



Youth Development Through English Practice Activities

Office of Overseas Programming and Training Support (OPATS)
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The Peace Corps gratefully acknowledges the Search Institute for permission to reprint its 40 Developmental Assets for Adolescents.

This Idea Book should be used in conjunction with and supports the following Peace Corps manuals:

- Life Skills and Leadership Manual (No. M0098) (Also in Arabic, French, Spanish)
- V2 Volunteerism Action Guide: Multiplying the Power of Service (No. CD062) (Also in French, Spanish, Portuguese)
- Working With Youth: Approaches for Volunteers (No. M0067)
- Youth Camp Manual: GLOW and Other Leadership Camps (No. M0100)

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1. Introduction

English practice activities can be a great medium for positive youth development. Worldwide, young people are aware of the increased opportunities available to those with English language skills, creating a high demand for quality English education. As a result, Youth in Development Peace Corps Volunteers (PCVs) are often asked to teach English. The purpose of this Idea Book is to support PCVs with limited teaching experience to meet the expressed needs of the young people in their communities by offering youth nonformal¹ English practice.

This Idea Book offers strategies you can use to create and facilitate your own English practice youth group, as well as practical activities that you can use in an extracurricular setting. The book also provides advice and real-world examples contributed by committed Volunteers like you. As you read, look for ideas that you could apply in your community and for your project. Above all, enjoy your experience of facilitating youth English practice and learning from the process!

Why English Practice Activities?

English practice activities offer a number of useful benefits to youth and Volunteers. The first and most obvious benefit is that they provide an opportunity for young people to practice their English language skills. For students in school, English practice activities complement what they are learning in their formal English classes. For out-of-school youth, English practice activities give them a chance to maintain their level of English and practice vocabulary for their specific vocation.

Secondly, English practice activities develop youths' knowledge and skills (or "life skills") to be productive and successful adults. This positive youth development approach focuses on seeing

¹ You will notice that in this Idea Book, the words "facilitator," "participant" or "youth," and "meeting" are used frequently whereas "teacher," "student," and "lesson" are purposely omitted. The intention behind the wording is to reinforce the idea that the ultimate purpose of these activities is youth development through nonformal English practice, not formal education.

youth positively as contributors within their communities and acknowledging that they have specific qualities which can be enhanced. The Peace Corps uses the Search Institute's² 40 Youth Developmental Assets framework to identify these specific internal and external assets to be developed (see Appendix A), including social competencies, empowerment, commitment to learning, and positive values.

Yet another benefit of English practice activities is that they present a chance for youth to express themselves and become engaged in important issues that are relevant in their lives. These activities can be used across all sectors because they can be adapted to reinforce concepts related to HIV/AIDS, societal norms about the roles of women and men, the environment, information and communication technologies, and other themes.

Lastly, English practice activities help Volunteers integrate into their community and engage youth when they first arrive at site. For example, English Conversation Clubs are a forum that Volunteers can use to build relationships with local youth. By listening carefully to what youth have to say, Volunteers can gain a better understanding of the youths' culture and values, as well as the challenges that they face. In addition, Volunteers might also find a practical application for their own local language practice.

Things to Consider

The primary focus of this Idea Book is using English practice activities to develop young people's life skills. As you read, consider how this approach can be adapted for your unique community situation. Below are some questions to guide your thinking:

1. Is that what youth want?
2. Is this what I have the skills and training to provide?
3. Would English practice activities complement other English and youth development activities in my community?
4. How can I best use these activities to contribute to capacity building of youth, local organizations, and the community?

2 Search Institute is a United States-based nonprofit research organization focusing on education and youth development. For more information, see <http://www.search-institute.org/>.

5. Have all local resources been tapped? (Libraries, schools, religious institutions, other English speakers?)
6. What are the different types of English materials that could be used? (Books, magazines, newspapers, internet, videos, movies)
7. Could local graduates and university students also be facilitators?
8. What can I do to encourage English speakers within the community to help plan and contribute to the activities?
9. Are English practice activities sustainable in my community?
10. How will I monitor the impact?

Child Protection

As a foundation for all agency programs, the Peace Corps takes a serious and proactive role to ensure all of its activities are safe for children and youth. This is outlined in the Peace Corps Child Protection Policy (MS 648), which holds Peace Corps staff and Volunteers to a high standard of responsibility for ensuring the safety and protection of the youth with whom they interact.

This Idea Book provides guidance and suggestions to help Volunteers engage youth in a positive and safe manner. There are some underlying principles and clear guidelines that they must be made aware of, and that should permeate the activities described in this publication. Please see the full policy in Appendix C of this publication or, for employees, on the Peace Corps intranet.

2. Guiding Principles and Approaches

This section provides general guiding principles and approaches to help frame using English practice activities for youth development and to help you select from the dozens of activities that can be used to engage youth. To be effective, the activities for meetings should be carefully chosen based upon the youths' current English language skills and their English goals. Each meeting should be viewed as part of a larger process of youth learning English and life skills. For example, simple vocabulary games can lead to a spelling bee at the end of the term. Practicing reading as a group can support youth reading their own books later. Articulating goals like these is useful in motivating youth and makes it easier to gauge your progress. This section will guide you through the process of selecting activities and planning meetings that support youth development.

Youth Development Approach

Peace Corps has three principles guiding the agency's programming priority on youth development.

Peace Corps Youth Development Principles

1. Positive Youth Development
2. Youth Participation
3. Asset-Based Development

These interrelated principles are important for the framing and implementation of English practice activities:

1. **Positive Youth Development:** Youth should be thought of as a resource to be developed, rather than a problem to be solved. This principle emphasizes viewing youth as being full of potential rather than focusing on the negative challenges that youth face, such as dropping out of school, teen pregnancy, and drug abuse. Young people are viewed as having mutually

beneficial relationships with people and institutions and are encouraged to have a positive impact in the future.

Impact on English practice activities:

- Conduct an assessment to understand what is going right in young people's lives and understand their relationship in the community.³
- Design meetings that teach young people how to think rather than sessions that tell them what to do.
- Engage community members and leaders, especially those who speak English, such as religious leaders, business people, and teachers.

2. **Youth Participation:** The Peace Corps supports a high level of youth participation in all programs and initiatives that aim to reach young people. Youth have a very important voice in any program they participate in and they need to be partners in the process.

Impact on English practice activities:

- Encourage young people to play an active role in the planning and running of clubs using English practice activities. Specific roles such as chairperson and roll-taker enable young people to practice their leadership and communication skills.
- Promote volunteerism and service learning in session discussions and practical activities. English practice meetings can be used to promote volunteering in the community and the planning of service learning projects.⁴
- Plan to use pairs and small groups when possible to maximize participation.

3. **Asset-Based Development:** The Peace Corps supports an asset-based approach to development, meaning that we start with the assumption that young people already possess

3 See Using Participatory Analysis for Community Action Idea Book, No. M0086.

4 See V2 Volunteerism Action Guide: Multiplying the Power of Service (No. CD062; also in French, Spanish and Portuguese).

This manual introduces service learning, provides a step-by-step guide for creating service learning projects, and includes a template for local groups to adapt and design their own service activities.

specific assets and resources available internally and in their communities. Youths' development into healthy, caring, and responsible adults depends on how these assets are cultivated. To be concrete about this approach, the Peace Corps uses the Search Institute's 40 Youth Developmental Assets (Appendix A) as a framework to support the design of activities and to demonstrate our impact.

Impact on English practice activities:

- Identify which assets you want to develop within an individual meeting and within a long-term program.
- Focus on expanding and reinforcing relationships with supportive peers, teachers, parents, and community leaders.
- Use the assets as a starting point for designing activities as well as monitoring and evaluation.

About the Search Institute's 40 Youth Developmental Assets

In 1990, the Search Institute released a framework of 40 Developmental Assets based upon its research that identified a set of skills, experiences, relationships, and behaviors that enable young people to be contributing adults. Over the past two decades, this framework has been applied to 4 million children and validated, demonstrating the importance of these assets. Use of the assets across many organizations has revealed a strong and consistent relationship between the numbers of assets in youths' lives and the degree to which they progress. More specifically, the more assets a youth has, the more likely the youth is to avoid at-risk behaviors, do well in school, and be civically minded. Conversely, youth with fewer assets are more likely to drop out of school and become involved in at-risk behaviors.

The 40 assets (the complete list is found in Appendix A) are divided into internal and external assets. Internal assets reflect a young person's knowledge, skills, and attitudes, and are the areas where English practice activities will likely have the most effect. External assets are those which exist in the environment of the young person, such as opportunities and relationships related to school, family, and religious institutions.

The following charts contain selected internal and external assets that are specifically related to English practice activities as a long-term youth development intervention. When starting English practice activities, these assets can be used to increase the potential impact of your work and to identify resources in advance.

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.
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.
28. Integrity	Young person acts on convictions and stands up for her or his beliefs.
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.
35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.
Positive Identity	
38. Self-esteem	Young person reports having a high self-esteem.
39. Sense of purpose	Young person reports that “my life has purpose.”

External Assets

Support

5. Caring school climate

School provides a caring, encouraging environment.

Empowerment

10. Safety

Young person feels safe at home, at school, and in the neighborhood.

Boundaries and Expectations

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.

Constructive Use of Time

18. Youth programs

Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

English Practice Activities Approach

English practice activities should build upon what youth know. Local English teachers should be a primary resource for you to learn how English is taught and what types of activities can be supportive. Within these discussions, you also should emphasize the positive relationship between English practice and formal English classes, with the primary differences being your focus on language learning and youth development *without* grades. Every effort should be made to avoid confusing the students or undermining the teachers.

Here is some general guidance on generally how to implement English learning:

Writing within a session

- Write as clearly as you can in straight lines.
- Avoid writing in all capital letters, which are difficult to read.
- Write out key words or phrases prior to the meeting.
- Write sparingly, as this will make it seem like a formal class.

Learning new words

- Limit the number of new vocabulary words (for example, 5–7 each week).
- Learn groups of words together (for example, colors, family members). These groups of words can be linked over a couple months.
- Purposefully use and review previously introduced words.
- Select a “word of the week” for youth to learn and use.

Speaking practice

- Use your hands, face, and voice to help youth understand meaning and to get the rhythm of the English language.
- Offer scenarios of common situations to encourage the development of practical vocabulary use.

Listening practice

- Speak slowly, and occasionally check how quickly you are speaking
- Enunciate.
- Wait for 10 seconds after asking a question before taking answers.
- Repeat frequently.
- Read texts of an appropriate level twice to improve youth understanding.
- Provide a summary before reading to provide guidance.
- Promote regular listening to the radio.

Reading and writing practice

- Allow additional time for reading and writing, especially if the readers are used to another writing system (for example, Arabic script versus Roman script).
- Individual practice .
- Promote regular reading of the newspaper.
- Facilitate productive use of the internet.
- Support the development and use of libraries.*
- Allow some learners more time for reading. Reading proficiency can vary greatly from learner to learner.

* See Appendix B, Library and Educational Resources.

Part of the success of English practice activities depends on the encouragement the participants receive outside of the session. Parents, community members, and youths' peers can support the participants to continue practicing. For example, youth could be paired up to read aloud to their parents or siblings, youth could write letters to people in the community, or they could choose to speak only English over lunch. Teachers can be important supporters of English practice activities, as they can incorporate words, concepts, and methodologies into classroom teaching.

English practice activities also can be used to support communities to better understand and appreciate their youth. Poetry recitations, essay contests, and holiday speeches create a means for young people to convey their interests, concerns, and hopes to people beyond their parents and friends.



3. Getting Started

It is important to think carefully about how the English practice activities will be delivered and whether they will meet the needs of local youth. The activities should be based upon a community assessment and the specific experiences of the local youth.⁵ To begin this process, first identify and develop an understanding of the youth in your community:

- Who are the youth that are in school?
- Who are the youth that are out of school?
- How can I meet them?
- Are there key stakeholders who can help me meet youth?

Setting up meetings with individuals as well as groups of youth, and giving them the opportunity to talk about their lives and aspirations, is important to setting the foundation for any activity.

Throughout the assessment, it is important to consult your school or hosting organization counterparts. Their early engagement ensures the correct assessment approach, approval of the activity, and ongoing support. Counterparts can also help Volunteers understand how English is taught, used, and perceived in a community, and what types of English practice activities would be most appropriate. Counterparts can provide advice on culturally sensitive information such as reproductive health or HIV/AIDS. They also can help to clarify expectations of youth and their parents so that they understand the difference between these nonformal English practice activities and a formal English language class. In some cases, this may be a great way to introduce the Volunteer as a youth worker and not a teacher, so that the community understands that the Volunteer is not trained to teach English.

Additionally, counterparts can provide guidance on whether to work with in-school or out-of-school youth. Working with students may

5 For guidance on how to conduct a community assessment, consult *Using Participatory Analysis for Community Action Idea Book* (Peace Corps Publication No. M0086). This publication provides examples of participatory methods that can lead to an improved understanding of a Volunteer's community and, ultimately, better projects.

be easier to set up because activities can take place in the school compound and after school. Additionally, students are already separated into groups by age and level of education and have access to other educational resources.

In contrast, out-of-school youth often have varying levels of reading, speaking, writing and understanding English. They do not have the support of a school, are practicing on their own, and may have less flexible schedules. Below are some common concerns of out-of-school youth:

- **I can't meet at that time.** Out-of-school youth are often unavailable during the daytime because of work, but they may be available in the early morning or in the evening.
- **I can't get there.** Sometimes young people are unable to travel far from their place of work. A solution to this problem is to bring activities to them. For example, English practice activities can be conducted in the fields for farmers, on the beach for fishermen, or in the market for sellers.
- **I have to take care of my child or younger siblings.** Young mothers may be unable to attend activities because they need to care for their children. You can encourage their participation by allowing children to attend classes with them. This is also an excellent way to encourage mothers to teach their children to read.

In your initial discussions with youth, it is important to explain what English practice activities are. A good starting point is to discuss the importance of practice and how “practice makes perfect.”

You should ask what particular English practice activities would be useful for them, *what* they want to practice, and *why*. Some participants may say they want to do better in school, but ask them to think more broadly. For example:

- Writing – To write resumes, text messages, emails, letters, or journal entries.
- Speaking – To talk with tourists, use at work, speak publicly, or improve conversational English.

- Reading – To read and understand signs, packaging information, comics, important documents, and books.

Your discussions could investigate topics that are important to youth, such as music, heroes, favorite books, and dance. You can also explore life skills that young people want to develop. For example, do they want to develop their leadership skills? You may also ask questions to learn about their knowledge of or interest in youth-focused topics such as alcohol and tobacco abuse, risky sexual behaviors, and motor vehicle accidents. While these topics might be too difficult for youth who are just learning English to use in the practice activities, it is important for you to know about them to help young people get informed, discuss these issues with their peers, and possibly make positive changes in their behavior.

Lastly, as a member of your host community, you join the other adults in shaping the development of local youth. Understanding community values such as respect, responsibility, and empathy should be an integral part of your assessment so that they can be included in the club activities. This focus will garner support for your work from community elders and leaders who are essential partners, and encourage their participation and support for other initiatives.

How Do I Package the English Practice Activities?

Clubs

Youth clubs are the primary forum for nonformal English practice activities. Typically, the clubs support two types of youth: First, youth who are attending school may participate in clubs sponsored by the school that are held during a free period or after school. Second, youth (regardless of whether they are attending school) may participate in clubs in youth centers, religious institutions, or other settings outside of school.⁶ Clubs can complement students' English classes or maintain existing learning. They provide steady support for improving their English. An advantage of clubs over camps is

6 This Idea Book often refers to “after school” and “out of school,” which are often confused. After school refers to the time when the event took place. Out of school indicates that the person participating is not enrolled in school.

that you have the opportunity to work with a group over an extended period of time to support learning of youth development topics and English.

