COMMUNITY CONTENT-BASED INSTRUCTION MANUAL

ACKNOWLEDGMENTS

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COMMUNITY CONTENT-BASED INSTRUCTION (CCBI)

MANUAL

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HOW TO USE THIS MANUAL

This manual is a comprehensive reference on community content-based instruction (CCBI). It provides information on the history and development of CCBI as an education developmental approach related to corresponding approaches to development. It provides field examples including programming insights and suggestions for staff, various training agendas and possible training scenarios, a broad array of CCBI lessons, unit planning, and references to help in the implementation of CCBI.

I. INTRODUCING CCBI

CCBI recognizes the immense power of education as it reflects the interests, needs, and realities of people and their communities. CCBI assists all Volunteers in their roles as educators by integrating community issues into specific lessons and activities that meet the needs of the community's learners. The "In a Nutshell" section gives a general overview of the CCBI approach, how it has been used, and how it might be used.

II. APPROACHES AND TECHNIQUES FOR COMMUNITY DEVELOPMENT, ASSESSMENT, AND ACTION: PACA AND MORE

The Peace Corps' objective always has been to achieve partnerships with local counterparts and community partners to meet their goals and address their concerns. To that end, this section examines the Peace Corps' participatory analysis for community action (PACA), the asset-based approach, Paulo Freire's problem-posing approach, and other established methods. A "nutshell" section presents questions and activities, which give a broad look at viable ways to approach community development through CCBI.

III. PROGRAMMING

CCBI is a flexible, dynamic developmental approach that encourages creative program designs at the project plan level as well as during pre-service training (PST), in-service training (IST), training of trainers (TOT), and other types of workshops. This section provides several suggestions for programming staff to incorporate into their unique country situations, along with some strategies to consider when implementing CCBI.

IV. TRAINING

This section provides a description of training events in which CCBI may be introduced or reinforced. It provides a review of 4MAT and sample agendas.

V. MODEL LESSONS

Ten CCBI lessons based on several academic subjects give concrete examples of CCBI, each incorporating various community topics and issues. Many of the lessons offer two or more activity choices and leave room for educators to adapt the lessons to their students' levels and cultures. A process piece on unit planning also is included; it provides a step-by-step guide for designing an academic unit.

VI. APPENDIXES

References in the appendixes include short briefing papers on 4MAT and CCBI with students and community members. Appendix 5 provides a list of CCBI-related materials and other publications that may provide ideas for implementing CCBI.

SECTION I: INTRODUCING CCBI

CCBI IN A NUTSHELL

Community content-based instruction (CCBI) helps Peace Corps Volunteers and their counterparts link content-based instruction to community issues. More than a practical, community-oriented approach to teaching, CCBI recognizes the immense power of education. When an educator makes the subject matter and learning approach as relevant as possible to the needs and interests of the learners, the materials reflect community realities. CCBI is not just a tool for traditional classroom teachers but is for all educators working with community groups, whether they are students, farmers, health care workers, women's groups, or others. Although a number of examples in this manual are from the formal education sector, all Volunteers can adapt the philosophy behind CCBI (see Appendix 2 for examples). CCBI also is an effective approach in the implementation of cocurricular activities, such as clubs, sports, and field trips.

CCBI goes beyond school-related activities to inspire and inform community action at the hands of particular group members and communities. In the context of Peace Corps' projects, CCBI is a fully participatory approach linking schools and other organizations and groups of people with communities by:

● using participatory techniques, such as participatory analysis for community action (PACA), to conduct needs assessments and identify community issues;

● incorporating content themes, such as health, environment, or small business skills, into lessons based on needs assessments;

● implementing actions, projects, or activities around the identified content that link learners with their communities; and

● acting as a catalyst for community-based action, such as making and placing posters that communicate the importance of proper hand-washing, making and installing public trash bins, or planting trees.
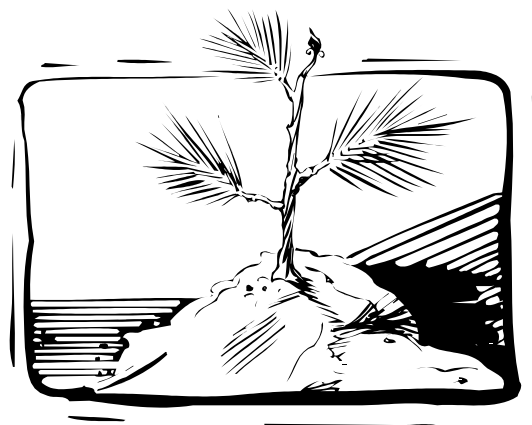
Content-based instruction (CBI) is a term commonly used by educators to connote a theme-based approach to teaching a subject matter. For example, in an English class, instead of practicing the past tense by conjugating a verb in such standard phrases as "I threw the ball," students might work on a series of phrases such as, "The children washed their hands every day before eating" or "I picked up the litter in the street and threw it into a trash bin."

In developing the framework for CCBI, "community" has been added to CBI to emphasize the need for the content and process of lessons to originate from the issues and needs found in the Volunteer's community. CCBI is a natural outgrowth of the Peace Corps' approach to community development and the Volunteer's role in that process. It helps Volunteers and counterparts see themselves as educators with a responsibility to ensure that learning encompasses the families, neighbors, and communities of their students.

As educators and development agents, Volunteers and counterparts can facilitate activities in the community using participatory analysis for community action (PACA) or other participatory methods such as the asset-based approach. In partnership with community members, PACA encourages educators to explore the perceptions of various subgroups within the community. This exploration reveals and identifies similar and different roles, responsibilities, uses of time, and needs. Together, Volunteers, counterparts, and community members clarify needs, develop projects, carry out tasks, and monitor and evaluate accomplishments.

Incorporating CCBI into teaching and development work also maintains the curriculum and text requirements of a given school. CCBI encourages educators to build on preexisting course content and school syllabus requirements with materials that have been adapted to the expressed needs and interests of students and their communities. The goal is to build interpersonal and curricular bridges among educators, students, and communities using traditional texts and official requirements.

By using CCBI as a philosophical and practical base, Volunteers can gain a broader understanding of their community and, thereby, merge more fully into it. The resulting trust helps an educator work more effectively with community members to promote solid links between community and classroom. Eventually, the educator may act as a catalyst to spur independent community action, such as the creation of an ongoing system for village-wide manufacturing and distribution of trash bins for use by the public.

Examples of Volunteers Applying CCBI In Their Communities

● **Teachers use community examples and problems related to a syllabus topic.** A Volunteer began to teach his students about lakes and rivers by having them collect and use information about the uses of and problems with Lake Victoria. In chemistry class, students learned about water purification while discussing the local issues related to unclean water. They then shared this information with their families to increase community awareness regarding pollution and other issues of concern related to waterways.

● **A women's group learns efficient gardening techniques and engages in income-generating projects.** A Volunteer and her counterpart meet with a women's group on a weekly basis at a primary school. The women are interested in income-generating projects and techniques for producing food of better quantity and quality. In collaboration with community resources, the women learn basket-making skills and organic gardening techniques such as composting and multicropping. They work on demonstration plots and a medicinal herb garden at the school and are able to apply the lessons in their own home gardens. They are also community environmental educators, able to share important information concerning environmental issues with their neighbors in the community.

● **Students collect information about their community related to a syllabus topic.** In geography class, students gather information about the problem of soil erosion, its causes, and the impact on their community. This information is then used by the Volunteer to introduce the syllabus topic of soil. The students then become resources for their families and communities by creating awareness and educating others about the effects of soil erosion.

● **Gender-related issues are incorporated into content lessons.** One Volunteer developed a physics lesson on the action of force as related to strength. As part of the lesson, he showed his all-female class that they could successfully accomplish traditional male tasks, such as cutting wood and digging, if they used tools with longer handles.

Each of the preceding examples involves a participatory approach, meets the needs of the learners, and addresses issues relevant to the community. The learners themselves become agents of change, educators, and development workers in their communities.

Examples of Community Activities Linked to a CCBI Lesson

● Town clean-up activity

● Environmental club bus trip to regional capital

● Hole digging for nursery

● Project AIDS Day

● Tree planting for Earth Day

● Study of cultural values and the impact on girls' attrition in school through interviews. Admired community women speak to the class.

