth on the “classification” of the paper lines (is this a national law? is it a CISV rules? or simply a guidelines? why? and then, the youth should hang these paper lines in a pyramid (divided in 3 layers, the first one at the top saying national rules, the one in the middle saying CISV rules and the one at the bottom saying guidelines. At the end of the activity in small group, this very small group has to present the other groups the work they did and why they placed “that statement” under “CISV rules”, for example.

Once the presentation of the groups is done, the facilitator should sum up and add around the pyramid “common sense”, which should always be there, when acting and taking decisions.

Divide each point of the R-7 and in small groups make the participants discuss which belongs where. In a bigger group have a wrap up of what have been discussed and which actually belong where. Then come back to the smaller groups, they can come up with examples.

Have the participants read through the R-7, then in groups they can make a skit of each points of the R-7. In bigger group have a discussion afterwards.

Handling conflict and change

Indicators covered: 1d) 2b) 2c) 4a) 4d)

The facilitator present a conflict to the group. Everyone gets 5 post-its and have to come up with 5 very unlikely/crazy solutions to the conflict (10 minutes)

- All the post-its are put on the wall.
- All participants get an amount of stickers (between 3 and 5) and have to put their stickers on their favorite solution to the conflict - they are not allowed to vote in their own (5 minuts).
- The 3 post-its with the most stickers are found and presented
- Have a discussion with the group:

Did you come up with unusual solutions?

Did any of them lead you to think of practical solutions for the problem at hand?

What did you think of the creative process used in this brainstorming technique?

Whose idea won and why you all voted it as the best unusual idea?