English practice activities can be implemented in clubs that focus on a variety of interests such as conversation, reading, debate, journalism, movies, volunteerism, or professional development. For more information on organizing and facilitating clubs, check out the *YMCA Club Handbook* (Peace Corps Publication No. M0058).

English Club in Tanzania

“I started an English Club with five boys and 20 girls and it’s been going strong for two months now. We meet twice a week and our attendance is better than what I have seen for anything else going on in my community. I let the students run the club: They steer it the way they want it to go and I am there only to help. The students first picked their board of leaders, then I helped them to pick activities that they want to do and what their mission is as a club. Some of their activities so far have included practicing self-introduction, practicing meeting others, English learning games, “Read 4 Kids” in which they read a book to the primary students, and preparing morning assembly speeches. And we took a trip to the main town on our island to a place called American Corner to have an English Workshop Day. A lot of these students are in my normal day-to-day classes and I definitely see a change in them: They are much more outgoing, especially in asking and answering questions.”

—Volunteer, Tanzania

Camps⁷

English practice activities are less frequently facilitated through camps. Typically, camps are organized around a theme, such as girls’ empowerment (Camp Girls Leading Our World (GLOW) or the environmental conservation), and they may include outdoor recreation and skills development in a number of areas such as music, sports, and arts and crafts, in addition to English practice. Camps

7 For more information on organizing and facilitating camps, consult *Youth Camps Manual: GLOW and other Leadership Camps*. This manual provides guidance on how to plan, assess and monitor the implementation of camps.

are related to clubs as they create a special event that breaks young people from their regular routines. Participants become energized from all this variety in activity, and they bring this energy back into their local clubs and communities by sharing what they have learned. For this reason, camps are a useful way of engaging youth and invigorating English practice clubs.

Often when people think of camps, they envision week-long off-site summer camps. Although these can be very effective in engaging young people, they can be expensive and difficult to organize. Short camps (such as a day or weekend camps) are much easier to organize, especially since local teachers and community members can be utilized as facilitators and counselors. Longer multiday camps are also effective but require significantly greater preparation.

Camps are a useful way to build capacity by training counterparts and older youth. For example, local primary and secondary school teachers and youth workers can participate in the planning of the camp and the facilitation of the activities. Through this process, they learn new material and improve their skills in engaging youth by running English practice activities.

Please note that Peace Corps requires that:

- Volunteers collaborate with host-country organizations and work with others in lieu of conducting camps solely as Peace Corps activities.
- Volunteers and partner organizations or communities demonstrate they have included strategies to reduce risk and promote the health and safety of staff and campers.
- 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 a crucial part of planning for overnight camps. See Appendix C for the full Peace Corps Child Protection Policy.

Morocco English Immersion Camp

In Morocco, Volunteers implemented a “country teams” format for a 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 country teams focused on traditional club areas, such as art, dance, theater, and music, but also discussed demographics, societal roles of women and men, landmarks, and cuisine.

Throughout camp, teams competed daily for points 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 ran these contests and awarded points. Each Volunteer also had 20 daily points to give or take away. These 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 team activities, 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.

—PC/Morocco, 2013

Planning for Sustainability

From the start, challenge yourself to think of what aspects of the English practice activities should be sustainable (not everything needs to be or should be sustainable!) and how you can design these aspects with sustainability in mind. What can you do to ensure the camp or club can be successful without the participation of Peace Corps Volunteers?

Some possible sustainability strategies include:

- Encourage counterparts and other English speakers to take leadership roles in English practice activities.
- Work within local structures such as schools or youth centers.
- Establish long-term relationships with community partners such as libraries and religious organizations to access their reading materials.
- Define partners' and PCVs' responsibilities and adhere to these assigned roles.
- Maintain a least one active counterpart in the day-to-day activities and planning.
- Manage practice activities on a minimal budget.
- Monitor, evaluate, and report on the progress of the activities.

Measuring Impact

Showing the impact of the English practice activities program is one way to attract support and increase the sustainability of the program. Indicators that assess achievement of established objectives can be developed with input from the youth, school, and community. Deciding on these indicators of success will help clarify what youth hope to achieve through participation. Simple data collection methods are best, such as a basic journal of attendance complemented with simple pre- and post-activity surveys administered on a monthly or quarterly basis. The impact of the activities can be monitored through self-reporting on youth's comfort writing or speaking in English or by observing improvements in youth's ability to speak or write on a certain topic. The development of life skills can be evaluated by reviewing the 40 Youth Developmental Assets (Appendix A) and developing questions that are relevant to your local youth.

The following example shows a simple survey used to evaluate English practice activities in a leadership club in Ukraine.

Questions for Participants

(Adapted from Survey for Leadership Club, Ukraine)

Age: _____ Sex: _____ Date: _____

How many Club meetings have you attended? _____

Grade your answers from 1 to 5

(1 – Strongly Disagree; 5 – Absolutely Agree)

(English)

_____ I feel confident speaking English with my friends. _____

I feel confident speaking English in public.

_____ Using English makes me feel good.

(External assets)

_____ I spend three or more hours a week in youth

programs. _____ I have a friend who I can contact when I feel sad.

(Internal assets)

_____ I am motivated to do well in school.

_____ I do my homework regularly.

_____ I like to read books outside of school.

_____ I try to treat everyone equally.

_____ I have something to be proud of.

_____ I am able to make plans and achieve them.

_____ I am not afraid to express my opinions or participate in different events.

_____ I am confident.

Thank you! 😊

4. Organizing Your First Meeting

Once you have decided on an idea for how to organize your English practice group, the next step is to get the word out to potentially interested youths and collaborators. Don't try to do everything yourself. Finding interested partners in your community not only helps to lighten your load, but it's also crucial if you want your group to be sustainable.

Advertising Tips

- Start small: Generate interest by telling the people you know.
- Visit classrooms or organizations to talk about your group.
- Identify community leaders who can help you spread the message, such as teachers, religious leaders, and others who work with youth.
- Post flyers and sign-up sheets at schools, libraries, internet cafes, and other religious and community centers.
- Create announcements on social network pages.

With a few interested youth on your sign-up sheet, you're ready to start planning your first meeting!



–PC/Ukraine

Introductory Meeting

No matter which format you decide on for your English practice group, the first meeting is very important because it sets the tone and structure for future meetings. Even if you have no idea who might be attending or how many youth to expect, you still need to ensure that you have the basic logistics covered and have prepared a solid agenda. Use the checklist below to track your preparation progress, modifying as necessary. A sample agenda for a first meeting is included in Appendix E. The following checklist can also help you prepare.

Checklist for Introductory Meeting

- Needs assessment completed
- Identified and reserved meeting location
- Obtained approval from local authorities for youth group participation and use of the location
- Create permission slips for youth to participate in the club
- Confirmed agreement with manager of location/room
- Advertised date, time, and location of meeting
- Checked that meeting time is convenient for anticipated participants (used participatory analysis for community action [PACA] tools)
- Checked that location is convenient for anticipated participants
- Prepared a general meeting format to follow at meetings
- Created the first meeting agenda
- Prepared possible curriculum or a list of topics for discussion
- Identified and prepared any needed materials and visuals
- Prepared a chart for writing “Rules and Routines”
- Prepared a sign-in sheet for participants to enter their names and contact information
- Identified interested local counterpart(s) to assist with organizing and facilitating
- Met with counterpart to prepare for first meeting
- Practiced your first meeting
- Anticipated questions that participants might have and some answers already prepared
- Developed simple survey for monitoring and evaluation

Setting Rules

For this youth development activity, it is important that youth be involved in the establishment of the group's rules. In many cases, this may be easily facilitated by a counterpart and then translated into English. It makes the English practice activities different than typical school classes. You will find that youth are much more accepting of rules when they have a say in what those rules are and agree to abide by them. Although it takes much more time to discuss rules as a group and come to an agreement than to simply impose them, there is a huge benefit: Youth must think critically about why rules are important by making connections between the rules and the group's success.

You may decide to set some basic group norms (or codes of conduct) for the first meeting and then decide on official rules at a future meeting. Below are some possible suggestions to be used as a starting point. Notice that they are all phrased positively to reinforce positive behavior.

Example Group Norms:

1. Take charge of yourself: You are responsible for you. You are in charge of your attitude toward this experience.
2. Speak for yourself: Use “I” statements such as “I think” or “I feel” instead of “Everybody knows.”
3. Respect others: Every person is important. You show respect to others when you treat them as you would have them treat you.
4. Listen to others and they'll listen to you. Sometimes we are too busy thinking about what we are going to say next to really listen to what is being said. Silently listen while others are speaking and show interest in what they have to say.
5. Interact peacefully: Consider whether your contributions are peaceful before speaking or acting.

5. Being a Successful Facilitator

One of the most important skills for you to develop is the ability to effectively facilitate meetings.

Once you have created a youth-friendly environment, there are three main parts to consider: planning, conducting, and follow-up.

Creating a Youth-Friendly Environment

Every youth group looks different, but there are a number of characteristics that you will see in any successful youth group.

Key Elements of a Successful Youth Group

1. The group meets regularly (at least twice a month).
2. The time of the meeting is consistent and clear to all of the members.
3. You and other facilitators are consistent members of the group and support youth leadership.
4. Everyone in the group has a role and a way to contribute.
5. Members feel safe, respected, and valued.
6. Group activities reflect the interests of the participants, not just the facilitator.
7. The group is fun!

Planning the Meeting

Preparation is critical to facilitating an effective session. It begins with developing an agenda and following a few simple planning tips.

The Agenda

The agenda clearly lays out what will happen during the meeting. It shows that planning has occurred and acts as a road map for the participants. At first, you and your cofacilitators will be the ones planning agendas. But as your group develops, you will likely turn over more and more of the responsibility to members of the group.

Developing a general session format will make future agenda planning much easier. Below is a sample format that you could use to pattern your agendas:

Agenda Format

1. Call to order and roll call
2. Group builder/ice breaker
3. Review from previous session
4. Introduce the new topic of the meeting
5. New activity
6. Reflection upon activity
7. Announcements (upcoming projects, events, or trainings)
8. Closing thought or game

Additional tips for meeting planning:

- Hold meetings at the same time, on the same day of each week or month, and in the same location so that attending the group becomes part of participants' regular routine.
- Arrive early to set up before participants arrive, so you can devote your full attention to the youth when they are there.
- Allow some social time before officially starting the meeting. This allows time for late arrivals and gives everyone the chance to catch up before starting activities.
- Anticipate how long each step of the meeting will take and assign a time limit to each agenda item. Do your best to time each section and keep to it. You may discover that there is not enough time for all items at one meeting and some will have to be dealt with at future meetings.
- Thoroughly think through each stage of the agenda so that you are comfortable making adjustments for the things that don't go according to plan.
- Display the agenda so everyone understands the progress of the meeting. You can check off items as they are completed.
- Plan for time for reflection at the end of the meeting.

Conducting the Meeting

Experience will be your greatest guide in facilitation. After a few meetings, you will start to become more comfortable in your new role of group facilitator. For those initial sessions, it's a good idea to practice with a friend or cofacilitator before the meeting. The following descriptions of good facilitation practices are useful for any situation.

Good Facilitation Practices

Know your participants

- Respond to participants as individuals first and learners second. Make sure you know their names, be empathetic to their fear of embarrassment, and help them to relax. If culturally appropriate, make eye contact.
- Pay attention to your participants' body language. Are they bored? (Arms crossed, pushed back from the table or circle.) Are they interested and engaged? (Sitting on the edge of their chairs.)
- Find out what your participants know about a topic before you tell them anything on the subject.

Ask good questions

- Speak slowly. Slow down even further when reading text or introducing new vocabulary.
- Give clear instructions for tasks or activities. Give only as much information as they need for the next step. Use simple words and short sentences. Pause between sentences.
- Ask simple questions to check that participants understand. (Avoid "Do you understand?" and ask something more specific, like "Why do you think that happened?") Use this feedback to adjust your meeting as you continue.
- When asking questions, pause for 10 seconds to give everyone a chance to think about the question before you let any one person answer. This helps to ensure that everyone has a chance to participate, rather than just the person who is ready to answer first.

- Before responding to a question from a participant, consider if asking the whole group the question would further the goal of the meeting.

Use visual aids

- Give a demonstration or example rather than trying to explain. It's often clearer. Use visual aids or props when appropriate.
- Once you have demonstrated or given examples of activities or tasks to the participants, step back and let them do it. Avoid interfering unless they need help.

Let them do it

- Make sure that participants have the maximum opportunity to do tasks and activities and to engage with the topic or skill of your meeting. Pair work and small groups are great ways to do this.
- Make sure that each learner demonstrates that they can do what you've taught them to do.
- Encourage participants to ask questions. (Not "Do you have any questions?" but "What questions do you have?" or "Please ask me questions." or "What would you like more detail about?")

Be clear

- Summarize at points throughout the meeting as a way to end one stage before moving to the next.
- Make sure that your participants have time to digest the new knowledge or skills. Give them opportunities to think about the relevance or meaning of what you've been focusing on.
- Give participants something to help them remember what they learned. (A piece of paper with notes, a drawing representing the topic, a piece of string with nine knots to represent each of the things they learned.)

Plan well

- Plan for more participants than usual. This ensures that there are sufficient materials and maximizes participation.

Feedback and Corrections

English practice activities are meant to be an opportunity for people to make and learn from their mistakes. Feedback and correction are part of this process. A useful analogy is a soccer practice: Nobody comes to the practice playing soccer perfectly. Everyone makes mistakes and keeps practicing until they get them right.

There are pros and cons of correction in English practice activities:

- **Youth helping other youth correct their speech or work.** Youth may be comfortable accepting corrections from other youth, and the youth providing the correction gains confidence. This also encourages youth to listen carefully. To leave ample time for practice activities, this work can be done outside of the meeting by participants in pairs. The downside of this is that youth may make mistakes in correcting errors or criticize correct language use.
- **Facilitator correcting youth.** The advantage of this method is that the correction is given quickly and correctly. The disadvantage is that the correction may be demeaning to the participant if not done respectfully.

Before correcting youth, you should consider whether it is something the youth knows (a mistake) or doesn't know (an error). When a mistake is corrected by the learner, it gives the learner a greater sense of agency. On the other hand, an error is a learning opportunity and can be addressed by providing an explanation explicitly correcting the error, or by throwing it out to other participants to evaluate and correct.

NOTE: Learning a new language is hard work. During longer meetings, participants get tired and may make more mistakes. In these cases, use the number of mistakes made as a gauge to change activities rather than continuing an activity where they are fumbling and feeling no sense of accomplishment.

Meeting Follow-Up

Without any follow-up, groups tend to fall apart between meetings. Here are some steps you can take as soon as the meeting finishes to make your English practice group a success:

1. Review the lesson as soon as you finish. Identify what went well and what didn't, and note this on your meeting plan to reference later.
2. Write a to-do list for yourself based on decisions from the meeting, while they are fresh in your memory.
3. Make note of what others agreed to do during the meeting and decide when you will check with them on their progress.
4. Develop a tentative agenda for the next meeting, listing issues that need to be addressed.

Contact absent members to find out why they were absent and update them.



ACTIVITY MENU

To assist you with preparing for your English practice group meetings, refer to the following listing of different types of activities to choose from. Each activity includes information about the time, level, and materials needed (where applicable) and a brief description. A Variations Bank (Appendix F) of additional ideas has been included to help you vary many of the activities. It includes words related to youth development, sayings and quotes, positive attributes of youth, and writing prompts.