● Visit to local tannery to discover the impact of tanneries on plants and animals

● Poster contests (health, gender, environmental issues) for local cafeteria

● Community theater performance to raise awareness about AIDS

● Creation of an on-site tree nursery

● Anti-smoking poster display by student with help from the American Cancer Society

● Guest speakers from the community

● Community gardens

● Take Our Daughters to Work Day activities

Reports from the field indicate that CCBI's approach promotes participatory community development skills, interdisciplinary student-centered classrooms, cooperation between teachers, and enhanced learner motivation and participation. Despite the inevitable frustrations involved in generating change, those Volunteers who persevere find that CCBI yields positive, practical results and great personal rewards.

IN THESE TINY TOWNS IN SOUTH TEXAS, pride of place and family heritage motivate students to learn, excel—and then give back.

When The Community Is The Classroom

San Juanita Lazo—better known as "Janie"—knows what hard work is. She has spent 20-hour days in the fields every summer since she was 5, picking cabbages, leeks, cherries and other crops from Alabama to New York along side her Mexican-American migrant-worker family. But her future will be different. "I'm going to the University of Michigan," says Janie, now 16. "That's always been my favorite state."

There's little doubt that Janie will succeed in her goals thanks to her experience attending a high school in the southernmost tip of Texas where students view their backgrounds as a source of strength rather than a liability.

Ever hear of Edcouch, Elsa, or La Villa, Texas? In these tiny towns, 90% of the households have incomes of less than $10,000, and 91% of parents lack a high school diploma. Yet, in the last decade, Edcouch-Elsa High School has sent 45 students to elite colleges and universities, such as Stanford, Brown, Yale and Princeton, while 65% of graduating students go on to some form of higher education—well above national norms for Hispanic students.

More remarkable, many graduates choose to return to these towns to live, work and encourage others to achieve their goals. This commitment has been nurtured by a movement called "place-based education," which takes the history, culture, economy and ecology of a community and uses them as both a textbook and laboratory. Place-based education is not new (similar techniques were used in the '60s in Appalachia), but today communities across the nation are applying it to teach a broad range of subjects, including science, history, geography, the arts and even math (see box).

The Llano Grande Center at Edcouch-Elsa High School offers courses called "Research Methods," which qualify as social studies electives. "The community becomes the classroom," explains Francisco "Frank" Guajardo, 37, a history teacher who helped found the center. "Our students don't inherit yachts, stores or stock options, but they live in a vibrant community with a wealth of human stories."

For example, Delia Perez's students collected oral histories of World War II and the Depression from elderly residents. One woman described work in a juice-making factory; another recalled stealing a few tortillas to survive hard times. "I like my students to see history through the experiences of people they know," says Perez, 27, a Yale graduate.

Talking and writing about family and neighborhoods generates a strong desire to succeed, notes David Rice, 37, a writer-in-residence at Llano Grande—because

Across the Nation

Place-based programs exist in more than 700 rural elementary and secondary schools in 33 states. Here are four examples:

- In Clinton and Jackson, LA, **students analyzed water samples from creeks to determine the flow of pollutants.**

- In Mendocino, Calif., **students restored a Chinese temple.**

- In Santa Fe, N.M., **students interviewed Pueblo tribal elders about traditional growing cycles and rural plant remedies.**

- In 18 rural schools in Vermont, **students worked with community members to solve local problems.**

they're doing it not just for themselves but for the whole community.

That connection is what lures graduates back home. "I always though I was one of those people who could move away and never look lack," says Angelica Tello, 24, a graduate of Emerson University who now works on the *Llano Grande Journal*. "But doing this has made me realize I wanted to be closer to the people I grew up with—and that wasn't such a bad thing."

BY ROSEMARY ZIBART

APPLICATIONS OF CCBI

The CCBI approach can be applied in a number of ways, depending on the particular country, Volunteer, counterpart, or staff programming and training situation. This manual presents CCBI's applications as they relate to Volunteer and counterpart teaching and training, Volunteer community projects, site assignments, and safety and security issues. The examples below provide a snapshot of CCBI concepts and practices in action.

Incorporating some of CCBI's concepts, Peace Corps/ **Thailand** has integrated its health, environment, and water and sanitation programs into a primary education project for teachers and teacher trainers. The Volunteers are known as education supervisors and work toward the education project's four goals:

1. To train teachers to use participatory and student-centered activities

2. To develop learning and resource centers for use by the entire community

3. To design materials and school curriculum in partnership with counterparts and community members

4. To reach out to the local community by addressing issues of interest and concern to its members

When **Thailand** conducted a monitoring and evaluation workshop for Volunteers and counterparts, the associate Peace Corps director (APCD) for education observed that, for the first time in her experience, Thai counterpart educators were truly "buying into the idea of using participatory approaches" in all facets of their work. Although not customarily referred to as CCBI, the programming approach in Thailand reflects many of CCBI's key themes and values.

Environment Volunteers in **Tanzania** have been involved in environmental education (EE) activities in their communities. They have been particularly effective in their work with primary schools, working with their community partners in integrating EE topics into the curriculum. The APCD for environment has implemented CCBI trainings for the Volunteers and their counterparts. Participants in the trainings have included school teams (Volunteer, science teacher, and head teacher), as well as the local education officers. The primary schools and students have been active in community projects and become resources in the community. Additionally, the science teachers have learned how to incorporate important environmental themes into their lessons.
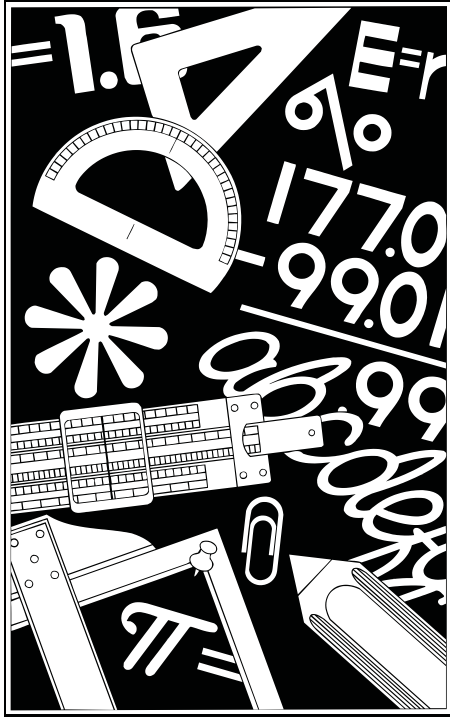
Emphasizing girls' education, the Peace Corps/**The Gambia** staff uses CCBI concepts and techniques as a focus with math, science, and resource teachers in its education project. Counterpart educators regularly participate in the Peace Corps' training workshops and many of them now appreciate the concept of CCBI enough to implement it in their own work. CCBI allows Volunteers not only to bring a variety of topics to their interactions with local educators, but also to get involved in participatory community projects beyond their schools. For example, Volunteers recruit community members to talk about project-related topics such as how to make soap (chemistry), the effect of hard water on soap (chemistry), eating a balanced diet (biology), figuring out how much electricity an appliance uses (physics), or building more efficient cooking stoves to save wood and decrease stove costs (math, chemistry, and environmental science).

These examples demonstrate the power of approaches like CCBI. When the core of programming at a Peace Corps post reflects the values of cross-sectoral integration and school–community links, Volunteers, counterparts, students, and community members all benefit.

One of CCBI's greatest strengths resides in the set of tools and techniques used to meet students' needs and to empower members of the community as they establish priorities and work toward community action. Volunteer and counterpart educators also have found that participatory analysis for community action (PACA) techniques, although initially designed for more traditional community development work, improve teaching and learning when used by CCBI in various ways.

In other words, CCBI is not a method merely to be presented during PST or IST for use by Volunteer classroom teachers. It is a philosophical approach that includes specific, practical participatory techniques evolved beyond participatory rural appraisal (PRA), rapid rural appraisal (RRA), and rural systems appraisal (RSA). Volunteers working in any sector can adapt the CCBI approach. The CCBI approach to development is useful in working with many different community groups. Community needs and interests inform and enhance the learning of specific content areas, and community members come together to identify issues of concern, plan strategies for addressing those concerns, and implement sustainable community actions.

At its best, CCBI becomes part of a Peace Corps post's programming and training vision, ensuring that Volunteers and counterparts make the most of their education and community work. To facilitate use of CCBI there is a Volunteer publication, *Working with CCBI* (ICE No. M0074).

Working with CCBI is a self-teaching tool that Volunteers can use as they slowly enter their communities and start to become development workers. As a complement to PST and IST, it is most useful to Volunteers directly involved in education projects as it allows incorporation of community issues into regular class activities. It will assist Volunteers in taking responsibility for their own learning, in working independently or with little supervision, in documenting lessons learned, and in monitoring and evaluating the progress of projects and activities.