English practice activities are often used in clubs that meet regularly. To maximize the impact of the activities, consideration should be given to what types of activities are used and in what order. This sequencing creates linkages between the lessons and provides the participants with a means of gauging their progress.

Some things to consider:

- **Work toward youths' goals:** During the first meetings, discuss with the youth what they want to achieve from the meetings. For example, participants could say they want to improve their speaking skills. These goals could be discussed further to identify what types of speaking practice they need, such as greetings, interviewing, or being able to sing along with English songs.
- **Vary levels and types of activity.** Use different methods of English practice to challenge and maintain students' interests. Activities should be challenging and include a variety of reading, speaking, and writing. Highly active game-based activities can be mixed with quieter journal writing. Including easy activities is important, as it builds young people's confidence.
- **Plan toward an event.** English practice activities should ideally culminate in events where the club members share what they have learned. These events would highlight improvements in youths' ability to use English and what they have learned about youth development, such as the display or reading of poems overcoming challenges, the presentation of a play about peer pressure, and debate about the role of youth in society. These events build participants' pride in themselves and are a good way to engage other youth, parents, and community leaders.

Below are some examples of how activities could be sequenced around specific themes over a 10-week period. When applicable, activity numbers are provided to help you locate the instructions within this Idea Book.


Themes			
	Spelling (Easy)	Speech and Writing Contest (Moderate)	World of Work (Advanced)
Week 1	Biography Poems (57)	Write Your Own Riddle (30)	Biography Poems (57)
Week 2	Pictionary (15)	Consequences (29)	Jeopardy! (49)
Week 3	Make a Leader (25)	Picture Stories (59)	Going Shopping (31)
Week 3	Sing Along (39)	Chain Story (35)	Non-Stop Talk (36)
Week 4	Shape Poems (58)	Lyrics Scramble (42)	Role-Play Cards (33)
Week 5	Practice Spelling Bee (51)	Role-Play Cards (33)	News Teams (32)
Week 6	Review Board Game (50)	Writing Contest (53)	Socratic Seminar (63)
Week 7	Going Shopping (31)	Writing Time	Workplace Scenes (14)
Week 8	Fill in the Blank (41)	Announce winners, creation of advertisement, refinement of pieces	Writing a resume (see Peace Corps Employability Manual, No. M0093)
Week 9	Memory (48) and Review Spelling Bee (51)	Practice for presentation	Review resumes; Station Rotation (66) to practice job interviewing
Week 10: Final Event	Youth in Development Spelling Bee	Presentation of youth poems and speeches	Practice job interview with local business people

GAMES

Icebreakers and Warm-Ups

1. Toss-the-Ball Name Game


 **Level:** Beginning  **Time:** 15 minutes

 **Materials:** A ball or object to toss

1. Gather everyone in a circle.
2. Demonstrate the activity by saying your name followed by one of the participant's names and then tossing the ball to that person. Example: "Taylor, Alhaji!"
3. The participant catches the ball, repeats his or her own name followed by the name of the next person to whom he or she wishes to toss the ball. If the person throwing the ball doesn't yet know the name of the catcher, he or she says "you." Example: "Alhaji, you!"
4. The ball continues to be passed around until everyone has learned each other's names and nobody needs to use "you" any more.
5. Test their memory by having a final round in which the entire group says the name of the catcher as they pass the ball to each person one more time. The catcher should sit down after tossing to the next person to ensure that everyone gets one last turn.

2. Alliteration Name Game

 **Level:** Advanced  **Time:** 15 minutes

 **Materials:** A ball or object to toss

1. Gather your group in a circle.
2. Model the activity by stating your name and a positive adjective to describe yourself that begins with the same letter. Example: "My name is Elisar, and I am excellent!"
3. The next person in the circle must introduce themselves in the same pattern, and repeat the information for the previous

person. Example: “My name is Antonio, and I am amazing. This is Elisar, and she is excellent!”

4. Continue around the circle with each person repeating the previous person’s name and information. For smaller or more advanced groups, each person must repeat all the names and adjectives that have been said, until the last person repeats everything.

You can also play with different categories such as animals, foods, hobbies, or occupations. Preface the activity by brainstorming possible answers for a variety of letters, if you think your group may have difficulty generating words on their own. (See Appendix F, Variations Bank, for ideas.)

3. Birthday Line-Up

 **Level:** Beginning  **Time:** 15 minutes

 **Materials:** None

1. Ask participants to arrange themselves in a line ordered by, for example, their birthday, age, first or last name, what time they woke up this morning, etc.
2. The youth must ask each other questions in English such as “How old are you?” or “When is your birthday?” to find their place in line.
3. When they finish, do a final check to see if they are in the correct order.

4. Find Someone Who ... /Bingo

 **Level:** Beginning/Intermediate  **Time:** 20 minutes

 **Materials:** Copies of your description grid for each participant

1. Create a grid (5x5 works well) with sentence completions to the prompt: “Find someone who...” and leave space below each description (see below for examples). Tailor your completions to highlight the uniqueness and strengths of your particular youth group.

2. Pass out one copy to each participant and prepare them for the game by reviewing how to ask questions in English, or include questions on the back of the sheet (depending on their level).
3. Have the youth mill around and ask each other questions in English to find someone that matches each description. Once they find a match, they should write that person's name in the corresponding box.
4. The first person to find someone for every box is the winner!

Find Somebody Who ...				
Can speak a local language	Likes to do homework	Is a member of another club	Is a musician	Likes to read books in English
Is a boy who plays sports	Likes to read books in the local language	Wants to start their own business	Has won a sports or academic contest	Helped somebody this week
Wants to become mayor or president one day	Goes to mosque or church regularly	Is a girl who plays sports	Writes poetry	Doesn't drink or smoke

Note: There are many free online programs to develop bingo cards.

5. Introduction Interviews

 **Level:** Intermediate/Advanced  **Time:** 15–30 minutes

 **Materials:** Paper and pens

1. Divide the whole group into pairs.
2. Have each pair take turns asking each other simple questions about themselves and recording their answers in English. Before starting the activity, you can get them started with some question ideas and then have the participants brainstorm more questions as a group. Examples:

“What do you think are your greatest strengths?”

“What’s a goal you want to reach before your next birthday?”

“If you had a chance to learn any skill in the world, what would it be?”

Move around the room to listen to each pair as they interview each other to make sure that the content is appropriate.

3. When everyone has finished, ask one pair at a time to introduce their partners to the whole group and report what they learned from their interviews.
4. This can be made more complicated over time by adding questions that could be used for a job interview.

For more guidance, see Peace Corps’ Youth Livelihood: Employability Manual (Publication No. M0093).

6. Guess the Identity


 **Level:** Advanced  **Time:** 15–20 minutes

 **Materials:** Paper and pens/pencils

1. Ask participants to write a few sentences describing who they are as individuals: their values, strengths, interests, hopes, dreams, etc. Explain that descriptions are not to include any physical characteristics, which would make the game less challenging.
2. Prepare your own as an example to share.
3. Allow several minutes for them to write their descriptions and then collect them.
4. Each youth takes a turn reading one of the descriptions aloud and leading the group to guess who it is.

7. Tell Me a Story

 **Level:** Intermediate  **Time:** 10–15 minutes

 **Materials:** A ball or object to toss

1. Have participants stand in a circle.
2. Begin by holding the ball and telling a short story about yourself. When you are finished, toss the ball to another participant to tell a story and then sit down.

3. Participants continue telling stories and passing the ball until everyone is seated. The last person remains standing and the game is reversed: She or he passes the ball back to the person who tossed her or him the ball, and retells that person's story.
4. The stories are retold until the ball returns to you and everyone is standing once again.


Possible Story Themes

“Tell about a time when you ...”

- Felt proud of something you accomplished
- Resisted peer pressure
- Discovered a career you would like to pursue
- Felt grateful to someone for supporting you

Active/Physical

8. Hot Seat

 **Level:** Beginning  **Time:** 15 minutes

 **Materials:** chairs

1. Ask the participants to move with their chairs into a circle.
2. Stand in the center and say, “Change seats if you ...” and then state a category of people that includes yourself.

Examples: “... like to read!”


“... love to run!”

“... want to study at a university!”

3. You and everyone else that falls into the stated category must quickly find a new seat. Whoever is left without a seat must stand in the center and come up with a new category.

9. Ball Toss Question and Answering

 **Level:** Beginning  **Time:** 15 minutes


 **Materials:** Ball or object to toss

1. Have everyone stand in a circle.
2. Toss the ball to one person and ask a simple question.
Example: “What is your favorite sport, Mohamed?”
3. Mohamed must answer and then toss the ball to another person, asking a new question, and then sit down so that everyone knows that he has completed a turn.
4. The game finishes when everyone has had a turn and is seated.

Variations: Participants share a positive adjective that describes themselves (smart, tough, hard-working), or a noun that tells a role they play (sister, father, student, athlete, musician, dancer).

10. Directions Obstacle Course

 **Level:** Beginning  **Time:** 15–25 minutes

 **Materials:** Classroom furniture or other equipment for the course.
Cloth or hat for covering eyes


This is a partnered game but can be played either as a whole group on a large obstacle course one pair at a time, or in smaller groups with separate obstacle courses if there is enough space.

1. Practice words for giving directions: for example, right, left, forward, backward.
2. Break the group into pairs and have one person from each pair cover his or her eyes.
3. Have the seeing partners work together to create an obstacle course using available furniture and equipment. (Give them a time limit so that their partners aren’t kept in the dark for too long).
4. Pair by pair, the seeing partner gives directions in English to his or her blind partner to help him or her move through the course. The blindfolded partner can ask questions. Once all blindfolded partners have gone through the course, have the partners switch roles and create a new obstacle course.

5. As an added challenge, pairs can be timed as they go through the obstacle courses. The pair with the fastest combined time wins! Close the activity with a reflection as a group. What skills were needed to be successful in the game? How might those same skills be useful in the real world?

Note: A bandana or scarf could serve as a blindfold, but this should be discussed with your counterpart to ensure it is culturally appropriate. Additionally, the use of a blindfold requires a greater awareness of safety.

11. Blackboard Races

 **Level:** Beginning  **Time:** 20 minutes

 **Materials:** Blackboard and chalk

1. Divide the whole group into two teams and the blackboard into two sections. Group each team around one section of the blackboard.
2. The first two writers take the chalk. Give them a direction, and have them write as many responses as quickly as they can within a given time limit (e.g., 30 seconds).


Examples:

- Positive traits of a hero (kind, patient, persistent)
 - Careers (nurse, farmer, teacher, tour guide)
 - Reasons not to smoke (bad breath, can't run, yellow teeth, waste of money)
3. The player who writes the most within the time limit earns a point for his or her team.
 4. Repeat until you finish a round (e.g., 5 points). At the end of each round, lead a brief discussion on their answers. For example, Round 1 could be about heroes, and you ask the participants to explain why they chose those characteristics, or give an example of someone that is a hero to them.
 5. After all players have had a turn writing, the team with the most points wins.

Adaptation: The game can be run with some or all of the team members writing and points given for each of the different responses.

12. Flyswatter Game

 **Level:** Beginning  **Time:** 15–20 minutes

 **Materials:** Flyswatters, pictures of vocabulary words

1. Fill a chalkboard with written words and drawings of words from a relevant youth category.

Examples:

- Healthy activities for engaging youth (sports, art, drama, crafts, reading)
 - Employable skills (finance, technology, English)
 - Local geography (lake, mountain, valley, stream, plateau)
2. Divide the whole group into two teams. Have the teams line up a few feet from the blackboard. The first two players come to the board and take flyswatters.
 3. Call out a vocabulary word depicted on the board. The players try to find the matching picture or word and smack it with their flyswatter, and the first player to do so earns a point for his or her team.
 4. After all players have had a turn, the team with the most points wins.

Speaking/Listening

13. Simon Says

 **Level:** Beginning  **Time:** 15 minutes

 **Materials:** None


For this game, use a common local name instead of “Simon”: Kadija, Luis, Milena, Tenzin, etc.

1. Say “Simon says...” followed by a simple command such as “touch your head.” The students must touch their heads.

2. Keep stating commands starting with “Simon says...” until students become used to following along.
Examples: “... smile as big as you can.”
“... shake hands with your neighbor.”
“... give yourself a pat on the back.”
3. Give a command *without* first saying “Simon says,” such as “Sit down.” Any students that follow a command not prefaced with “Simon says” are out of the game.
4. Continue until only one student is left, and the winner becomes the next “Simon.”

14. Workplace Scenes

 **Level:** Beginning  **Time:** 20 minutes

 **Materials:** Colored pencils or markers, paper

1. Give each participant a piece of paper and colored pencils or markers.
2. Tell the participants to draw lines or fold their papers to divide it into 4 sections. Then tell them that they are going to draw scenes from different workplaces that you are about to describe. Each of the workplaces could be areas where youth could work someday. For each description you provide, they will draw one scene in one of the 4 boxes.
3. Read aloud descriptions of common workplace scenes that use prepositional phrases.

Examples:

“At the front of the classroom is a big blackboard. In front of the blackboard is a desk. Behind the desk is a happy, hard-working student. Between the student and the blackboard is the smiling teacher.”

“At the back of the store is a counter. Behind the counter, there is a storekeeper. On top of the counter is the storekeeper’s inventory.”

“Inside the community center is a circle of desks. Sitting at the desks are your friends and peers. You are standing outside the circle leading a discussion on community


service projects. Behind you is a large paper with your group's ideas.

“There are seven cows scattered around the field. The farmer is between two cows, kneeling next to one cow that he is milking.”

4. When they are finished, ask them to write their own description while you check their work. Choose one with a correct picture and well-written description to share, and repeat the activity.

15. Pictionary


 **Level:** All  **Time:** 20 minutes

 **Materials:** Colored pencils or markers, paper, blackboard or flip chart, prepared list of words

1. Divide the group into two teams, and ask Team A to volunteer one member to come to the board or flip chart.
2. Whisper an English word into the volunteer's ear. Examples: school, football, cooking, exercise. (See also Appendix F, Variations Bank, for ideas.)
3. The volunteer draws a picture to represent the word and his or her teammates have one minute to correctly guess the word to win a point.
4. Repeat with Team B. Whichever team has the most points at the end of the allotted time or number of rounds wins.

16. Pass the Hat

 **Level:** Intermediate  **Time:** 25 minutes

 **Materials:** Slips of paper and something to hold them (like a bowl)

1. Prepare slips of paper with words and place them in a bowl, sack, or hat. Words can be prepared beforehand using Appendix F or by having participants write three or four words each.
2. Place the container on the table at the front of the room and separate the participants into teams of two or more.

3. Start the first of four rounds. The same words are used throughout the activity, so the activity should get easier as the participants know what to expect.
4. During each round, one person goes to the front of the room and draws a word out of the container and tries to get his or her teammate to guess it correctly within one minute. When the time is up, the person returns to his or her team and a member of the second team selects a word and does the same thing. Teams get one point for every word they get right. The round is up when all of the words have been taken out of the hat. Each round has a different rule for guessing:
 - During Round 1, the participant can say anything except the word itself.
 - During Round 2, the participant can make gestures but NO noises or words (similar to charades). The words are the same as Round 1 so if the teams have paid attention, this round will be easier.
 - During Round 3, the participant can only make a noise to describe the word.
 - During Round 4, the participant can only say one word, such a synonym. The guessing teammate should only be able to guess one word.