SECTION II: APPROACHES AND TECHNIQUES FOR COMMUNITY DEVELOPMENT, ASSESSMENT, AND ACTION: PACA AND MORE

REMEMBERING THE PEACE CORPS' ROOTS

The Peace Corps' mission is outlined in its three goals:

1. To help the people of interested countries in meeting their need for trained men and women.

2. To help promote a better understanding of Americans on the part of the peoples served.

3. To help promote a better understanding of other peoples on the part of Americans.
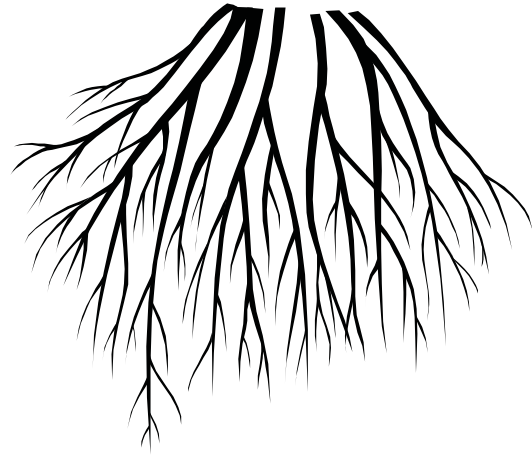
Implicit in these three goals is a commitment to working with local counterparts and community members to assess and prioritize their needs. The mission always has been to achieve partnerships between Peace Corps Volunteers and counterparts and to act as facilitators and participants in a process where community members identify priorities, analyze challenging situations, plan and implement community activities, and evaluate their effectiveness.

Furthermore, the Peace Corps has a long-standing commitment to integrating the issues and education of women and girls into its programs worldwide. Consequently, the Peace Corps is constantly challenged to engage its partners in an inclusive process whereby as many voices as possible within a given community participate in the analysis, design, implementation, monitoring, and evaluation of cooperative activities and projects.

PACA, PROBLEM-POSING, AND ASSET-BASED APPROACHES: AN OVERVIEW

After more than 40 years of promoting grass-roots projects, the Peace Corps has refined an approach that builds on earlier participatory systems such as rapid rural appraisal (RRA) and participatory rural appraisal (PRA). PACA was originally developed to provide a set of gender-sensitive tools to facilitate the implementation of the Peace Corps' participatory development approach. PACA grew out of the many requests for tools or techniques useful in community development, urban and rural appraisal, gender and socioeconomic analysis, and other participatory methodologies

PACA has emerged as a powerful approach to community development for Volunteers, counterparts, and Peace Corps staff. It builds on the strengths of earlier systems while ensuring all voices are heard, and that analysis and planning remain with the community. Using a variety of techniques, PACA allows Volunteers and staff to fully participate with their students and communities as vision is translated into action.

There are other tools that complement PACA and support CCBI. One of these tools, the problem-posing approach, was developed by Brazilian educator Paolo Freire. The problem-posing approach is based on the belief that all learners need to be encouraged to think critically about problems of daily life in order to be able to make decisions, take action, and gain maximum control over their lives. Through a unique approach to asking questions and working in groups, problem posing empowers students and community members to take concrete steps toward improving the quality of their lives. Unlike problem solving, problem posing does not focus on finding solutions. Instead, it presents open-ended problems that can be dealt with creatively and critically, thereby empowering students as they begin to realize that they do have a say in the process.

Another approach compatible with CCBI is the strength-based or asset-based approach, built in part on Freire's work. The asset-based approach takes the spotlight off the problem and puts it on the group's or the community's strengths and resources. Emphasis is on identifying and enhancing existing assets while promoting networks among groups and community members. It focuses on using existing activity centers (traditional times and places where activities take place) rather than creating new ones. This helps community members, teachers, and students feel more hopeful and motivated about their ability to address real needs.

Each approach is described in detail on the following pages.

THE PARTICIPATORY ANALYSIS FOR COMMUNITY ACTION (PACA) APPROACH

The Peace Corps has published several excellent documents on using PACA. This section describes how PACA relates to fostering school and community interaction through CCBI. For a detailed review of PACA techniques, refer to the titles in the resource section.

Why tell animals living in the water to drink?
—West African proverb

What Is "Community"?

Community is a broad term that may refer to a village or a town, a neighborhood, school, group of students, parents, or a particular organization or group such as a bakery, hospital, women's group, teachers' group, or youth group. The concept of community is not limited to a geographic location.

What Are the Main Steps of a PACA Activity?

PACA is only meaningful when members of a community participate in discussions, strategize plans, and implement action to deal with issues relevant to them.

1. Meaningful discussion among relevant players

The first course of action is for group members to actively participate in the process to determine issues of importance to the group. There is no point in starting a campaign to improve prenatal care if most people feel there is a greater need to do something about the rodent-infested piles of garbage scattered across town. And there is no reason to spend money raised by students or members of the community on sports equipment for a community youth group or books for a library if most stakeholders would rather use the funds to repair farm equipment.
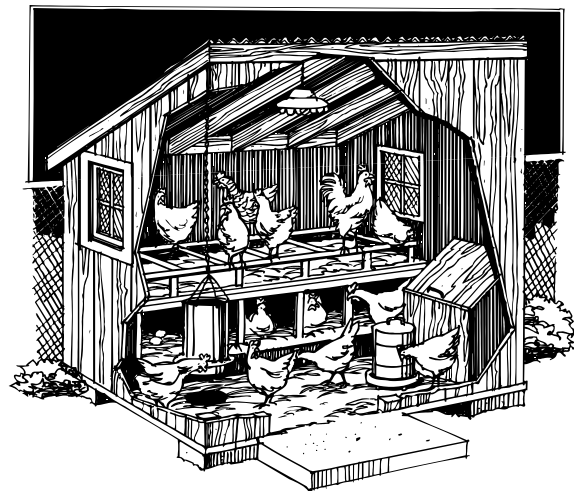
2. Information analysis

If reviewing typical daily routines highlights how much time mothers and daughters spend taking care of sick children as well as how the water everyone drinks is rarely boiled, analysis is required. Is the children's sickness related to the water? Would the illness rate be improved if the water were safer to drink? What impediments are there to boiling the water? Is there a lack of knowledge about the importance of boiled water? Is there a lack of available or affordable fuel to boil the water?

3. Action

After the group has analyzed the information, the next step can be taken toward community action. To prepare for or support community action, teachers may begin to enhance their teaching English as a foreign language (TEFL), math, or science units by incorporating health terms and information.

PRA, RRA, and RSA Are Good, Viable Approaches. Why Should a New Approach Be Learned?

Participatory rural appraisal (PRA), rapid rural appraisal (RRA), and rural systems analysis (RSA) are participatory in the information-gathering and analysis phases. These methods have traditionally been extractive, however. After gathering information in participatory ways, when it comes to the steps of analysis and initiating and implementing community action are generally left up to the development workers who determine how to proceed.

PACA, on the other hand, recognizes the importance of maintaining a participatory process all the way through the planning and implementation phases of a community activity or project. If PRA, RRA, or RSA is familiar, learning about PACA will come quite easily since many of the techniques PACA uses are predicated on other systems.

How Will PACA Help Educators?

PACA is a natural complement to CCBI. Its philosophical approach and specific techniques can be used to:

1. Facilitate cooperative efforts to identify school and community priorities by:

■ **holding community priority meetings** with students and members of the community to determine high-priority issues that need to be addressed.

■ **asking students to interview** certain members of the community to determine their beliefs and knowledge regarding specific issues such as hygiene and the cause of disease.
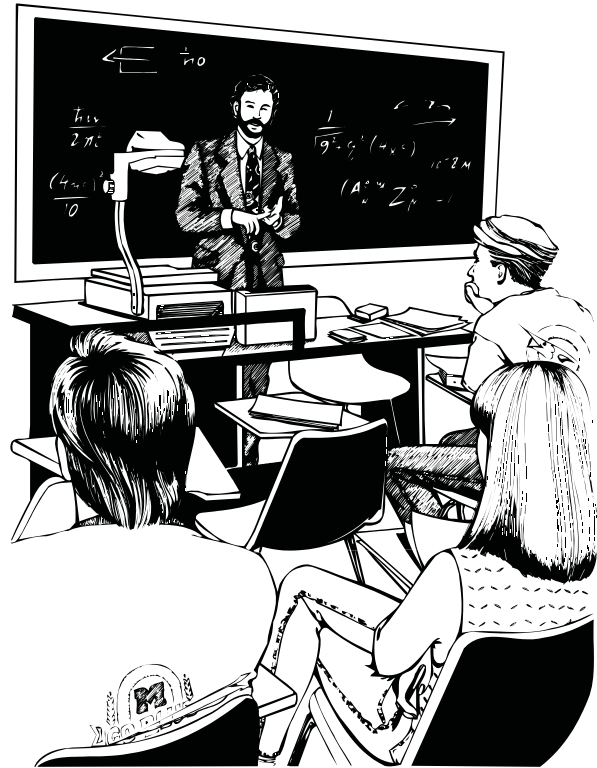
2. Gather information about current knowledge and identify practical, meaningful material that can be incorporated into lesson or unit planning. For example, as a result of a PACA analysis, you might understand that a major concern for the people in the community is cholera. Through community meetings, interviews, visits to the clinic, and discussions with health care providers, you are able to gather information and data that can be incorporated into a number of lessons.

■ **English/TEFL:** The lessons might include language learning activities that focus on the theme of basic hygiene and its relationship to disease prevention.

■ **Science:** Lessons can be developed on bacteria and disease transmission.

■ **Math:** The information and statistics collected can be used to generate word problems that include percentages, graphs, and statistical analysis.

■ **Geography:** Lessons can be developed that focus on water pollution and how it relates to the local river.

3. Work toward community action involving Volunteers and counterparts in cooperation with students and community members.

4. Use PACA techniques for monitoring and evaluating activities and the changes that result from these activities.

Example 1:

There may be occasions when a situation that appears to be an obvious need or problem proves to be a low priority to the community or involves more than meets the eye.

> In one West African village a new Volunteer who was still settling into his site overheard some neighbors talking. He couldn't make out everything they were saying, but he distinctly heard them mention the need for a health center. The Volunteer checked with several people in the community to make sure they were interested in having a health center, and the response was that it was a very good idea. The Volunteer then went to the Peace Corps and was able to secure funding for the project. With community members donating time and labor, the health center was built. Everyone agreed the building was a success. Time went by and the center sat empty and unused. Bewildered, the Volunteer investigated and discovered that there was no one to work in the health center because there were no doctors or health workers in the area.
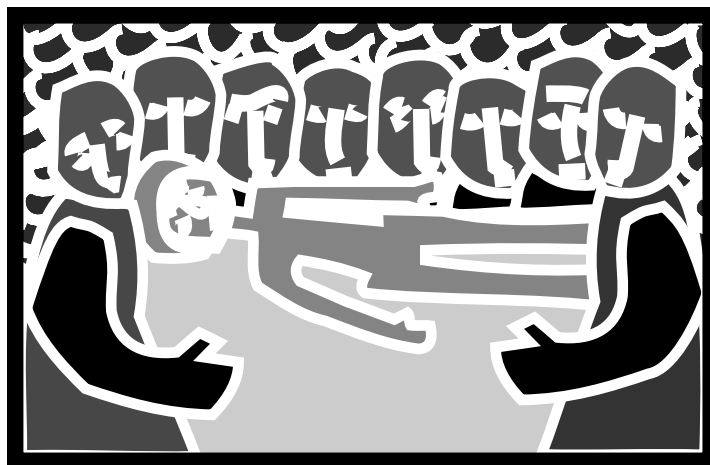
Efforts expended on under-used projects can be avoided when community members participate fully in all phases of project planning. In this case, a community meeting to discuss priorities and needs before deciding on what community action to take probably would have raised the issue of no health workers and, perhaps, steered events in a more useful and relevant direction.

Example 2:

A fisheries Volunteer, who had already helped local farmers build a number of successful fishponds that provided nutritious food and a source of revenue, was approached by the director of the region's largest and most important school. The director asked that a large pond be built right next to the school. The Volunteer examined the site and reported to the director that there was no water source near the school, so digging a pond there did not make sense. The director insisted. The Volunteer resisted. Eventually, the director persuaded the Volunteer to go ahead and dig the pond anyway, explaining that he would take full responsibility for finding water to put in it. So the Volunteer recruited two local farmers who spent three long weeks digging a pond as requested. The director was very pleased with the results. Two years later when the Volunteer left, this perfect crater was still sitting there, empty, a symbol of great but unfulfilled and unrealistic expectations.
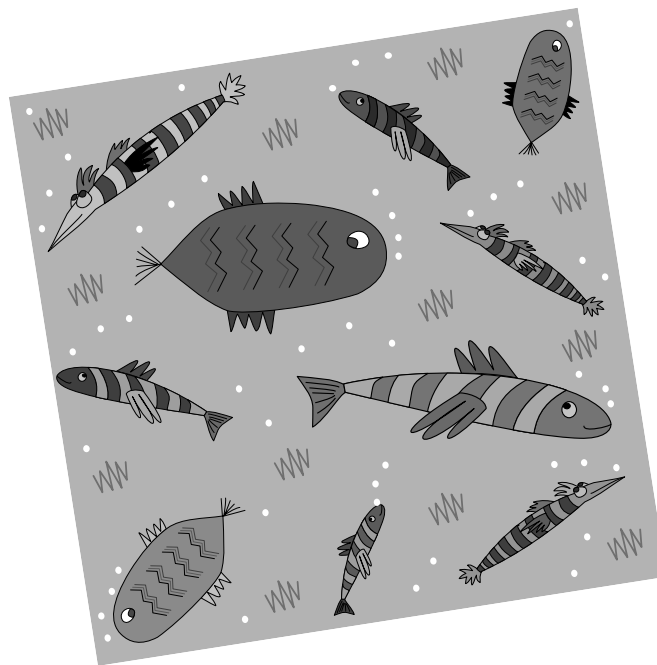
This is a clear example of a community project that did not reflect the interests and participation of community members. Had the Volunteer gathered people from the town together to discuss the school director's request, it is likely that the issue of no water source would have arisen. More to the point, having the community conduct a PACA priorities ranking might have revealed that there were other projects that the community felt were more important than digging another fishpond.

Careful, Participatory Planning Is the Key

Using an approach like PACA helps Volunteers work with a community to identify situations they agree need to be addressed. Too many edcators or community leaders focus first on a "noticeable" problem then move to attack it, only to discover that the community was not particularly interested in addressing that situation. The community might not even consider it an issue worthy of attention.

As a result, one of PACA's basic assumptions is: do not jump to conclusions. Rather, allow people in the group or community to identify the desires, needs, or problems they find most pressing. Consequently, when issues are addressed, motivation levels are higher, actions are based on community resources, and implementation is easier.

Think of PACA as a philosophy with suggested techniques or activities to use as is or to adapt to a particular community's situation. What follows is a review of the steps or activities involved in a PACA analysis.

● Interview specific groups within the community (men and women, youth and adults, workers and managers, etc.).

● By asking pertinent questions, organize and facilitate the group's discussion in small and large groups without imposing your own opinions and ideas.

● Help the group format and present ideas visually, using maps, daily activity schedules, or seasonal calendars.

● Help the group compare and contrast similarities and differences in perceptions.

● Using the group's analysis, have the community design an activity, select a site, and implement the action to address the issues they have determined important.

Keep in mind the underlying principles:

● The gender-sensitive process must include the voices of various groups, such as women and men, teachers and students, and buyers and sellers.

● Community members are viewed as full partners.

● The approach is based on group participation rather than household surveys.

● The goal is the development of a partnership, not the extraction of information.

● PACA is not simply about analysis; it is about building a partnership between development workers and community members, be they farmers, students, extension agents, mothers' clubs, or credit unions.

PACA helps identify needs, communicate information, and lay the groundwork for school and community-linked action. PACA also includes specific techniques to help identify an action that a group is willing and able to take to improve a situation. PACA tools are adaptable to particular situations or can form a basis on which to design new tools. PACA is also valuable for monitoring and evaluating the outcome of activities over time.

At What Point Should PACA Be Used?

PACA and its tools and activities may be used in various phases of community action. For instance, tools help identify pressing issues, analyze situations, target community projects, identify indicators, or monitor and evaluate projects. Volunteers and counterparts need to discuss their particular situations with the APCD or program manager. (See Section III: Programming.)

For Volunteers and local educators, PACA offers endless possibilities for language, math, science, environment, or health learning activities in addition to helping assess the needs and interests of students and their families.

Examples:

● In one rural community in **Paraguay**, both men's and women's groups gave a high ranking to the need to complete the community's school. They determined that they would be able to do the project and, using seasonal calendars, agreed on the best time to begin building.