17. Inspirational Telephone

 **Level:** Beginning  **Time:** 20 minutes

 **Materials:** None

1. Ask everyone to gather in a circle, and whisper an inspirational English quote in one participant's ear.

Examples:

“The youth is the hope of our future.” - **Jose Rizal**

“Education is the most powerful weapon which you can use to change the world.” - **Nelson Mandela**

“If you do nothing you get nothing.” - **Aung San Suu Kyi**




“We may have all come on different ships, but we're in the same boat now.” - **Martin Luther King Jr.**

(See also Appendix F, Variations Bank, for ideas.)

2. The youth who heard the quote must then whisper the message into the ear of a person next to him or her.
3. Each person listens to the message, and then whispers it to the next person in the circle until the message reaches the last player, who states it out loud.
4. Tell the group the original message to see how much it changed!




This game can be played in teams as a competition or as a collaborative race where the group tries to deliver the message faster and faster.

18. Balderdash Vocabulary

 **Level:** Intermediate/Advanced  **Time:** 20–30 minutes
 **Materials:** Dictionaries, paper and pens

1. Divide the group into teams of three, and ask each team to find a challenging, unknown word in the English dictionary. If you have less time, you can choose the words yourself and assign them. (See also Appendix F, Variations Bank, for ideas.)
2. Have each team find the word, write the dictionary definition, and then create two additional false but plausible-sounding definitions.
3. One at a time, each team writes their word on the board and presents their three possible definitions to the rest of the group.
4. The others must decide within their teams which definition is correct, and write their guess on a piece of paper. The presenting team then reveals the true definition, and awards a point to each team that guessed correctly. If nobody got it right, the presenting team gets a point.
5. Whichever team has the most points at the end of the allotted time or number of rounds wins.

19. Taboo

 **Level:** Intermediate/Advanced  **Time:** 10-25 minutes
 **Materials:** Taboo cards

1. Prepare a set of cards, each with one “secret word” on top and four related words (the “taboo” words) below it. For the secret words, you may want to use vocabulary from a theme you’ve been exploring together. (See also Appendix C, Variations Bank, for ideas.)

Examples:

Garden
Plants
Yard
Flowers
Agriculture

Book
Read
School
Fun
Learn

2. Divide the class into same-size groups of two or more, and have each group select one player to be the reader.
3. Time the groups for three minutes while the reader tries to describe the secret word *without* using the taboo words listed below it. The other players try to guess the secret word, and whoever guesses correctly first gets the card.
4. After every three minutes, change the readers until all players have had a chance.
5. The player with the most cards in each group is the winner. If time permits, you can continue with a taboo tournament by reshuffling the groups so that winners play winners.

20. Youth Development Bingo

 **Level:** Beginning  **Time:** 20 minutes

 **Materials:** Bingo cards with counters (beans) or paper and pens

For this game, you can either prepare your own bingo cards, or have youth create their own in their notebooks from a master list on the board. If you choose to do the latter, ask that they use pen rather than pencil when drawing their tables so that no one is tempted to rearrange the words as you call them.

1. Once everyone has drawn or received a bingo card, ask the players to cover the corresponding word or image on their bingo sheet with a counter, as you say the words aloud.
2. Read words from your list at random.

3. When a player gets five counters in a row, he or she calls out “Bingo!” To win the game, the player must be able to repeat the five words in a row, and they must be words that you have said.

Here are some bingo card ideas:

- Use words related to a specific Youth in Development theme (positive values, healthy behaviors, careers). See also Appendix F, Variations Bank, for ideas.
- Use positive action verbs (achieve, improve, promote) and have participants state them in a different verb tense when they call bingo.
- Have matching pictures depicting the words you call out on the cards.

Note: Programs are available online to generate bingo cards.



21. I Spy

 **Level:** Beginning  **Time:** 10 minutes

 **Materials:** None

1. Break the whole group into pairs or small groups.
2. The first player in each group silently chooses an object in the room and then says, “I spy with my little eye ...” followed by a clue such as “something beginning with the letter ‘P’” or “something that is green.”
3. The other players take turns asking questions to find out what the object is. The first person to guess correctly gets to choose the next object.

22. Who Am I?

 **Level:** Beginning/Intermediate  **Time:** 15 minutes

 **Materials:** Paper and tape

1. In advance, choose a category such as “famous world leaders” and write names on slips of paper or index cards for each player. See also Appendix F, Variations Bank, for ideas.
2. Tape one card to each player’s back without letting him or her see the mystery word.

3. Have participants mill around the room asking each other yes/no questions. For example, a player could ask his or her peers, “Was I ever president?” or “Am I still alive?” You may want to brainstorm some questions and answers with your group before playing.
4. Players that correctly guess their mystery word can continue answering others’ questions until everyone knows their mystery word.

23. Tic-Tac-Toe

 **Level:** Intermediate


 **Time:** 10 minutes

 **Materials:** Blackboard or paper and pens

1. Draw a tic-tac-toe table on the board with a word in each box. Example words: peace, pride, friend. (See also Appendix F, Variations Bank, for ideas.)
2. Divide the youth group into two teams: X and O. One person from Team X comes to the board to write a sentence using one of the words in the boxes. If the player writes a correct sentence, he or she can mark the box with an X. **Variation:** Write the infinitive verb form in the boxes and have players write sentences using the past tense, or any other rule you choose.
3. One person from Team O comes to the board and can either write a sentence for a different word, or correct the previous player’s sentence if he or she was unsuccessful.
4. The first team to correctly answer three in a row wins the game.

24. 20 Questions

 **Level:** Beginning/Intermediate

 **Time:** 5–15 minutes

 **Materials:** None

This game can be played in pairs, small groups, or as one large group.


1. Select one player to think of a noun while the other players start to think of yes/no questions they can ask to try to figure out what the noun is. A youth development focus can be

included by providing themes such as professions (farmer, banker, teacher) or things related to a business (money, farm equipment).

2. When the first player is ready, have him or her call on another player to ask a question. The first player should keep answering questions until someone is able to guess the noun. The winner chooses a new noun for everyone to guess.
3. If nobody can guess after 20 questions, the first player is considered the winner and must share the answer and then choose the next person to think of a noun.

Writing/Reading

25. Make a Leader

 **Level:** Beginning  **Time:** 5–10 minutes

 **Materials:** Paper and pens

1. Divide the whole group into smaller groups of two to four students. Ask one member of each group to think of a word in English.
2. The first person draws a box to place incorrect guesses in, and writes blanks representing the number of letters in the word.
3. The other players take turns guessing letters in the word. If they appear in the word, the first player writes them in the corresponding blank space. If they do not, he writes the letter inside the box and draws one part of a stick figure next to it.
4. The player that is able to guess or complete the word first is the winner and decides the next word. If no one is able to figure out the word before a full stick figure (with head, arms, and legs) is drawn, the first player wins and can choose someone to go next.

B, F, S, T, C



26. Blackboard Concentration

 **Level:** Beginning

 **Time:** 20 minutes


 **Materials:** Blackboard

1. On the blackboard, draw a large 5x5 grid with an “X” in the middle box. Number the other boxes one to 24. Before the meeting, create a key for yourself by drawing the same grid and randomly assigning 12 matching pairs of words, or words and pictures, to the grid boxes. For example, you might have Youth in Development vocabulary words like “respect” or “volunteer,” or pictures of objects and their English names. (See Appendix F, Variations Bank, for ideas.)
2. Divide the class into two teams, and explain that they are not allowed to write anything down since this is a memory game.
3. Have the first team select two boxes. Show them the contents by writing the words on the board and then erasing them after a couple seconds. The team must decide if they are a match—if so, they get a point, and write the words in the respective boxes. If not, the next team goes.
4. Within a few turns, the teams will learn where the various pairs are located and guess more matches. The team with the most points, after all boxes are matched, wins.

27. Ghost

 **Level:** Beginning/Intermediate

 **Time:** 15 minutes




 **Materials:** Paper and pens for each group

1. Break up the group into smaller groups of three to six, and have them join together in a circle.
2. Each group selects one player to be the recorder.
3. The first player begins by choosing a letter. The next player in the circle must choose another letter that could follow the first letter in an actual word. The goal is to continue making a word fragment without actually completing a word or you lose the round. For example: “T-H” would be acceptable, but “T-Q” would not, and “T-O” would make a complete word so the second player would lose the round.

4. The players continue the round until a word is completed, and the loser earns a letter “G.” If the player loses a second round, he will earn an “H,” and then an “O,” and so on until the player spells the word “ghost.” The first player to earn all five letters of “ghost” is out.
5. If at any point in the round the current player feels that there are no words that begin with the previous letters listed, he can challenge the previous player. If he is right, the previous player loses the round and gets a “ghost” letter.

Variation: This game can be played with words in a sentence instead of letters in a word.

28. Mad Libs

 **Level:** Intermediate  **Time:** 15 minutes
 **Materials:** Paper and pens, blackboard or flip chart

This game is helpful for practicing the parts of speech. Many websites exist which provide prepared mad libs, or you can prepare your own by writing a one- or two-paragraph story and removing eight to 12 words that are different parts of speech.

1. Without showing the story to the group, write the parts of speech (prompts for the missing words) on the board and call on participants to suggest possible words.
2. After filling in the missing words, ask a participant to read the story. When the reader comes to a blank, he or she points to another participant to say the next word that was chosen. Usually the resulting story is absurd and has everybody laughing!

Variation: Create copies of different Mad Libs to distribute to smaller groups and then have them share their completed stories with the whole group when they are finished.

- | | |
|--------------|-----------------------|
| 1. Noun | 5. Place |
| 2. Noun | 6. Means of transport |
| 3. Noun | 7. Animals |
| 4. Adjective | |

In the market

Last week, I started my business in the market. I am very proud. I am selling (1.), (2.), and (3.). They are very (4.) I buy them in (5.) and bring them to market by (6). I have to be careful that they are not eaten by (7.) on the way.

29. Consequences

 **Level:** Intermediate

 **Time:** 15 minutes

 **Materials:** Paper and pens, blackboard or flip chart


1. Similar to Mad Libs, write five or six sentences with missing words on the board.
2. Have each participant write the first sentence on the first line of a blank piece of paper, fill in the blanks with their own words, and then fold over the paper so that the sentence can't be read.
3. Each person passes his or her paper to the next person, who must write the second sentence on the second line with his or her word choices, *without peeking at the first line*. Participants then fold the paper to cover the second sentence, and participants continue writing a sentence, filling in the missing word, folding the paper, and passing it to the next person.
4. Keep passing until all sentences have been written. Then each participant opens the paper and reads the whole story. Call on participants to read their masterpieces to the whole group.

One bright sunny day, (a girl's name),
met (animal)
in/at/on (place)
She said (what did she say)
It said (what did it say)
She said (what did she say)
It said (what did it say)
And so they agreed to

READ

30. Write Your Own Riddles

 **Level:** Intermediate

 **Time:** 10–20 minutes

 **Materials:** Paper and pens

1. Ask the youth to choose a tool that they use in their daily work (hoe, hammer, cook pot, broom, pen, etc.) and write three to five clues that describe the object. For an added challenge, ask them to write from the object's perspective, using "I": for example, "I am heavy and round."
2. Once they have written their clues, ask for participants to read their riddles out loud. Other participants try to guess what the riddle is referring to.

Examples:

- I'm light and white. (light bulb)
- I have a face but no arms legs. (a clock)
- I play music but I am not a musical instrument. (radio)
- I always come in a pair but am not married. (shoes)

Adaptation: Every country has riddles. Ask participants to ask their parents for local riddles which they then can translate into English for the group. Examples can also often be found on the internet. Here are examples from Africa:

- Who has a house but no home for visitors? (A tortoise)
- Wherever I go, it closely follows me. (My shadow)
- My house has no doors or windows. (An egg)

DRAMA

Of the numerous documented benefits to using drama activities with foreign language learners, probably the most important is that it provides an opportunity for participants to conquer their fear of making mistakes—which for many is the greatest barrier to their improvement. Unfortunately, it is this same fear that prevents many facilitators from making use of this invaluable tool. Be a role model for your youth group: Take a risk by incorporating drama activities, and provide them with a unique opportunity to build their self-confidence and develop the skills they need to handle difficult real-world situations such as peer pressure, parent-child relationships, societal norms around the roles of women and men, and HIV/AIDS.


Drama activities help young learners to:


- Apply their knowledge in dynamic, real-world-like situations.
- Role-play social competencies such as empathy, cooperation, and leadership skills.
- Express their personalities, feelings, and ideas in a safe environment.
- Be creative by using their imaginations.


There are as many drama activities to choose from as there are benefits. The following section provides several examples from three major categories: role-play and simulation, improvisation, and scripted skits and plays.

Role-Play and Simulation

31. Going Shopping

 **Level:** Beginning

 **Time:** 20–30 minutes (+ one 30-minute meeting for preparation)

 **Materials:** Paper or poster board; markers, crayons, or colored pencils

Life Skills: Financial literacy, entrepreneurship

In a meeting prior to the simulation:

- Divide the whole group into pairs. Explain that each pair will be running a shop in a simulation, and have each pair decide what kind of things they want their shop to sell.
- Have each pair write two inventories of items for sale with prices in their shop: one for them to keep, and one to give to you. When they finish writing, ask them to draw pictures of their merchandise.
- Use the inventories to create itemized shopping lists for each participant.


For the simulation meeting:

1. Start by brainstorming and reviewing important phrases such as:
 - “Can I help you?”
 - “Do you have any ...?”
 - “I would like to buy ...”
 - “How much is it?”
 - “Here you go, thank you”
2. Have one partner in each pair play shopkeeper and the other partner play shopper for the first half of the simulation. Tell them to switch roles when the time is halfway up. Distribute shopping lists to each shopper and have each shopkeeper “set up shop” before starting the simulation.
3. You may want to facilitate a short follow-up discussion with the entire group after the simulation to reflect on the experience.

32. News Teams

 **Level:** Intermediate/advanced

 **Time:** 1–3 meetings (60 minutes each)




 **Materials:** Paper, pens, props as necessary

Life Skills: Constructive use of time (creativity), social competencies (planning and decision-making)

Many youth are exposed to English language through radio or television news, so producing a news program is an excellent way to build on prior knowledge. You will need to consider the primary media source in your community before introducing this activity to the group. For example, if no one in your community owns a TV set, but many listen to BBC Radio, then producing a television program would be more confusing and less meaningful for your English language learners.

1. Introduce the whole group to the concept by showing them a radio or television news program.
2. Have them brainstorm the key components and characteristics of a news program from their previous experience and what they observed.
3. Divide the whole group into news teams of four or five. Have each team choose a name for their program and assign a role to each person in the group (e.g. anchor, special correspondent, interview guest, weather forecaster, sports, etc.).
4. Set some guidelines for program content, time for preparation, and time for presentation. The program could be scripted, semi-scripted, or improvised from a rough outline depending on the level of the students and time available for the activity.
5. Each team presents their program in front of the whole group. Assign an audience member to record each performance so that the team can review their performance later.

33. Role-Play Cards

 **Level:** Intermediate/Advanced  **Time:** 20–30 minutes
 **Materials:** Role-play cards

Create your own decks of role-play cards for pairs of participants. Each card will have a Role A side and a Role B side describing two roles within a single scenario for a pair to act out. Alternatively, you can create a deck for each role so that participants are able to read their roles simultaneously as long as the cards are matched by scenario in some way (color-coded, numbered, etc.). Using this method, you could also choose to have more than two roles in a scenario. (See Appendix F, Variations Bank, for ideas.)

Sample card:

<p>Role A: Your parents have told you that because you are a girl with household responsibilities, you must come straight home after school and cannot play sports or participate in other after-school clubs. You talk to your friend about how to discuss this with your parents.</p> <p>Example questions: What should I do? How can I convince them to allow me to participate in after-school activities?</p>	<p>Role B: Your friend comes to you for advice on how to convince her parents that she should be allowed to play sports and attend clubs after school instead of only doing housework.</p>
<p>Role A. You are a young person working for the government. You like your job and like living in your community.</p>	<p>Role B. You're a manager and very impressed with your employee's work. You want to give him or her a raise to a better job and have him or her live another city.</p>
<p>Role A. You are at the clinic to have a health check-up. You like to socialize a lot, go out regularly and enjoying drinking and smoking.</p>	<p>Role B. You are a medical officer and find your patient is unhealthy and needs to change their lifestyle. You are concerned if they don't change they will die at a very young age.</p>

To play:

1. Divide the whole group into pairs or small groups and give each a role-play deck or decks.
2. Have the pairs draw a card or cards and allow them a couple minutes to read their roles.
3. Set a time limit and cue for each role-play round. Example: When you hear my bell ring after 5 minutes, it's time to switch roles.
4. Play each card enough times that all participants have a chance to play all parts before moving to the next card.
5. Wait until the end of the game before giving corrections or feedback.

More scenario ideas:

- **Beginner:**
 - Handwashing: While in the washroom, one youth explains the importance of washing your hands to another youth, and shows him or her how to do it.
 - Nutrition: Two sisters discuss ideas for how they can prepare a healthier meal for their family as they cook.
 - Business: Bargaining in market.
- **Intermediate:**
 - Saying No: One youth tries to convince a friend to do drugs with him. The other friend must find ways to say no appropriately.
 - Encouragement: A student decides to drop out of school, and her sibling encourages her to continue schooling.
- **Advanced:**
 - Job interview: A hiring manager interviews a job applicant.

Improvisation

34. Charades

 **Level:** Intermediate  **Time:** 10–30 minutes

 **Materials:** Charades cards or slips of paper

1. Prepare charades cards with vocabulary words or phrases prior to your meeting, or choose a category (movies, books, musical groups, people, careers, characteristics, etc.) and ask each participant to write a corresponding word or phrase on a slip of paper and collect them.
2. Optional: If the participants have never played Charades, you may want to spend a few minutes explaining the rules and some helpful gestures⁸ such as:
 - Book: mime opening a book
 - Number of words: hold up same number of fingers
 - Sounds like: point to ear


⁸ For a more detailed guidelines, consult the many resources available online.

3. If you have a large group, you can play multiple games at once. For each game, break the group into two equal-sized teams of three to six players.
4. Make a rule to decide which team will start, and set a time limit. For example, “the team with the shortest player goes first.”
5. A player from Team 1 draws a card to act out *without speaking or writing*. If his or her teammates are able to guess the word in two minutes, Team 1 receives a point.
6. Repeat with Team 2. Each team should rotate players so that everyone gets a chance to act.
7. The game ends once everyone has a chance to act out a word. The team with the highest score at the end of time wins the game.

Note: Full rules for charades and cards can be found online.

35. Chain Story

 **Level:** Intermediate

 **Time:** 5–10 minutes

 **Materials:** Paper

1. Have participants stand in a circle and give each a piece of paper with a Youth Development word on it, such as studying, peace maker, free time, tobacco and alcohol, and family. (See Appendix F, Variations Bank, for more word ideas.)
2. Start telling a story by giving the first sentence or fragment. For example, “Yesterday on my way to work ...”
3. The next person in the circle must continue telling the story using the word on their paper. The player can say up to three sentences, but they must use the word.
4. Players continue around the circle, adding to the story using their words, until everyone has had a chance. The last person finishes with “the end.”

36. Non-Stop Talk

 **Level:** All

 **Time:** 5 minutes


 **Materials:** None

1. Divide your group into pairs of two.
2. Give the youth an issue to talk about: bullying, the environment, or the importance of saving money. (See Appendix F, Variations Bank, for more ideas.)
3. Have Partner A talk about the issue for 60 seconds while Partner B listens attentively for *hesitation*, *deviation*, and *repetition* (i.e., *pauses*, *changes of topic*, and *repeating*).
4. If Partner B hears any of those three things, Partner A gets a point. The goal is to get as few points as possible. After one minute, partners switch roles.

Skits and Plays

37. Reader's Theater

 **Level:** All

 **Time:** 1–3 meetings, 30 minutes each, depending on level and script

 **Materials:** Scripts for each player

Reader's theater is a style of theater in which actors read but do not memorize their lines. No sets or costumes are necessary as the actors use vocal expression to help the audience understand the story.

Developing a reader's theater can be broken into the following steps.

1. **Choosing the content.** The content for a reader's theater must be interesting for young people and contain lots of emotion, drama, or meaning. Poetry, plays, and novels that are being studied in school are a great choice to interest youth, as they already know the characters and situations. Sayings and excerpts from famous people, such as Martin Luther King, Jr., and Mahatma Gandhi, are also good choices. Participants can also perform a traditional story or create a new one for the performance. New plays can be written to reflect issues

affecting youths' lives, such as girl's rights, child labor, the impact of dropping out of school, early pregnancy, and substance abuse.

2. **Making a script.** Create a script by dividing the written piece into parts. Each character should be its own part, and there can be multiple parts narrating the story.
3. **Initial reading.** Bring a copy of the material for all of the participants. Depending upon the participants' English proficiency, read the piece out loud and have the students follow along, or have the students read together. Ask the students about the piece: Were there any words you didn't know? Was the story interesting? What was the high point? What was the low point?
4. **Rehearsing.** As a practice exercise, it is important that participants are familiar with the whole script. Divide the group into pairs and have the participants alternate reading the script. Circulate among the students to offer assistance in pronunciation and reading with feeling. Auditions can be held



for those who want to play specific parts. Continue reading until the cast is able to perform through the whole piece.

5. **Performing.** A reader's theater can be performed in many different ways. In schools, participants can perform for different classes or school assemblies. Alternatively, a reader's theater can be a community event where classes and parents are invited. Such a production may feature two or three groups reading different scripts.

Note: There are many free online reader's theater plays available.

38. Write Your Own Awareness Campaign



Level: All



Time: 30 minutes



Materials: Paper and pencils

1. Divide your whole group into pairs.
2. Challenge the pairs to perform, in English, a short two-person skit on a youth topic such as constructive use of time, resisting peer pressure, or volunteerism. (See Appendix F, Variations Bank, for more topic ideas.)
3. Have participants first role-play their skit in English, and then write it down.
4. After practicing their skits, participants can perform their dialogue in front of the whole group. Participants who are listening will prepare questions to ask the performers.

MUSIC

Like drama, music adds another dimension of pure enjoyment to practicing English that can be highly motivating for youth. In addition to being fun, learning English songs helps youth to develop an understanding of how the language is actually used in a real-world context and to see the poetry of music in the English language structure.

Other benefits of musical English practice include:

- Sustains learners' attention and concentration
- Promotes a relaxed and positive community atmosphere
- Helps learners to recall information due to its memorable emotional quality
- Sharpens learners' listening comprehension skills

Choosing a Song for Your Youth Group

The best song for young people to learn is the one they have chosen. Participants should have the option of choosing songs in English from inside and outside their country. Use the following checklist to help you decide whether or not a song is appropriate for your group:

- Song has a message that is relevant to your group's specific needs and interests.
- Song is from a genre or by an artist that appeals to youth. Rap is often very popular.
- Lyrics are clear and sung at a reasonable speed.
- Slang and idiomatic expressions can be explained in 5–10 minutes before playing the song.
- Lyrics are appropriate and relevant to the participants. **Note:** Listen to the lyrics *carefully* several times, paying special attention to profanity, sexual content, discriminatory language, or messages that run counter to the positive assets that you are helping youth develop. Consider that any views expressed in the lyrics may be interpreted as your own, unless you make a point to say otherwise or to frame objectionable content as fodder for a deeper discussion.

Song Examples

“Brave” - Sara Bareilles

“Coat of Many Colors” - Dolly Parton

“Don’t Worry Be Happy” - Bobby McFerrin

“Everything Is Everything” - Lauryn Hill

“Happy” - Pharrell Williams

“Heal the World” - Michael Jackson

“Let It Go” (from the movie *Frozen*) - Idina Menzel

“Roar” - Katy Perry

“Stronger” - Kelly Clarkson

“Three Little Birds” - Bob Marley

“Walking on Sunshine” Katrina & The Waves


“Where Is the Love?” - Black Eyed Peas


“You Raise Me Up” - Josh Groban

On the following pages, you’ll find some ideas of ways to incorporate music in an activity with your English practice group.

39. Sing Along

 **Level:** Beginning

 **Time:** 5–20 minutes


 **Materials:** Song recording and lyrics written on blackboard, flipchart paper, or print-outs, something to play music (CD player,/computer)

1. Introduce the song title and general concept, and then play it for the whole group to hear.
2. Show the song lyrics and have the group collectively brainstorm definitions for any unfamiliar language.
3. Have the whole group sing along with the recording, or you can subdivide the group into sections so that each section sings one verse. Add gestures to the lyrics when appropriate.
4. Lead the group in singing the song several times until it comes more naturally.
5. Follow up with a discussion of the song.

Adaptation: Youth can write down the words and make a song book which they can use for karaoke and other activities related to songs.

40. Karaoke


 **Level:** All  **Time:** 10–40 minutes

 **Materials:** Song recording with printed lyrics, something to play music (CD player/computer)

You can introduce the activity in a way similar to Sing Along (see above), or for familiar songs, allow the youth to simply play karaoke. Many karaoke videos can be found online. Karaoke works best with smaller groups of singers, so either assign several participants to a verse, or have them take turns with different songs.

41. Fill in the Blank


 **Level:** All  **Time:** 10–20 minutes

 **Materials:** Song recording and printed fill-in-the-blank lyrics sheets, something to play music (CD player/computer)

Play a song and ask your group to listen carefully to the lyrics and fill in the blanks on their worksheets with the words that they hear in the song. Choose words critical to the song's positive message so that it becomes the focus of the activity.

42. Lyrics Scramble


 **Level:** All  **Time:** 10–20 minutes

 **Materials:** Song recording and blackboard or individual lyrics sheets, , something to play music (CD player/computer)

1. Write the song lyrics on the blackboard and with 10 or more words scrambled (in the wrong place).
 2. Have the youth listen to the song and then correctly rearrange the scrambled words.
 3. Alternatively, you can print individual lyrics sheets, cut up the lyrics line by line, and clip them together. Then, provide individuals, pairs, or small groups with a set of lyrics and ask them to piece together the song.
-


43. Say What?


 **Level:** All  **Time:** 10–20 minutes

 **Materials:** Song recording and lyrics sheets with mistakes, something to play music (CD player/computer)

1. Write out the lyrics for a song but with some mistakes: the more advanced the group, the more subtle your mistakes should be.
2. Distribute the lyrics sheets to each participant and have them identify and correct all the errors as they listen to the song. This can also be used as an assessment tool after having completed a sing along or other simpler song activities.

44. Dictation

 **Level:** Intermediate  **Time:** 10–20 minutes

 **Materials:** Song recording (or you can sing a song yourself); paper and pens, something to play music (CD player/computer)

1. Have participants try their hand at writing out the full lyrics to songs that are sung more slowly or with lots of repetition. For lower level participants, you can stop the song periodically to give them a chance to write.
2. After they have all written their best guesses, put them in small groups to check answers and come to a consensus.
3. Correct the lyrics together as a full group.

45. Write the Next Verse

 **Level:** Intermediate  **Time:** 10–20 minutes

 **Materials:** Paper, pens

1. After completing one of the above activities, ask the youth to write their own final verse.
2. Have youth share their verses with the whole group.

46. Performance

- 🕒 Level:** All **🕒 Time:** 1–3 meetings (30 minutes each)
🔪 Materials: Song recording and printed lyrics

If after a sing along you find that the group is really excited about a particular song, you may want to take it to the next level by rehearsing it as group, memorizing the lyrics, adding actions, and eventually performing it for an audience. Unless the song is very simple, this will require some time and commitment from the group as a whole so that the same participants attend all meetings.

47. Write and Perform Your Own Song

- 🕒 Level:** All **🕒 Time:** 1–3 meetings (30 minutes each)
🔪 Materials: Paper and pens (to write down lyrics and melodies); musical instruments (for the performance)

Young people like to develop and perform their own music. Encourage young people to write and perform around a certain theme. This can be done in steps with the participants first brainstorming words around a theme and then arranging them into lyrics with music.



COMPETITIONS

Friendly competitions are an excellent way to engage youth in English practice by motivating them to focus their attention, participate, and stretch their abilities. Longer-term competitions such as essay or story writing contests can provide youth with an opportunity to practice goal setting and time management skills. However, it's important to be aware that unhealthy competition can be equally demotivating and discouraging to youth *if they feel they have no chance at success*. Here are a few tips for facilitating healthy competition:

- Divide the group into teams that collectively are roughly equal in ability.
- Have teams compete for points rather than something of value such as prizes.
- Award points for sportsmanship and teamwork in addition to correct answers.
- Use questions or topics that are not biased or more accessible to certain groups.
- Emphasize that the main purpose is to have fun while practicing English!

Quizzes/Trivia

48. Memory

 **Level:** Beginning  **Time:** 10–30 minutes

 **Materials:** Prepared decks of memory cards

Using cardboard and glue, make decks of memory cards. Each deck should contain pairs of cards that consist of two exactly the same words (Happy, Happy) or a combination of a word and picture (Happy, picture of a happy face).


1. Mix all of the cards and place them face down in a square.
2. The first player flips over two cards. If the cards match cards, he or she keeps the cards and takes another turn. If the cards

do not match, they are put back and the participant's turn is over.

3. The next participant does the same thing. As more and more turns are taken, the participants will begin to remember where the match to the card may be and they acquire the cards faster and faster.
4. The game is finished when all of the cards are matched. The person with the most matched cards wins.

49. Jeopardy!

 **Level:** All  **Time:** 30 minutes

 **Materials:** Blackboard or poster-size paper to draw a Jeopardy! game board

Based on the famous game show, this competition is an excellent way to review material at the end of a multimeeting unit. In Jeopardy! the facilitator always gives the answers, and the players respond in the form of a question. Free websites are available for making Jeopardy games.

1. Create a game board with four or five categories based on previous youth group topics. This can be done by hand, but free tools are also available online (try searching for “Jeopardy game template”).
2. Under each category, write four to six point values such as 10, 20, 30, 40, 50, or use local currency values. Create a master list of corresponding *answers* for each category value, to refer to when facilitating the game.
3. Divide the group into teams of three to five players. Ask the first team to choose a category and value, and then read the associated answer out loud. The first team to “buzz in” with the correct *question* is awarded the value for that question. If a team responds incorrectly, the value is subtracted from their score (negative scores are possible).

Example: **Team 1:** “I’ll take ‘Leaders’ for 40 points, please.”

You: “The answer is, ‘Nobel Peace Prize winner from South Africa.’”

Team 1: “Who is Nelson Mandela?”

You: “That’s correct! Team 1 scores 40 points.”

- When all the questions have been answered, the team with the highest score wins.


Variations: You can also add more complex rules to the game such as “Daily Doubles,” in which you secretly select two answers on the board to be worth twice the value listed, and a team that chooses that answer is the only team allowed to respond.