● Female secondary and university teachers in urban areas of **Turkmenistan** drew up a list of needs and then ranked their top needs by importance and by potential for action. Needs ranked by potential for action allowed participants to see that some of their problems are manageable.

● Volunteers and counterparts in The **Gambia** designed and conducted a priority needs assessment of girls in their schools to learn more about their backgrounds, interests, needs, and challenges. The educators are using this information to plan with the girls in- and out-of-school activities.

● In **Guyana**, Volunteers and their counterparts used the seasonal calendar format at an in-service training (IST) to analyze curriculum options for students. Faculty at the Volunteers' schools now use the seasonal calendar format to explore the type and level of education that girls and boys are receiving.

THE PROBLEM-POSING APPROACH

Paulo Freire, a renowned Brazilian educator, believed that learners should be given the opportunity to think critically about the problems they face in their lives. He proposed a dialogue approach in which teachers and students participate as co-learners. In this problem-posing approach to education, learners develop their critical thinking skills in order to take action, make decisions, and gain control of their lives.

How Does the Problem-Posing Approach Work?

Problem posing is a learning cycle in itself, empowering learners by moving from a description of the situation to action. A problem is posed in the form of a code. This code can be a dialogue, paragraph, word, photo, or drawing. For example, in a language class the teacher could begin by showing the class a drawing. This drawing could depict a group of students standing together and another student standing apart from the group. The students in the group are laughing and pointing at the lone student. This situation can stimulate a discussion about why people are ostracized from others (tribal differences, income, disabilities, HIV, etc.). The group then discusses five sets of questions, using the following format:

1. Describe the situation.

2. Identify the problem.

3. Relate the problem to your experience.

4. Identify the underlying causes of the problem.

5. Identify constraints and opportunities for action.
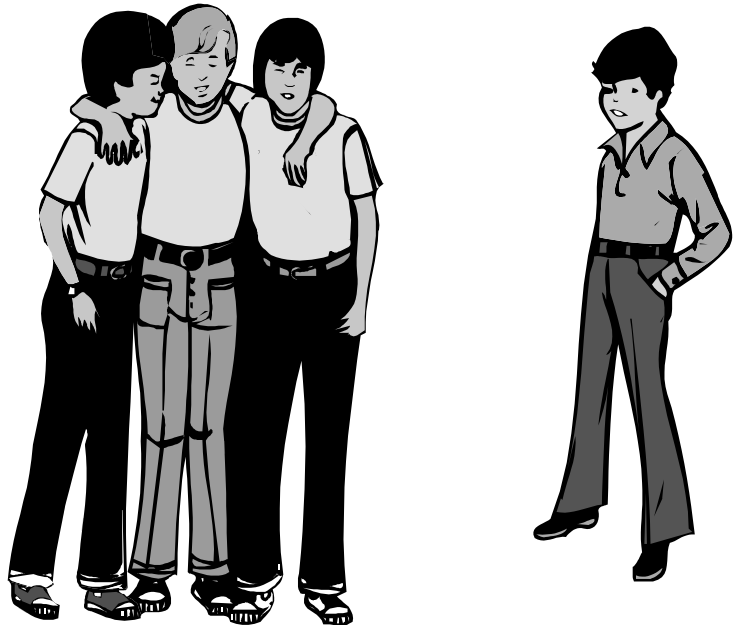
What Are the Features of a Problem, or a Code?

A problem, or a code, should:

● *Be recognizable to students.* The problem should be grounded in the students' experiences, not the teachers' experiences. Using PACA tools to identify codes is one of the ways to find these student-centered problems.

● *Present several possible solutions.* Several possible solutions are needed to stimulate discussion. The classroom atmosphere is one in which students feel free to share their ideas according to their learning styles. Treat this as a brainstorming session in which judgment is suspended and all contributions are encouraged and considered.

● *Avoid providing solutions.* A teacher in a problem-posing discussion is viewed as a co-learner in a culture-circle, "a live and creative dialogue in which everyone knows some things and in which all seek to know more" (Friere). Problem posing presents open-ended problems that can be dealt with creatively and critically, empowering students by giving them a say in the process.

● *Avoid overwhelming students.* The problem should not be so emotionally charged that it prevents students from talking about it, but rather it should be one that they can address. Ask host country colleagues, friends, and fellow Volunteers for advice.

● *Be sensitive to local culture and beliefs.* Describing situations, not blaming, is the focus of this process. It is not a Volunteer's role to preach and moralize. Check with Volunteers, host country colleagues, friends, village elders, and town officials to confirm that the problems presented are valid and acceptable for the class. These persons also can give advice on how to address the problems in a culturally appropriate and sensitive manner.

What Would Be an Example of the Problem-Posing Approach?

Below is an example of a situation using Freire's problem-posing approach. (Several of the sample lessons in the next section also demonstrate this approach.)

Reforestation Dialogue

Renuka: Father, what have you done?

Father: Ah . . . See how much I've accomplished today—five trees down.

Renuka: My gosh, such a terrible crime.

Father: A crime? This is my land. I'm building a garden. This is for you.

Renuka: What do you mean, for me?

Father: Can't you see? These five trees are worth more than six months' income from my shop. And when it's all cleared, we can get still more by leasing it to cultivators.

Renuka: We don't need that money, father. But we need these trees—alive.

Father: What nonsense is this?

Renuka: It's not nonsense. Without trees we wouldn't have clean air to breathe. And valuable soil like this would wash away with the rains.

Father: Who's putting these crazy ideas into your head?

Renuka: My Peace Corps teacher told me ….

**Applying the Five-Step Format
to the Reforestation Dialogue**

1. Describe the situation
   Where are Renuka and her father?
   What is the father doing?
   How does Renuka react to this?

2. Identify the problem
   Do Renuka and her father both think trees
   are important? Why?

3. Relate the problem to your experience
   Do you live in or near a forest?
   Is the forest useful to your family? How?
   Are people cutting down trees in the forest?
   Why?
   Does your family use wood for fuel at home?
   Where does it come from?

4. Analyze the underlying reasons for this problem
   (Introduce or review the idea of short- and long-term needs.)
   Who's thinking about short- and long-term needs?
   Which of the two is right? Might both be right?

5. Identify constraints and opportunities for action
   Is there a way to balance short- and long-term needs? How? Have you seen short- and long-term needs balanced before? What can you do to protect or restore the forests in your community? Describe the situation.

THE ASSET-BASED APPROACH

The First Question Is Critical

● Change happens the moment a question is asked, and that change is directly related to the question.

● Questions can produce personal power, vitality, strength, health, and courage when the question takes participants into a positive space.

● Questions can produce weakness, powerlessness, and depression when the question takes the participants into a negative space.

One of several strength-based approaches, the asset-based approach, like the PACA approach, encourages working in a participatory manner toward community development and action. Its primary focus is not on problems that need to be solved. Rather, the emphasis lies in examining existing community assets and resources, enhancing existing activity settings, and encouraging cooperative activities through processes that support student-centered learning and community-centered implementation.

Using the capacity inventory tools of this approach with educators and students readily helps participants:

● recognize existing teacher and student skills;

● affirm schools' roles as activity centers of learning; and

● identify other activity centers where people congregate and where learning takes place, such as tea shops, markets, and bus stops.

People are encouraged to engage in participatory, inclusive activities to enhance existing activity centers. However, they are not told how they should manage these activities or what the process should look like. Participants focus instead on asking themselves such questions as:

● Who decides what activities should be undertaken?

● How are the activity centers chosen?

Pages 25–27 adapted with permission from *Building Communities from the Inside Out*, ACTA Publications 1993.

● How is inclusion ensured?

● How do Volunteers ensure that activities being undertaken are consistent with the values, beliefs, and rules of the host culture?

● How do Volunteers know if the process is viable?

● How do Volunteers know if the activities correspond to actual needs?

Introducing the asset-based approach encourages the critical thinking necessary to answer these questions while identifying appropriate assets to meet perceived needs.

How Does the Asset-Based Approach Fit With CCBI?

The asset-based approach strengthens the CCBI framework by building on the potential of teachers, students, and community members. With its emphasis on identifying and enhancing existing assets and networking among community members, CCBI allows teachers and students to realize what they can do to address real needs, thus fostering hopefulness. Strength-based approaches facilitate CCBI actions by highlighting the multitude of assets that already exist among individuals, associations, and institutions in a given community.