Example categories, answers, and questions:

Dangers of Smoking	World of Work	Ways You Can Contribute to Your Community	Leaders
<p>A: You are exposed to this when you are around family or friends that are smoking.</p> <p>Q: <i>What is second-hand smoke?</i></p>	<p>A: The ability to understand how money works in the world.</p> <p>Q: <i>What is financial literacy?</i></p>	<p>A: Freely helping others without asking for payment.</p> <p>Q: <i>What is volunteering?</i></p>	<p>A: A Nobel Peace Prize winner from South Africa</p> <p>Q: <i>Who is Nelson Mandela?</i></p>
<p>A: One of the biggest health risks of smoking.</p> <p>Q: <i>What is (lung cancer, heart disease, emphysema, addiction, death, etc.)?</i></p>	<p>A: A paper that summarizes your education, experience, and skills.</p> <p>Q: <i>What is a resume/CV?</i></p>	<p>A: Learning through serving others.</p> <p>Q: <i>What is service learning?</i></p>	<p>A: He led the nonviolent movement for Indian independence from Great Britain.</p> <p>Q: <i>Who is Mahatma Gandhi?</i></p>

50. Review Board Game

 **Level:** All  **Time:** 30 minutes

 **Materials:** Dice,⁹ tokens, and a game board with cards by category (individual players) or a blackboard with a facilitator question list (whole group).

1. Create the game board:

You can make game board by yourself out of cardboard, or draw one on the blackboard. Many different game boards templates (including Snakes and Ladders) can be accessed online by searching for ‘game board template examples’ Draw a path divided into spaces that concludes at a winning space on the other side or center. Draw a symbol of your choice on random spaces across the board: these are your “reset spaces.” Create a token for each player.

2. Choose four or five categories for review and create a different colored deck of cards for each category. On each card, write a prompt or question in English, and the answer written upside-down in small text at the bottom.

Examples of categories: Nutrition, HIV/AIDS, Career Planning, Leadership, Technology

Types of prompts/questions:

- **Listening:** English statements to be read aloud. Players must translate to their native language.
- **Vocabulary:** Pictures of English vocabulary words for players to name.
- **Correct or Incorrect?** Players determine whether the English sentence is correct or not.
- See “Role-Play Cards” (activity number 32) or “Taboo” (activity number 18) for additional card ideas.

⁹ In some cultures, dice are viewed negatively as a symbol of gambling. Find out from your counterpart or a trusted friend how dice are viewed in your community before using them with your youth group, and if necessary design an alternative such as a spinner or draw numbers from a hat.

Rules of play:

1. Players roll dice and the highest roller (Player 1) chooses the first category. Player 2 draws a card from this category and asks the question or gives the prompt.
2. If Player 1 correctly answers within the time limit (20 seconds), he or she can roll the dice and move his or her token the indicated number of spaces. If the player lands on a “reset space,” the token is reset back to the starting point. This adds an element of luck that engages all the participants, not just the best English speakers.
3. If Player 1 does not answer correctly, any other player except the reader (Player 2) can “steal” the question. The question should not be repeated a second time so that all players stay attentive during other players’ turns.
4. Player 2 chooses a category. The same category cannot be selected twice in a row.
5. Players continue to have turns in sequence until someone reaches the winning space.

Game Variations: Snakes and Ladders, SCRABBLE (instructions are available online)

Blackboard Variation: Draw a game board on the blackboard. Divide the group into teams and select team speakers that are responsible for rolling dice, choosing categories, and stating answers. You will read the questions from your category list and determine whether answers are correct.

51. Spelling Bees

 **Level:** All

 **Time:** Tournament (multiple meetings) or single meeting (30 minutes)

 **Materials:** List of prepared words, paper and pens

A spelling bee is traditionally played as an elimination game, which works well to encourage the best and brightest youth in larger local, regional, or national level competitions or tournaments. However, if

you intend to use a spelling bee as a single meeting of a club or camp, you will find that eliminated participants quickly lose interest in the activity. The version described below is team-based and uses a point system to engage all participants in practice. For a more participatory elimination game, give a separate word list to the first person eliminated, and have him or her facilitate a second spelling bee for the eliminated participants.

1. Create an English spelling list of Youth in Development words appropriate to your group's English level, such as "honesty," "achievement," "safety," and "communication." (See Appendix F, Variations Bank, for more word ideas.) Spelling bee word lists sorted by difficulty can also be found on the Internet.
2. Divide your group into two or more teams and have them stand in lines.
3. Choose a word from the list, read the definition in English and vernacular, and ask the first person from the first team to spell the word out loud. If it is correctly spelled, the first team gets a point and the next word is given to the next team. If not, the same word is passed on to the next team until it is correctly spelled.
4. Continue down the lines until every participant has had a chance to spell a word. The winning team is the one with the most points.

Variations:

- Lists of words can be provided to the participants a week or so before the spelling bee, to allow them time to learn new words.
- Start the competition with a written spelling contest. This is a useful way to narrow down the contestants in contests where individuals are competing.
- Parents, siblings, and others attending the event can be encouraged to bring a pen so they can spell along with the contestant. Scrap paper can be provided.

Macedonian National Spelling Bee

Volunteers in Macedonia have been coordinating spelling bees at the local, regional, and national levels to help students improve their English skills in a fun, creative, and competitive atmosphere. Beginning in the fall, Volunteers and their counterparts organize local spelling bees for primary and secondary students in their communities. If students spell 10 words correctly, they move on to the next round: the Regional Bee. Students that make it through the Regional Bee are then invited to take part in the National Spelling Bee in the capital city of Skopje.

The national competition comprises four categories: 5/6 grade, 7/8 grade, 9/10 grade, and 11/12 grade. The winners of each category receive a book in English donated by the American Corner, a PCV's local library or community back home, or a book store in Macedonia. In addition, the top male and the female finalists in the 11/12 grade competition also receive an invitation to the Young Men's Leadership Camp and Camp GLOW (Girls Leading Our World), respectively. Every participant at the national competition receives a certificate of participation signed by the Peace Corps Country Director, the Volunteer Bee Chair, and an Embassy representative.

PC/Macedonia, 2013

Reading Competitions/School Break Reading Programs

52. Reading Competitions and Programs

 **Level:** All  **Materials:** Books for reading

 **Time:** Multiple meetings

Reading competitions motivate youth to read. Typically competitions will reward the youth who has read the most books or the most books within a certain theme within a given time. Ideally, youth can write or present short oral reports about what they have read.

Swaziland Reading Program and Competition

“The Kids’ Summer Reading Program is a five-week reading club held at the Swaziland National Library in my village. The project was held during the school break when children had nothing to do in my community. I wanted to create a program for them where they could learn over their five-week break and improve on their English and reading skills. Each week, students randomly selected a category from a box that included biography, computers, geography, health, poetry, sports, and many more. Students read as many books from that category as they could in one week. Once they finished reading a book, they had to report it to the library attendants or a PCV. When students had proven that they had read the book, they were awarded a star which was put on a chart that hung on the library wall. Students were also awarded stars by attending “Story Time” on Mondays. At the end of the five-week period, we totaled all the stars to determine the winner. On the last day of the program, there was a closing ceremony where the winner was announced, and participants received a certificate.

PC/Swaziland, 2013

Writing Contests

53. Writing Contests

In addition to attracting high achievers that wish to demonstrate their English language skills, writing contests can be used to reach introverted youth that normally shy away from public speaking or competitive games. Choosing a contest theme that is relevant to youth can inspire them to stretch their English writing abilities. For some sample writing prompts, see the Variations Bank in Appendix F.

General Contest Format Ideas

- Poetry
- Short story
- Screenplay
- Song
- Essay
- Poster
- Memoir
- Slogan

Writing Prompts

1. Write an email to a friend telling him or her about a problem that you or one of your friends once had.
 - What was the problem? When was it?
 - Who was involved? (father, mother, teacher, headmaster, classmates, etc.)
 - Was the problem solved? How?
 - How did you or your friend feel?
2. Write a short essay about a global problem, the causes and consequences of this phenomenon, and suggest some solutions.

Here are some suggestions to help you:

 - Poverty
 - Girls education
 - Violence/War
 - Parents are illiterate
 - Lack of awareness of the importance of education
3. Taking drugs is dangerous. Write a short article to your school magazine about the consequences of drug-taking on youths' health and education.

These questions may help you:

 - Why do you think young people take drugs?
 - What effects do these drugs have on their health and education?
 - What solutions do you suggest for them?
4. Students often take part in some voluntary work as an act of citizenship. Write a report about an activity you participated in or heard about in your school, neighborhood, or city. Students may want to consider:
 - The kind of activity (planting trees, helping old people, campaigns about smoking, road accidents)
 - People involved (students, teachers, administrators, experts)

- The benefits of the activity (your feelings/attitude, voluntary work as an aspect of good citizenship)
- What do you think is the biggest challenge facing (girls, boys, youth) today in your country and why?

English Slogan Competition in Nicaragua

“One of the most difficult obstacles in teaching English in my community is the variation in motivation levels of the students. My counterparts have often cited some students’ disinterest and apathy as the greatest challenge to their job. After discussing this challenge with the local English teachers, we decided to create a dynamic competition that would challenge the kids to be creative, as well as to use English outside of the classroom. During this time, it was my community’s 50th anniversary as a town, so in honor of this event, we settled on a slogan and logo competition that would foster creativity, as well as demonstrate the more pragmatic uses of English. Local high school students worked in small groups to create a unique slogan in English and to design an original logo that was emblematic of the community and its abundant attractions. My site mate, who works as a Small Business Volunteer, assisted the students in the nuances of advertising, while I worked with the kids on their English skills. In July, as citizens of my community celebrated at a town fair, the students unveiled their work. Roughly 200 students participated and produced 46 innovative slogans and logos. Students, parents, and other community members were given the opportunity to view the kids’ works for several days throughout the celebration. It was extremely gratifying to see the look of pride the students took in their hard work. I witnessed kids practicing the pronunciation of their English slogans, and excitedly explaining to their peers and family what they meant in Spanish. I have noticed many of my students having a greater level of confidence in their English abilities, as well as embracing more creative projects.”

Volunteer, PC/Nicaragua, 2012

Write On! Competition

Write On! is an international creative writing competition organized by Volunteers that aims to inspire creativity and imagination in students' writing. It all started in 2003 when a Peace Corps Volunteer in Georgia organized a creative writing contest for his students in University. The following year, the contest was expanded to additional communities where Volunteers taught. Three years later, Armenia and Azerbaijan competed in the first Trans-Caucasus Writing Olympics. Write On! has continued to grow and encourage students to write creatively. As of the writing of this Idea Book, Write On! is in its 11th year and includes 15 countries in all three Peace Corps regions.

The Write On! Competition is judged on a national and international basis. Peace Corps Volunteers and local teachers begin preparing students in their communities in December, and regional competitions are held in February. National organizers will distribute writing prompts to each community holding a competition. Students from 6th grade to university seniors are encouraged to participate. At the competition, students choose from a list of writing prompts. They are given one hour to respond, in English and without assistance. Entries are judged based on the merit of their creativity and inspiration, rather than on grammar or spelling. After the competition, each community organizer submits the entries for national judging. National judging is held by a panel of Peace Corps Volunteers and host country nationals. In April, national winners are submitted for international judging by a panel in Tbilisi, Georgia.

For more information, visit: <http://writeoncompetition.wordpress.com>, or send an email to writeoncompetition@gmail.com.

Presentation Contests

54. Speech Contests

 **Level:** All  **Time:** Varies

 **Materials:** Advertising, judges, venue, judging material, prizes

Presentations of speeches can support youth to practice using and listening to English. They are also great entertainment! Contests typically have a theme that affects youth, such as environmental challenges, employment, and the importance of youth. The format of the contest is very flexible and depends upon the participants: The material may or may not need to be original. Reciting songs can be an interesting variation for some contests.

Running speech contests requires being clear about the rules and how participants will be judged. Possible criteria could include:

- Disaggregating participants based upon skill, age, grade, or sex
- Material is relevant to the contest theme
- Extra points for original material
- Recited from memory or with little help
- Uses good presentation skills (looks at audience)
- Speaks clearly with appropriate volume and emotion

When advertising the contest, be clear about what the prizes are. Recognition is the best reward, but this can also be mixed with educational prize such as a dictionary.

Speech Contest

Peace Corps is sponsoring
a public speaking contest for youth!

The theme for this year's contest is youth's role in addressing environmental challenges, which is a reality for many countries facing natural disasters such as typhoons and droughts. Today's youth are responsible for responding to and solving this global problem. What actions or policies would you recommend to our leaders?

Who is eligible? All youth within the community divided into the following age groups: 10–14, 15–18, and 19–24. Contestants must submit their registration to the Youth Center Office by September 1.

Prizes: All participants will get a certificate of participation signed by the District Youth Development Officer and the Peace Corps Director. Prizes will be given to the top girl and boy within each age category.

Rules: Speeches or poetry must be 4–6 minutes long.

- Speeches or poetry must be relevant to the theme.
- Material should be memorized but written notes are permitted.
- Contestants will be judged on the content of their material and presentation (for example, eye contact and the use of their voice).

Armenian National Poetry Recitation Contest

Each year, PC/Armenia organizes an English poetry recitation competition open to seventh through 12th form students. Students are asked to select an English poem, commit it to memory, and recite it while also evoking the message of the poem. Contests are held school-wide and regionally, and conclude with a national competition every May. Students recite a poem in English before a panel of judges and are critiqued based on the quality of their memorization, diction, and interpretation.

In the 2013 competition, 68 students attended the national competition held in Yerevan. Poems included “O Captain! My Captain!” by Walt Whitman; “If,” by Rudyard Kipling; and “Wind and Window Flower,” by Robert Frost, among others. One winner was selected for each form.

PC/Armenia, 2013

55. Poetry Slams

 **Level:** All  **Time:** Varies

 **Materials:** None

A slam is a poetry competition in which the poets perform original poetry and are evaluated by judges as well as the audience. Poets can work alone or in teams and judged by how much they move the audience through delivery of the poem’s content, rhythms, and presentation. Poems are typically less formal. Themes can be given, but more commonly poetry slams are a place where young people express themselves and speak passionately about an issue. Winners are primarily determined by the clapping and yelling response from the audience.

Competition is part of the success of a poetry slam. To achieve this, groups can be divided into teams, with each team being able to present as a group or challenge the other group to a head-to-head competition. If you can access the Internet, find examples of poetry slams to show potential participants. Review the videos before showing them to youth, as they vary in their appropriateness.

Poetry slams are best organized with a small groups so young people get used to understanding how they work. As young people become more confident, the poetry slams can turn into public events.

56. Debate

 **Level:** All  **Time:** Varies

 **Materials:** None

Debate helps to develop youths' ability to think and listen critically and express themselves. It teaches how to develop an opinion and to respect other people's opinions. Debate also provides tools to help young people confront issues within their lives

Steps for Setting Up a Debate

1. **Review with youth the purpose of a debate.** Discuss what a debate is and possibly provide examples that the youth may be familiar with, such as local political or social discussions. Ask youth to identify the skills the debaters use, such as the ability to form a clear argument and to speak clearly. Discuss how these are the skills you hope to develop in the participants. Explain that you will divide the group to represent two sides of an issue. Some participants may argue for something opposite to their belief, and that is OK because the skills they are building should be the primary focus of the activity.
2. **Review how a debate is conducted.** A debate has two sides (pro and con), examining a topic. The affirmative (pro) side argues in favor of the topic, and the opposition (con) side argues against the topic.

Each side has five minutes each to speak initially and then three minutes for each rebuttal and comments. This back and forth continues until everyone has spoken.