CCBI also builds on aspects of the asset-based approach to promote a level of communication and analysis from which curricular content and school-related activities are identified at the local level. Those lessons are then extended into the community at large and come full circle by bringing the community back into the classroom. Using the two approaches in tandem can benefit both schools and communities.

The following chart highlights the main principles underlying the asset-based approach and the principles behind the concept of school-centered development.

Asset-Based Approach: The Six Principles	School-Centered Development
1. **Participate in and cooperatively enhance community activity settings** (the places where people routinely conduct individual or group activities.)	• Schools as activity **centers**
2. **Examine existing community assets.** These include all the existing human, ecological, material, and economic resources a community can identify as positive features within particular activity settings. Begin with **Individuals**, identifying their skills, knowledge, and capacities, and looking for ways to link individuals in collaborative activities. Next, examine the **citizen associations**: churches, youth groups, women's groups, farmers' or fishermen's cooperatives, schools, etc. Finally, identify **institutions** present in the community: local, regional, and international NGOs, banks, hospitals, governmental agencies, and so on. Links can be made within categories or across categories, beginning within the community and proceeding outward.	• Schools • Students, teachers, mothers, and fathers • Parent/teacher associations, student associations • Ministry of education and curricula
3. **Design or enhance existing activity settings consistent with the values, beliefs, and rules of the host culture.** Even for host country development workers, it is important to be aware of variations in the cultural values from community to community. Begin with the good things going on and build from there.	• Activity settings of teachers and of students • Schools, school libraries, tea shops, bus stops
4. **Engage in reciprocal relationships of "assisting" and "being assisted"; turn spectators into participants; learn from leaders; turn over leadership roles.** Being aware of the roles of individuals within groups can help foster leadership development.	• Student-centered, cooperative learning
5. **Encourage joint cooperative activity; practice inclusion.** Individuals and groups working cooperatively see better results than when working in isolation.	• Who decides what the activity is and how is inclusion practiced?
6. Engage in quality process. **"How it is done?" is as important as "What is done?"** An emphasis on the **process of developing relationships** with the members of communities builds trust and increases involvement.	• Quality process of critical thinking and learning • How do we know when we have been effective for boys and girls?

FIELD INSIGHTS AND ANECDOTES

Volunteer Voices—In Their Own Words

● I think more than anything else, I can see the effect in terms of attitude. As parents of students feel more comfortable, they come around more when asked to collaborate on CCBI.

● Volunteers must be careful in making assumptions about community issues.

● CCBI broadens the classroom experience past the perimeter of four concrete walls.

● Not only does CCBI address and solve problems, but it also engenders a great sense of pride and self-confidence in participants.

● While PACA and CCBI can stand alone, they're most effective when mixed together.

● My most gratifying and successful accomplishment was an AIDS poster contest that I held for the 11th grade. The students were placed in small groups and asked to come up with slogans, which they put into poster form. Finally these posters were displayed throughout the school, during a community-wide AIDS ceremony held at the school.

● I have begun to understand that my community is not only my village but also my students' village. I can use this "expanded" community to draw comparisons and exchange ideas between students and give them tools of analysis. Working with counterparts and convincing them of the merits of this [CCBI approach] is an important part of being a Volunteer.

● It takes patience! Students were resistant at first. But it's worth the effort to stick it out. Persistence is the key.

SECTION III: PROGRAMMING

The beauty of CCBI has been the desire by Volunteers to do projects as community development workers. CCBI has fit the need for teaching structure at the local level and it's possible to implement. Since a significant majority of students do not "make the grade" vis-à-vis the passing criteria for the national exam, Volunteers are able to achieve community awareness outcomes in addition to satisfying curriculum requirements. CCBI also provides a base for other forms of interventions via girls' education emphasis and mentoring roles. Lasting seeds of community development, educational objectives, and goals are planted.

—Peace Corps programmer

WEAVING CCBI INTO PROGRAMMING

CCBI is an important and practical framework within which an education project is designed and implemented. It is useful to view CCBI as a philosophical backdrop to all phases of program planning and implementation. It is not simply an isolated set of activities or techniques for a Volunteer to master. Ideally, CCBI should be an integral part of a Volunteer's PST. If trainees are living with host families, the families become the communities and provide excellent opportunities to work with PACA tools. CCBI can be introduced and lesson plans that have been developed already can be shared and used as teaching tools, connecting them to technical sessions on learning styles, 4MAT, and lesson planning. During subsequent IST, Volunteers will share their experiences, present sessions, and focus on more in-depth issues surrounding CCBI development approaches (see Section V).

As programming staff learn about and understand the concept and philosophy behind CCBI, it becomes second nature to incorporate CCBI concepts and themes when preparing Volunteer assignment descriptions (VADs), conducting site visits, or developing policies concerning community or secondary projects.
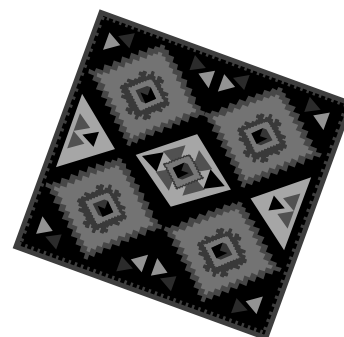
Programmers also might want to do a seasonal calendar before a project is actually put into place. A seasonal calendar helps determine which times of the year are most busy for local communities and which times are not so busy. Programmers can then schedule Volunteer summer and community projects around the community's activities.

CCBI's approach provides Peace Corps programmers with a meaningful, yet flexible, structure that helps Volunteers and their counterparts develop more relevant classroom lessons. This flexible structure also supports and fosters a link between schools and communities, between teachers and students, and between Volunteers and counterparts. Once the value of linking schools and communities through enhanced classroom learning and community action is appreciated, everything that follows is practical and reasonable.

CCBI helps both novice and experienced Volunteer educators enhance the learning experience for students by drawing from individual and community interests to develop more stimulating and relevant lessons and activities. This is the Peace Corps at its best. At the same time, Volunteers, using their personal strengths, practical skills, and life experiences, can reach beyond the classroom into the community to organize and promote true community development actions.

The participatory process advocated by CCBI is a very effective way to analyze cause-and-effect relationships, determine resources, and realize what actions will result in the biggest impacts. This information can become the basis for establishing new projects, revising old projects, or implementing efficient monitoring and evaluation tools. CCBI also is helpful when the programming staff is choosing the most sustainable activities for Volunteers. Because of the participatory nature of CCBI, with the learners themselves becoming educators and development workers, it also is a very effective tool in building capacities at the individual, professional, organizational, and community level.

CCBI empowers Volunteer educators and their counterparts with the freedom to develop innovative lessons that reflect the realities and interests of the community

and

respects the needs of schools to fulfill their curricular requirements and cultural expectations related to the roles of teachers and students.

PROGRAMMING STRATEGIES

Below are some other strategies that programmers may want to consider when implementing CCBI.

● Encourage Volunteers and counterparts to think of themselves as educators rather than teachers. *Educator* is a broader, more inclusive term, naturally encompassing community content in lesson planning, and facilitating involvement in community action.

● During PST or IST, organize roundtable discussions with Volunteers, counterparts, and community representatives to discuss CCBI and its integration into the project plan.

● Reconsider the concept of secondary projects and implement a policy that encourages Volunteer educators to make community projects or community outreach an important part of their primary assignment work.

The term *secondary project* may signal to the Volunteer that work outside the primary teaching assignment is not terribly important. However, if fostering school and community links is an important part of post programming, then it is fundamental to encourage Volunteers to pursue community projects in a more deliberate, integrated manner.

The specifics of how a Volunteer begins a community project must be in accordance with the needs in country. Some posts ask Volunteers to wait at least three to five months before beginning any community projects, thus allowing them to become settled at their sites, comfortable with their teaching routines, and adept with the process of bringing community issues into the classroom before getting involved in a community project.

1. Introduce the concept of CCBI during supervisors' conferences. Talk about CCBI during your site visits with Volunteers, counterparts, and supervisors.

2. Maintain a resource book of CCBI lessons, projects, and field trips. Provide a copy of this book for all trainees during PST.

3. Maintain open and frequent communication with programming staff and Volunteers in all sectors to take advantage of cross-sectoral opportunities to integrate CCBI into the post's projects. As with any other aspect of work, it always is helpful to keep in touch with colleagues at post and in the region, so that ideas can be shared, challenges confronted, and enthusiasm and inspiration maintained.

4. Share programming successes and challenges with Peace Corps Headquarters so that CCBI experiences can be passed on to other programming staff around the world. This can be done via project status reports (PSRs), integrated planning and budget systems (IPBS), teleconferences with the country desk unit (CDU), and correspondence with the program specialists in the Center.
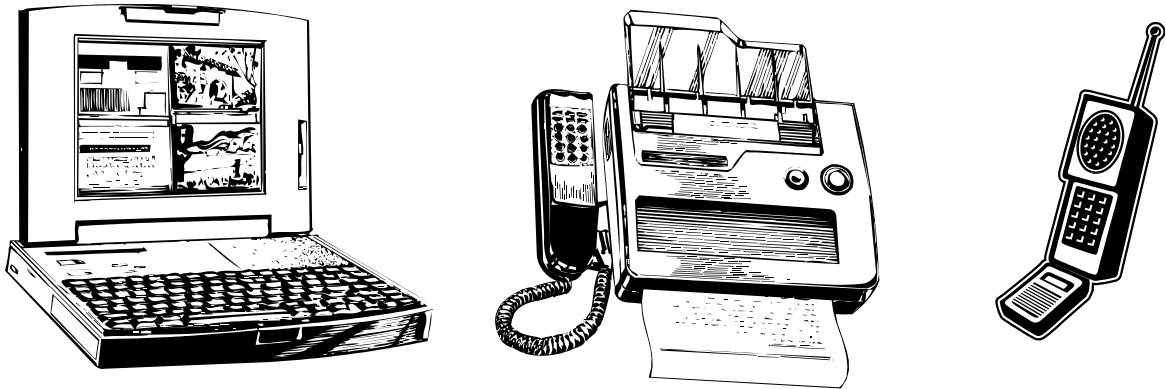
INSIGHTS FROM THE FIELD

Volunteer/Education Project Benefits

● Provides Volunteers with a structure for the accomplishment of project goals and a tool for linking the capacity-building levels of students, teachers, organizations, and communities.

● Provides an excellent forum for counterpart team building.

● Allows for the introduction of gender and development in an easy-to-handle, non-threatening manner.

● Helps education Volunteers understand that they aren't just teaching content, they are helping students develop skills to become community development workers.

● Volunteers can really "sink their teeth into" CCBI classroom lessons and community outreach activities.

● Provides excellent avenues for Volunteers to promote girls' education.

● Provides an opportunity to promote student-centered teaching approaches, including cooperative learning and alternative forms of assessment.

Program Benefits

● Helps establish the Peace Corps' credibility as a development agency. The Peace Corps is seen as an agency that encourages innovative, creative, and student-centered teaching methodologies. An approach like CCBI contributes to a quality school environment and has been well supported and received by host country ministries.

● Provides opportunities for inter-sectoral collaboration.

● Provides a context for training nonformal education Volunteers in educational pedagogy and adult education principles.

Development Benefits

● Ensures that both current and future programming comes up from the community, rather than down from the ministry of education.

● Solves the slot-filling dilemma for secondary education Volunteers, reinforcing the establishment of teachers as community development workers.

● Generates additional, appropriate assistance requests and builds trust with community partners.

WHAT PEACE CORPS VOLUNTEERS SAY ABOUT CCBI AND ITS EFFECTS

Volunteers' Role as Teachers in Education for Development

● I really felt like I had accomplished something when I finished a CCBI lesson.

● It is a really good way to get to know people in the community and about community happenings.

● Students are beginning to see that the classroom can also be taken outside and applied to their real everyday lives.

● Students have lots of individual chances to raise issues leading to activities where they work together on community projects.

● I have learned a lot about this culture through CCBI, which helps me plan better lessons.

● I have begun to understand that my community is not only my village, but also the villages from where my students come, which allows other opportunities. I can use this "expanded" community to draw comparisons and exchange ideas between students and give them tools of analysis.

● It's a great motivational tool for students, but teachers must be careful about making any assumptions about community issues. Tools like PACA must be used in the beginning to discover these issues.

● My observation is that this is *exactly* what we are supposed to do as Volunteers. Gradually integrating into the community and bringing a new perspective for community members, asking them to think and solve problems for themselves. And the key here is that we, as Volunteers, aren't and never will be replicas of local teachers, for example, and we're not supposed to be. But this approach, from day 1, allows us to establish a meaningful context to our work. I do think that applying PACA tools in the first few months is important as well, because you can't start addressing problems until you've talked with people about their perceptions.
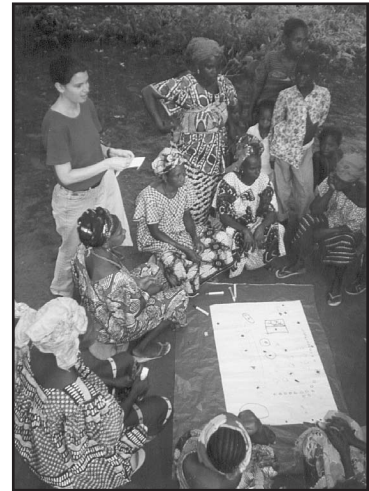
Volunteers' Students' Learning

● Local specific information can be injected easily and makes the students far more eager to learn.

● I felt an increased awareness in the minds of my students as well as their willingness to share their own experiences.

● Students were eager to use resources from their environment because they are familiar with them.

● My students are more willing to devote time outside of the classroom for projects.

● Students and teachers are becoming more aware of local resources.

Links Between Schools and Communities

● Information about important topics seems to be reaching the family members and friends of our students.

● There is a noticeable increase of awareness in our community of issues, including girls' issues and AIDS.

● I have found already that it is impossible to separate lessons we teach from awareness development (i.e., communicative English language skills from talking about real situations in our community).

● It gives the Volunteer a new way of looking at the community, and it gives the students a different way, perhaps, of looking at the community. In addition, it brings the subjects out of the classroom and into the world, and it can be used together with required curriculum material.

ⓘ SECTION IV: TRAINING

CCBI TRAINING EVENTS—IN A NUTSHELL

A variety of CCBI training events can be, and have been, conducted in a range of settings. CCBI training has included:

● Trainees during pre-service training (PST)

● Volunteers and counterparts as part of a training of trainers (TOT)

● Volunteers and counterparts during in-service training (IST)

● Staff development workshops

● Local teachers' meetings

● Seminars

Each training event is different and reflects the amount of time trainers have to spend on the planning, the length of the event, the financial and human resources available, and the backgrounds and experiences of the participants. The design of CCBI training, whether for Volunteers, counterparts, or Peace Corps staff, is based on needs identified by staff in the field. In general, training workshops focus on:

● learning about participatory approaches to community entry, assessment, and action through hands-on involvement in activities based on these approaches;

● planning creative lessons and activities that incorporate a content area relevant to meeting local needs, such as public health or environment. The lessons and activities must satisfy the needs of the learner while respecting the parameters set by school-approved syllabi and the required use of certain materials; and

● developing indicators to measure positive changes in knowledge, skills, attitudes, and behaviors resulting from small actions or projects undertaken by students, their families, and the community. These indicators also take into account gender and other cultural issues.

More specifically, each CCBI training event should be organized around the 4MAT approach and based on the four phases in the experiential learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The 4MAT approach has many applications for training, some of which are demonstrated in this manual.

4MAT recognizes and targets the different learning styles of learners. A CCBI training event should acknowledge that its participants—trainees, Volunteers, counterparts, or other Peace Corps staff—have different learning style preferences. In other words, each CCBI training event should target imaginative, analytical, practical, and dynamic learners. If the design and implementation of a CCBI training event is going to model and reflect the 4MAT framework, then it must be based on the experiential learning theory and conducted in a Volunteer/counterpart-centered, participatory, gender-sensitive manner. Specifically, a CCBI training event should include the following four components: motivation, information, practice, and application.

1. A Motivation Component

a. Before the training

If possible, ask participating trainees, Volunteers, or counterparts to do some pre-training activities before they arrive at the training site. It is best to have them do some type of PACA needs assessment (see Section II for sample) that will enable them to work with students and community members in advance to identify and gather information about community needs. For example, when conducting an HIV/CCBI workshop, Volunteers and counterparts should find out as much information as possible concerning HIV/AIDS in their communities through interviews and discussions with students, staff, community groups, NGOs, and health care workers. This information can then be used to discuss PACA and community issues, as well as to develop community-specific lessons and activities.

b. **At the beginning of the training**

At the beginning of the training event, set the stage for using CCBI by addressing the big picture or broad concept of education and the Peace Corps' rationale for the use of CCBI. Address such questions as:

■ What are the goals of education?

■ What is meant by development?