A moderator, who can be a youth or a teacher or other adult moderator, oversees the debate. This person introduces the topic, keeps account of the time that each side speaks, prompts the different sides to speak, and ensures that the debate is conducted in a respectful manner.

At the end of the debate one speaker from each side summarizes the arguments which they have made to the

moderator. The moderator then decides who has won and the debate is over, with both sides shaking hands.

3. **Establish rules:** The time allocated to speakers is very strict, and they can be cut off by the moderator. You may also want to add rules to encourage participants to be respectful and not raise their voice.
4. **Explain how participants will be judged.** In some cases, debates are done just for fun and are not judged. If the debate is to be judged, you need to clearly define the criteria and share this with the youth. A point system can be developed where teams are evaluated for their overall presentation, use of all team members, use of English, and the quality of their argument. The audience also can help evaluate the debaters.
5. **Identify a topic:** The best debate topics are those which participants are passionate about or have great interest in. A useful way of determining this is to develop three potential topics and then have participants choose. The decided-upon topic can then be posted a week in advance to allow youth time to prepare.

Sample debate topics

- Internet is a bad influence on the world.
- Cigarette smoking should be banned.
- Behavior of youth is better than it was 10 years ago.
- Video games cause violent behavior.
- Parents should let youth make their own decisions.
- Fashion is important.

6. **Construct and present an argument.** Participants should be supported to develop their arguments. Their thoughts can be organized by using a table like the one below. Where possible, participants should conduct research to support their side. To support their presentation, participants should be encouraged

to use notes. Before the debate, the different sides determine the order of the speakers and practice.

Topic: All students should wear uniforms.
Side: Pro
First point: Uniforms make all students equal.
Source:
Facts:
Second point: Uniforms are cheaper than normal clothing.
Source:
Facts:
Third point: Students like uniforms.
Source:
Facts:



READING, WRITING, AND SPEAKING FOR UNDERSTANDING

Many activities used in English classrooms can also be adapted for use in nonformal practice groups. Here we've highlighted a few activities that promote the higher level thinking skills developed in successful classrooms that do not require formal lessons for facilitating.

Poetry

57. Biography Poems

 **Level:** Beginning  **Time:** 10 minutes

 **Materials:** Paper and pens

A biography poem is an excellent way both to introduce the concept of poetry generally and allow youth a chance to reflect on their positive qualities and unique experiences. Simply ask them to copy the template below line by line and complete using their own personal details. You can write your own or use the one below the framework to show as an example.

Biography Poem Framework

Your first name

Who is ... *(Three or four adjectives that describe you)*

Important relationship to you *(Daughter of ..., Sibling of ..., Father of ...)*

Who loves ... *(Three things, people, or ideas that you love)*

Who feels ... *(Three feelings that you have)*

Who fears ... *(Three fears you have experienced)*

Who needs ... *(Three things that you need to feel fulfilled)*

Who ... *(Three verbs with accomplishments: graduated, volunteered in the community, etc.)*

Would someday like to ... *(Two or three things you would like for your future)*

From ... *(Where you're from)*

Your last name

This is who I am

Sarah

Fun, Crazy, Girl

Daughter of John, sister of Paul and friend of Meghan

Who loves Math, Facebook and Peace

Who feels love, joy, and scared (sometimes)

Who fears hurting, losing my phone and not being able to go to school

Who needs oxygen, friends, and warm days,

Who received an A in Physics, plays soccer every day, and volunteers to keep the school clean.

Would someday like to travel and have a family

From Earth

Zumani

58. Shape Poems



Level: Beginning



Time: 20 minutes



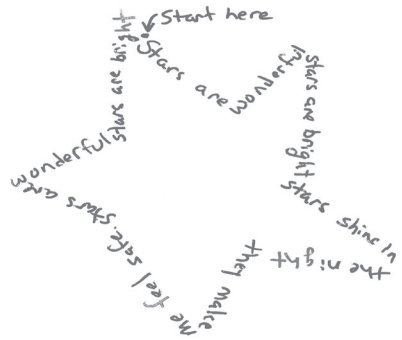
Materials: Paper and pens, or computers for each participant

In shape poems, the shape formed by the words on the page creates an image related to the subject of the poem. There is no structure or rhyming pattern needed for this poetry, so encourage youth to use their imaginations and artistic creativity.

1. Suggest a theme for the poems such as favorite animals, healthy foods, or symbols. Ask each participant to use the theme to choose a subject for the poem.

2. Have them design the poem shape and draw the outline with a pencil on a piece of paper (or use a computer if available).
3. Ask them to write the text for the poem. They can describe in words how the subject looks, sounds, smells, tastes, feels, or makes them feel.
4. When they finish the text, have them fill it into their drawings, adjusting size and spacing as needed. Challenge them to capture the feeling that the poem evokes in the way they draw the image with the text.

Example shape poems:



Example Shapes:

- Peace sign
- Religious symbol (cross, crescent, etc.)
- Arrow
- Hand
- Tree
- Heart
- Lightning bolt
- Flag
- Waves
- Flower

Other Writing

59. Picture Stories

 **Level:** Intermediate  **Time:** 15–30 minutes

 **Materials:** Pictures from newspapers or magazines

1. Give each youth a picture or photo from a newspaper or magazine, or display one large picture for everyone to see at once. Ideally, the pictures lead to discussions of youth topics.

Examples:

Picture	Discussion
A sports figure winning	Goal setting, future planning
Young people doing community service	Being an engaged community member
Violence	Conflict resolution
Youth taking care of a child	Parenting, importance of taking care of siblings
Picture of a famous leader	Leadership, practice, perseverance

2. Ask each participant to write a short story based on the picture in the given time.
3. At the end of the time, ask students to share their stories with a partner or with the whole group one-by-one.
4. Facilitate a discussion of the youth assets or themes embodied by the photos.

Group version: Divide the participants into small groups, and give each group three to give pictures to weave into one story, connecting the elements and characters from all of their pictures.

60. Journaling

 **Level:** Beginning  **Time:** 15 minutes

 **Materials:** Paper and pens/pencils

Journaling, or the act of writing and collecting details of one's life, can be a helpful way to bring focus and reflection into your work with youth as well as your daily life. Writing may not come naturally at first, so it is always best to provide plenty of prompts to get young

people started. With practice, youth will become more comfortable writing freely for increasing amounts of time.

General journal topics

- Descriptions of what you did, observed, felt, or thought
- Ideas you have or questions you are wondering about
- Goals and future plans
- Things you have accomplished or learned
- Opportunities you can help create for others in your community

Specific prompts

1. Imagine you were given a hundred dollars to make a difference in your community. Who would you give it to? What would you want them to do with it?
2. Describe a goal that you achieved, a temptation you resisted, or a conflict that you resolved.
3. What do you think would happen if youth ruled the world?
4. What would you do at night if you didn't need to sleep?
5. If you could change one thing about the world, what would it be and why?


Encourage youth to try keeping a journal for some period of time, rereading what they have written periodically to reflect on their own growth and development.

Variation: If participants have their own journal, they should be encouraged to personalize them by decorating the cover. Taking this further, participants can use the journals to express themselves beyond words. In some cases, participants can include using their journal to keep photographs, pictures from magazines and found objects such as feathers or coins. Such journals also can include original sketches and paintings.

61. Writing Books

 **Level:** All levels

 **Time:** Multiple meetings


 **Materials:** Paper, markers, colored pencils, computer, Internet access

Writing, illustrating, and sharing books are an excellent means of building youths' English skills. In areas with limited resources, locally produced books can act as age and level appropriate readers. Locally made books also can support the use of English in many different ways, such as poetry, scripts, and song books. Additionally, these books can support young people to read outside of the club and even volunteer to read to young children or their siblings. Contests can be organized so that books in many categories win, such as "best book," "best illustrated," "most creative," and "funniest."

Books can be simply made with paper and with string, or can be created using a computer and online software. SIL International provides free software, called Bloom, for the easy production of simple books for reading and sharing. Bloom allows for the development of PDF booklets, easy translation, calendars, and primers with teacher's guides. You can download the software at <http://bloomlibrary.org/>.

62. Conversation Circles

 **Level:** Intermediate

 **Time:** 15–30 minutes

 **Materials:** None

Conversation circles usually consist of small groups of three to eight participants having ordinary, informal English conversations about their day-to-day lives. Although it is a simple activity and requires little explanation, a conversation circle should not be the first activity of any English practice club. It is better to begin with more directed games and exercises, and then work up to conversation circles as the group develops confidence. If participants struggle with what to say initially, you may want to give them some questions to ask one another to get the conversation rolling.

Considerations for Circles

- The emphasis should be on the young people supporting each other, not waiting for you to correct them.
- Group conversation can be developed by having youth start out talking in pairs and then share with the group.
- If someone doesn't know the word they want to use, encourage them to keep trying and the group to support them by providing suggestions. The facilitator should be the last resort.
- Ask participants to identify topics they would like to discuss during the next meeting. This supports the youth using vocabulary they know and helps them be prepared to speak at the next meeting.

Warm-Up Conversation Starters

- Who wakes up earliest? Goes to bed latest?
- What did you do today?
- Describe a typical day from when you wake up until when you go to sleep.
- How do you normally get to school or work?
- What are your favorite activities to do on weekends?
- What is your favorite sport to play? To watch?
- Who do you talk to the most in your family? Amongst your friends?
- What are some rules that you have in your family?
- What are your favorite foods? What did you eat for breakfast?
- Do you like to watch movies? What is your favorite movie?
- What music do you listen to? What is your favorite song right now?
- What is your favorite song right now?
- What do you like to read? What are you reading now?
- Who do you most respect in your community and why?
- What are some positive qualities that you admire in others?
- What are some goals that you want to achieve this year?

Discussion

The beauty of discussion is that it can be used in so many ways to facilitate English language learners' practice of speaking and listening skills, and to reinforce youth development concepts. As with all the activities presented in this book, discussion works best if you can draw a connection with what your group has practiced in previous meetings or is currently learning.

Subjects for discussion may include:

- Issues impacting youth such as education, nutrition, and employment
- Community or national politics
- Current events
- Literature (quotes, poems, short stories, books)
- Music
- Film

Discussion Format

As a discussion facilitator, it can be tempting to stick to a simple question and answer format in which you set the parameters, ask the questions, and select the speakers. However, this format has its drawbacks: Certain participants tend to dominate discussions while others fall silent, individual inquiry is discouraged, and the talk time of the group as a whole is reduced. Try experimenting with some of the other formats listed below to engage more youth in discussion and keep things interesting.

63. Socratic Seminar

 **Level:** Advanced  **Time:** 30 minutes

 **Materials:** Paper and pens


1. Pose an open-ended question to your group, or elicit a question from one of the participants, to generate discussion.
2. As the participants share their thoughts on the question, ask them to listen to what each other has to say in order to generate new ideas and further questions. Your main role as facilitator is to be patient and listen, not to offer your own ideas or make corrections.

3. Follow up the discussion with a short written reflection on what the participants learned from this activity.

Example questions:

- When does a young person become an adult?
- Can global peace be achieved?
- Is it always good to tell the truth?

64. Fishbowl

 **Level:** Intermediate/Advanced  **Time:** 15 minutes

 **Materials:** None

1. A small number of participants (four to six) form an inner circle or “fishbowl” and the remainder sit in a concentric circle around them.
2. A topic is introduced and those in the fishbowl start the discussion.
3. Youth in the outer circle listen while those in the fishbowl participate in a discussion. They are listening to what is said.
4. After a set period of time, the discussion participants each choose someone from the outer circle to trade seats with, and they continue the discussion.
5. **Continuous variation:** Either the participant leaves the circle after making a significant contribution and selects a replacement to continue the discussion, or a youth from the outer circle can “cut in” on someone who has already contributed.

65. Snowballing (Pyramid)

 **Level:** Intermediate  **Time:** 30 minutes

 **Materials:** None

1. Begin by posing a question, scenario, or problem for the youth to consider independently.
2. Ask them to discuss the topic in increasingly larger groups by doubling group size, from pairs to groups of four, to groups of eight, and so on every few minutes, until everyone is reunited

as a whole group. If you have multiple questions for discussion, you can pose a new question with each group size doubling.



66. Station Rotation


 **Level:** Advanced  **Time:** 45 minutes

 **Materials:** Large pieces of paper and pens/pencils

1. Divide the youth into small groups and assign each to a station where they discuss a question or issue and record their ideas on a large piece of paper.
2. After a few minutes, have the groups rotate to the next station where they continue their discussion based on the ideas they read on the previous group's paper.
3. Youth continue to rotate until each group has rotated to every station.
4. Groups at the last station must present the cumulative work on their station's paper.

67. Jigsaw

 **Level:** Advanced  **Time:** Varies

 **Materials:** Reading divided into sections

1. Divide the whole group into smaller groups and give each group reading material on a different aspect of a larger topic.
2. Have the groups study the information to become “experts” on their aspect, and discuss what they read as a group. For example, if the larger topic was “Healthy Learning Habits,” you might create expert groups on “Attending School,” “Participating in Class,” “Reading for Pleasure,” and “Completing Homework.”
3. Reshuffle the participants into new groups so that each group contains one expert on each of the topics. Each expert takes a turn sharing the information they gathered with their new group, and then they have a discussion of what was shared.
4. Once everyone has finished sharing with the new group, facilitate a full group discussion.

The Search Institute's 40 Youth 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. Reprinted with permission from the Search Institute.

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 and 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 B

Youth in Development Resources

The following resources are available on PCLive (www.peacecorpslive.org).

Manuals with session designs: These manuals provide individual training sessions which can be adapted for English practice.

Life Skills and Leadership (No. M0098; also in Spanish)
Comprised of 25 participatory positive youth development sessions, the manual is organized into four units that cover personal and interpersonal development, goal setting, action planning, leadership, and teamwork.

Youth Development and the Environment (No. M0057)
Provides global examples for adapting environmental materials. This resource includes training sessions for youth skill development.

Youth Livelihoods: Employability (No. M0093; also in Spanish)
A resource to help young people succeed in finding and keeping jobs, sessions engage youth in self-exploration, job search activities and financial literacy.

Youth Livelihoods: Financial Literacy (No. M0092; also in Spanish)
Focused on helping young people to become effective savers, planners, and managers of their money. Topics cover basic money management, personal money management, financial services, and earning money.

Guidance manuals: These manuals guide Volunteers activities which can be adapted to include or support English practice.

V2 Volunteerism Action Guide: Multiplying the Power of Service (No. CD062; also in French, Spanish and Portuguese)
Describes the elements of service learning and provides a step-by-step guide to service learning projects and a template for local groups to adapt and design their own service activities.

Working With Youth: Approaches for Volunteers (No. M0067)
This comprehensive publication for Volunteers addresses the different needs and circumstances of orphans, in- or out-of-

school youth, refugees, and working youth. Volunteers' roles are discussed in working directly with youth and enhancing the effectiveness of youth-focused nongovernmental organizations. Chapters lead the reader through planning, implementing and evaluating youth activities; using appropriate tools, techniques, and games; and adapting many health, education, and leadership activities for youth submitted by Volunteers working around the world.

Youth Camp Manual: GLOW and Other Leadership Camps

(No. M0100) Provides the tools to run successful camps. Includes examples of camp activities, training for camp counsellors, guidance for running Camp GLOW (Girls Leading Our World), and sample forms and guidelines.



Peace Corps Child Protection Policy (MS 648)

1.0 Purpose

The purpose of this Manual Section is to set out the policy on proper conduct while working or engaging with children during Peace Corps service or employment. It also establishes the process for reporting instances of child abuse or exploitation by an employee or Volunteer. The Peace Corps strongly supports measures to reduce the risks of child abuse and exploitation caused or perpetrated by an employee or Volunteer.

2.0 Authorities

22 U.S.C. §2504(a); 22 U.S.C. §2506(c).

3.0 Definitions

- (a) **Child** is defined as any individual under the age of 18 years, regardless of local laws that may set a lower age for adulthood.
- (b) **Child Abuse** includes four categories of abuse:
- (1) **Physical Abuse** means any non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child.
 - (2) **Emotional Abuse** means the actual or likely adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill treatment or rejection.
 - (3) **Sexual Abuse** means the employment, use, persuasion, inducement, enticement, the manipulation, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct, including for the

purpose of producing a visual depiction of such conduct (i.e., photography, videography); or the rape, molestation, prostitution, or other form of sexual exploitation of children. It includes any behavior that makes it easier for an offender to procure a child for sexual activity (i.e., grooming of a child to engage in sexual activity).

(4) **Child Exploitation** means any actual or attempted abuse of a position of differential power or trust with respect to a child for sexual or monetary purposes, including, but not limited to, the distribution and retention of child pornography or engaging a child in labor that is mentally, physically, socially, or morally dangerous or harmful, or interferes with their schooling.

(c) **Child Protection** is defined as all reasonable measures taken to protect children from child abuse.

(d) **Employee** means an individual hired by the Peace Corps, whether full-time or part-time, permanent or temporary, and includes individuals performing duties as experts, consultants, and personal services contractors.

(e) **Volunteer** means any Peace Corps Volunteer or Trainee.

4.0 Policy

(a) All employees while working with children in the course of their official duties and all Volunteers must adhere to the Child Protection Code of Conduct set out in Attachment A.

(b) In order to identify individuals who may pose a risk to child safety, Peace Corps will conduct a background investigation in the selection of employees and Volunteers.

(c) Peace Corps will incorporate the principles of its child protection policy into its regular training for employees and Volunteers.

(d) Employees and Volunteers must bring to the attention of the Peace Corps any suspected child abuse by any employee or Volunteer.

(e) Failure to comply with this Manual Section may result in disciplinary action, up to and including termination of Peace Corps service or employment. An employee or Volunteer found to

have violated this policy may also be subject to host country and U.S. prosecution.

5.0 How to Report Violations

Employees and Volunteers may report allegations of violations of this Manual Section to the Country Director or other senior staff at post, or the appropriate Regional Director, the Associate Director for Safety and Security, the Associate Director for Global Operations, the Office of Inspector General, or other appropriate offices at Headquarters. Volunteers may confidentially make such reports under the provisions of MS 271 *Confidentiality Protection*. For information on reporting violations of this Manual Section to the Office of Inspector General, see MS 861 *Office of Inspector General*.

6.0 Roles and Responsibilities

6.1 Country Directors

Country Directors are responsible for:

- (a) Ensuring that employees and Volunteers receive appropriate training on child protection issues and on their obligations under this Manual Section.
- (b) Responding in a timely manner to child abuse reports or allegations committed by employees and Volunteers.
- (c) Considering child protection issues and policies in making appropriate site placements and developing relationships with other organizations and agencies.

6.2 Office of Human Resource Management

The Office of Human Resource Management is responsible for:

- (a) Ensuring that new Headquarters and Regional Recruiting Offices employees receive appropriate training on MS 648 Child Protection and on their obligations under this Manual Section.

(b) Providing notification to current Headquarters and Regional Recruiting Offices employees about their obligations under this Manual Section.

6.3 Office of Volunteer Recruitment and Selection

The Office of Volunteer Recruitment and Selection is responsible for the screening of applicants for Volunteer service in order to identify individuals who have a documented record of child abuse.

6.4 Office of Safety and Security

The Office of Safety and Security is responsible for implementing the screening protocols of potential employees in order to identify individuals who have a documented record of child abuse.

6.5 Office of Overseas Programming and Training Support

The Office of Overseas Programming and Training Support is responsible for ensuring that overseas U.S. direct hires receive appropriate training on child protection issues and on their obligations under this Manual Section during Overseas Staff Training (OST).

7.0 Procedures

Any necessary procedures implementing this Manual Section must be approved by the Office of Global Operations, the Office of Safety and Security, the Office of Volunteer Recruitment and Selection, the Office of Human Resource Management, and the Office of the General Counsel.

8.0 Effective Date

The Effective Date is the date of issuance.

Attachment A to MS 648

Child Protection Code of Conduct

In the course of an employee's or Volunteer's association with the Peace Corps:

Acceptable Conduct

At minimum, the employee or Volunteer will:

- (a) Treat every child with respect and dignity.
- (b) When possible, work in a visible space and avoid being alone with a child.
- (c) Be accountable for maintaining appropriate responses to children's behavior, even if a child behaves in a sexually inappropriate manner.
- (d) Promptly report any concern or allegation of child abuse by an employee or Volunteer.

Unacceptable Conduct

And, at minimum, the employee or Volunteer will not:

- (a) Hire a child for domestic or other labor which is culturally inappropriate or inappropriate given the child's age or developmental stage, or which significantly interferes with the child's time available for education and recreational activities or which places the child at significant risk of injury.
- (b) Practice corporal punishment against, or physically assault, any child.
- (c) Emotionally abuse a child.
- (d) Develop a sexual or romantic relationship with a child.
- (e) Touch, hold, kiss, or hug a child in an inappropriate or culturally insensitive way.
- (f) Use language that is offensive, or abusive towards or around a child.
- (g) Behave in a sexually provocative or threatening way in the presence of a child.
- (h) Perform tasks for a child that the child is able to do for himself or herself that involves physical contact, including changing the child's clothing or cleaning the child's private parts.
- (i) Access, create, or distribute photos, videos, or other visual material of a sexual and abusive nature to or involving a child.

APPENDIX D

Libraries and Educational Resources

In many countries, youth are unable to practice English outside of the classroom or club due to the limited amount of reading material. To address this, many Volunteers build and support libraries in their communities. The following Peace Corps resources can help Volunteers develop sustainable libraries that meet their community's needs.

Sources of Donated Books for Schools and Libraries (No. RE003)

This publication helps Volunteers identify organizations that can provide books and other educational resources to their communities. It provides contact information and guidance on how Volunteers and their community partners can submit requests and receive donations from the organizations listed, and it emphasizes the importance of sustainability in library development activities. Volunteers involved with library or resource center development will find this manual of particular value.

Setting Up and Running a School Library (No. ED204)

If you are planning your school's first library, this book will guide you through each step. If your school already has a library, this book will help you to ensure its success. It explains how to improve and simplify your library systems and gives you ideas to encourage students and teachers to use the library.

Example Plan for First Meeting

Example Agenda for your First Meeting

Goals for the Meeting:

- To introduce youth to each other and to the group
- To set the tone and structure for future sessions
- To get participants excited about the group and to have fun!

Meeting Outline:

- I. **Welcome everyone to the meeting:** You, your co-facilitators, and any youth leaders that you've identified should welcome the group together.
- II. **Icebreaker activity:** For the first meeting, it's important to do something that is low-key and accessible to everyone, such as a simple name game:

Alliteration Name Game

1. Gather your group in a circle.
2. Model the activity by stating your name and a positive adjective to describe yourself that begins with the same letter. Example: "My name is Elisar, and I am extraordinary!"
3. The next person in the circle must introduce themselves in the same pattern, and repeat the information for the previous person. Example: "My name is Antonio, and I am amazing. This is Elisar, and she is extraordinary!"
4. Continue around the circle with each person repeating the previous person's name and information. For smaller or more advanced groups, each person must repeat all the names and adjectives that have been said, until the last person repeats everything.

You can also play with different categories such as animals, foods, hobbies, or occupations. Preface the activity by brainstorming possible answers for a variety of letters if you think your group may have difficulty generating words on their own.

For more introduction activity ideas, look at “Games” in the Activities section of this Idea Book.

III. **Introduce your Youth Group concept:**

- What is the group about and how might that be different from other youth groups they are familiar with?
- Share what you see as the group’s mission and some ideas you have for the group, to get everyone excited.
- Elicit ideas from participants to find out what they are interested in.

IV. **Determine a structure:**

- How often will we meet?
- When will we meet and for how long?
- What group leadership will we need?
- Ask interested participants to sign up to join.
- Make sure to collect all the information you need such as full names, contact information, and school level (if applicable).
- Announce the next meeting.

V. **Closure activity:** End on a high note by doing a short participatory activity.

Closing Reflection:

1. Form a circle and ask everyone to take a moment to reflect on the first meeting.
2. Ask the participants to go around the circle and choose just one word to describe their impression or experience of the group.

This activity will quickly give you a sense of how everyone felt after the first meeting. Make sure to jot down any concerns that were expressed to keep in mind for the next meeting. Then say your goodbyes, and pat yourself on the back: You did it!

APPENDIX F:

Variations Bank

These additional examples and ideas can help you vary many of the activities shared in this Idea Book.

Youth Development Words

Easier words

Bad	Courage	Health	Peace	School
Boy	Dream	Homework	Plan	Sell
Buy	Education	Honesty	Positive	Sports
Build	Faith	Hope	Power	Study
Business	Family	Improve	Prepare	Succeed
Camp	Farm	Income	Pride	Truth
Care	Friend	Leader	Progress	Understand
Career	Future	Learn	Purpose	Volunteer
Choice	Girl	Love	Read	Work
Citizen	Good	Negative	Respect	
Club	Grow	Parent	Safety	

Harder words

Achieve	Empowerment	Life Skills	Religion
Active	Encourage	Lifestyle	Resiliency
Advise	Engage	Livelihood	Resistance
Advocate	Entrepreneurship	Maturity	Resolve
Ambition	Equality	Mobilize	Respect
Aspire	Ethnicity	Motivate	Responsibility
Awareness	Exercise	Neighborhood	Restraint
Capacity	Expectations	Nonviolence	Resume
Compassion	Extracurricular	Nutrition	Role Model
Confidence	Finances	Organization	Safety
Courage	Identity	Participate	Saving
Creativity	Improve	Possibility	Self-Control
Culture	Income	Potential	Self-Esteem
Decision making	Inspire	Prevention	Sensitivity
Disability	Integrity	Priority	Service
Education	Interpersonal	Productivity	Share
Emotion	Interviewing	Program	Social
Empathy	Justice	Promote	Strength
Employability	Knowledge	Race	Support
	Leadership	Read	Technology
	Learn	Relationship	Values

Youth Sayings and Quotes

There is no substitute for hard work. – *Albert Einstein*

I believe every person is born with talent. – *Maya Angelo*

Good habits made in youth make all the difference. – *Aristotle*

A penny saved is a penny earned. – *Benjamin Franklin*

If you can't feed a hundred people, then feed just one. – *Mother Teresa*

Ask not what your country can do for you—ask what you can do for your country. – *John F. Kennedy*

You must be the change you wish to see in the world. – *Mahatma Ghandi*

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. – *Martin Luther King, Jr.*

Tell me and I forget. Show me and I remember. Involve me and I understand. – *Chinese proverb*

Watch your thoughts, they become words. Watch your words, they become actions. Watch your actions, they become habits. Watch your habits, they become character. Watch your character, they become destiny. – *Lao Tsu*

I am a slow walker, but I never walk back. – *Abraham Lincoln*

The life which is unexamined is not worth living. – *Socrates*

It doesn't matter how slow you go so long as you do not stop.
– *Confucius*

We do not inherit the earth from our ancestors, we borrow it from our children. – *Native American Proverb*

Positive Attributes of Youth

- Likes to read
- Likes math/science/etc.
- Plays sports
- Wants to be mayor/president
- Has a business

- Wants to start a business
- Wants to go to secondary school
- Wants to go to university/vocational school
- Devout
- Likes school
- Enjoys farming
- Speaks several languages
- Has started a saving account
- Exercises daily
- Keeps a journal
- Goes to church/mosque/temple
- Likes to sing
- Likes to dance
- Volunteers
- Plays a musical instrument

Youth Development Situations

Youth intervention

- Stopping bullying

Peer pressure

- To smoke or use drugs
- To have sex
- Going to a party with alcohol
- Exercise
- Encouragement to stay in school
- Encouragement to participate in volunteer activities

Parent to Youth

- Choosing to eat healthy food
- Curfew
- Encouragement to stay in school

Other

- Job interview
- Opening a bank account
- Selling things in market

Famous People and Heroes

- Arantes do Nascimento “Pelé” (Athlete)
- Albert Einstein (physicist)
- Anne Frank (writer)
- Aung San Suu Kyi (human rights activist)
- Boutros Boutros-Ghali (U.N. Secretary General)
- David Beckham (athlete)
- Jackie Chan (actor)
- Yo-Yo Ma (musician)
- John F. Kennedy (U.S. President)
- Kofi Annan (U.N. Secretary General)
- Marie Curie (scientist)
- Mahatma Gandhi (peace activist)
- Martin Luther King, Jr. (human rights leader)
- Mother Teresa (humanitarian)
- Nelson Mandela (South Africa President)
- Wangari Maathai (environmentalist)
- Wole Soyinka (playwright)

Open-Ended Questions

- What makes you scared?
- Tell me a story about when you were small?
- Where would you like to travel?
- What have you done in the past year that makes you proud?
- When is the right time to get married?
- What would you do if a friend was cheating on his/her girlfriend/boyfriend?
- What would you do if a friend of yours stole something?
- Who in history would you like to be?
- What is your favorite dream?
- What was your favorite game or toy when you were little?
- What are the characteristics of a good mother/father?
- Should all students have to take physical education?

Writing or Speaking prompts

Simple

- The thing I like best about myself is...
- If I won a lottery, I would...
- I am saving money to...
- When I grow up I want to...
- My friends think of me as being...
- If I ever have children, I will never...
- If I ever get married, I will...
- The funniest/worst day of my life was...
- The last time I made someone feel good was when I.
- My happiest memory of my father/mother/brothers is...
- I am proud to be a citizen of my country because...

Situational (provided by PC/Morocco Volunteer):

1. Young people often face various problems at home or at school. Write an email to a friend telling him/her about a problem that you or one of your friends once had. (Approximately 250 words)
 - What was the problem? When was it?
 - Who was involved? (father, mother, teacher, headmaster, classmates, etc.)
 - Was the problem solved? How?
 - How did you or your friend feel?
2. A lot of people in developing countries suffer from illiteracy. Write a short essay about the causes and consequences of this phenomenon and suggest some solutions. (Approximately 250 words)

Here are some suggestions to help you:

- Poverty/parents' ignorance
- Lack of awareness to the importance of education
- Remote schools in rural areas
- Remote schools in rural areas
- Role of youth organizations, NGOs, government, etc.

3. Taking drugs is dangerous. Write a short article to your school magazine about the consequences of drug-taking on youths' health and education. (Approximately 150 words)

These questions may help you:

- Why do you think young people take drugs?
 - What effects do these drugs have on their health and education?
 - What solutions do you suggest for them?
4. Students often take part in some voluntary work as an act of citizenship. Write a report about an activity you participated in or heard about to your school, neighborhood, or city. (Approximately 250 words)



Overseas Programming and Training Support

The Peace Corps Office of Overseas Programming and Training Support (OPATS) develops technical resources to benefit Volunteers, their co-workers, and the larger development community.

This publication was produced by OPATS and is made available through its Knowledge and Learning Unit (KLU). Volunteers are encouraged to submit original material to KLU@peacecorps.gov. Such material may be used in future training material, becoming part of the Peace Corps' larger contribution to development.

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