■ What is the role of education in development?

■ What is the role of teachers or educators in development?

■ What does the term *community* mean?

■ How can education and community development be linked in a meaningful way?

■ How are the approach and philosophy of CCBI applicable and adaptable for the nonformal education sector?

2. An Information Component

This portion of a CCBI training teaches trainees, Volunteers, and counterparts what CCBI is and how it is done. Whenever possible, have students, community members, Volunteers, and counterparts act as resources and presenters. It often is effective to begin this part of the training with a model lesson. Participants enjoy playing the part of students, and the lesson provides a practical experience to which the trainer can continue to refer.

Introduce CCBI using visuals similar to the 4MAT pie charts, or create new, post-specific introductions. Supplement the introduction with concrete examples taken from this manual or from the experiences of educators working with CCBI at post.

After a brief introduction to CCBI, increase participants' understanding of CCBI by leading them through the steps of a CCBI lesson plan. Provide participants with a picture or sense of the many ways Volunteers and counterparts can enhance classroom lessons as they address community issues through community actions. This step represents the presentation part of training.
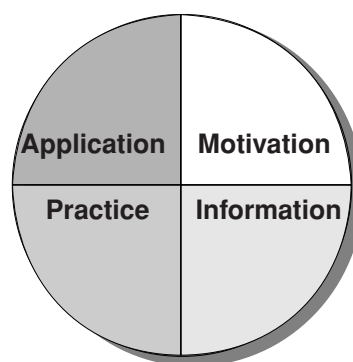
4-MAT Pie Chart

Depending on the background and experience of participating trainees, Volunteers, or counterparts, plan sessions introducing:

■ the PACA philosophy and techniques;

■ gender awareness and girls' education;

■ a review of experiential learning, 4MAT, student-centered techniques, problem posing; and

■ any specific content area that is a normal focus of training such as environmental conservation, nutrition, HIV/AIDS education, sanitation, or business.

3. A Practice Component

After participants have identified community issues and learned about CCBI and relevant content areas, they need to practice, in pairs or small groups, what they have learned by actually developing some lesson plans and activities that address the needs of the learners.

(*Note: Science, math, and geography teachers may find it helpful to work together in subject groups first to examine the syllabus and identify syllabus topics that are related to identified community issues. They can then pair up and develop lessons from the syllabus topics.*)

Groups then share their lesson plans and activities with colleagues for discussion and exchange of ideas. This can be done through presentations or actual teaching of lessons.

It also is important to give participants a chance to plan a community meeting, discuss how the meeting might be conducted to reveal the community's priorities, and finally arrive at an initial action plan. Participants are then given the opportunity to present their action plans to other participants.

4. An Application Component

During the final component of the training, trainees, Volunteers, and counterparts work in school or regional teams to do action planning, applying what they have learned at the workshop. The action plan should include how trainees, Volunteers, and counterparts plan to monitor and evaluate their activities.

Including a session on the power of change, with challenges they might encounter as they try to use CCBI, is a good closing for this segment of CCBI training. (See sample sessions later in this section.)

This application component offers participants an opportunity to discuss what they would find helpful in terms of making the most of CCBI at their sites and to make plans for future collaborations. For instance, trainees, Volunteers, and counterparts might want to talk about planning school, local, or regional meetings, starting a newsletter, or developing a CCBI resource bank.

PRE-SERVICE TRAINING

CCBI...in PST or IST?

CCBI can be introduced during PST or IST. If CCBI is introduced during an IST, less time will be available, so strategies must be developed for targeting priority CCBI training objectives. Information from an IST or PST can be built on by including CCBI information, insights, and sample materials in a newsletter as well as during individual meetings with Volunteers, site visits, or follow-up IST.

The following portion of the manual concentrates on developing a CCBI PST. Trainees can be introduced to all of the elements of CCBI in a PST, as well as have an opportunity to practice and apply some of the skills needed to use CCBI effectively. Here are some ideas for how to integrate CCBI into an existing PST program using the four component model.

Motivation

All PST includes sessions that focus on the concept of international development and the role of the Volunteer in development. Provide the rationale for using CCBI by addressing the following questions:

● What does *development* mean? What is the role of education in development? What is a Volunteer's role as a development worker? What is a Volunteer's role as an educator? Do these roles overlap?

● What does *community* mean? What is community development? Is the school part of the larger community? How can the school serve as a resource for the community? Where are the links?

● Can educational activities and community development activities take place side by side? What are the advantages? Disadvantages?

Training components of PST or IST typically include activities for trainees or Volunteers to become acquainted with local communities through school visits, trips to towns, home stays, site visits, and so on. These activities offer excellent opportunities to learn and practice PACA techniques. (See Section II for a detailed description of PACA tools and techniques as well as a discussion of the asset-based approach.)

By using these techniques during training, trainees can develop relationships with community members at the PST site or at their future sites, learn about their community(ies), and gather information about community issues. The opportunity to practice PACA techniques will increase the likelihood that Volunteers and counterparts will use them at their sites. Incorporating PACA activities also will make training sessions more learner-directed, participatory, and relevant.

Information

The technical component of any education PST or IST will have many sessions on educational methodology. To prepare trainees to incorporate CCBI, the following sessions must be included:

● experiential learning

● learning styles

● 4MAT lesson planning built on community-
   related content

● student-centered learning techniques

● problem posing

● introduction to PACA and basic techniques

● gender issues and girls' education

● planning for student/community activities and community action

● participatory monitoring and evaluation

By conducting PACA activities and interacting with content experts through panels and informal discussions, trainees and Volunteers learn more about community issues. When they design lessons they can integrate the knowledge they have of community-relevant issues with the subject matter content.

Practice

During lesson planning sessions, micro-teaching, and model school, ask trainees and Volunteers to develop lessons using the CCBI framework. Encourage participants to use PACA and other techniques to learn more about the interests and needs of the community. While coaching trainees and Volunteers about classroom teaching techniques and lesson planning, instruct them to use their knowledge of the community to make the lessons relevant to the lives of the students, the community, and the culture. When lessons are practical and fun, their impact is maximized**.** In preparing lessons, it also is important to keep in mind the needs of the students and the requirements of the syllabus.
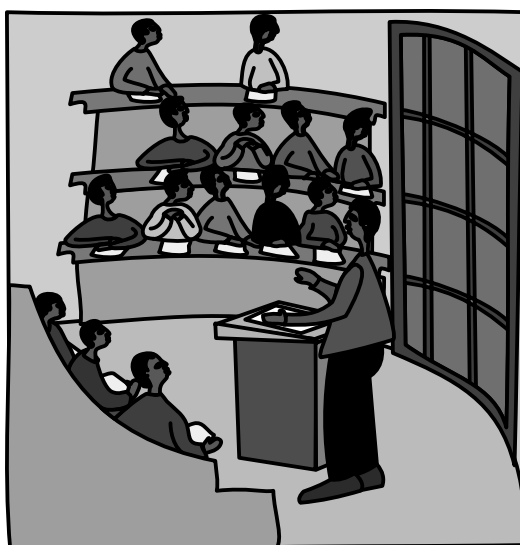
Application

Using panel discussions, case studies, experienced Volunteers, and counterparts, design activities that allow trainees to explore the advantages and potential challenges involved in using CCBI at their schools. If possible, encourage trainees to implement a small community project with the students from model school.

During PST and IST, have trainees and Volunteers develop a three- to six-month plan of action that includes the first steps they will take to implement CCBI in their classrooms.

Note: Many posts institute policies that encourage or require trainees and Volunteers to devote the first three to five months at site to settling into the community and becoming comfortable with their basic teaching duties before getting involved in community projects or school and community activities.

SAMPLES AND TOOLS

Pre-service training (PST)

The PST is held the first three months a trainee is in-country. Upon successful completion of PST, trainees are sworn in as Peace Corps Volunteers. The following sample agendas are included:

● Peace Corps/Mozambique, TEFL Technical Schedule

● Peace Corps/Ethiopia, Supervisor's Conference

● Peace Corps/Kazakhstan, Counterpart's Conference

In-service training (IST)

The first IST is three to six months after a Volunteer arrives at site and usually focuses on technical training, language training, or both. IST also is held a year after a Volunteer enters service, or at other times deemed necessary by the Peace Corps programming staff. It focuses on technical or language areas deemed necessary to a Volunteer's success.

Two IST sample agendas are included:

● PC/The Gambia, math and science IST

● PC/Tanzania, CCBI IST for science, math, and geography teachers

Volunteer Workshops

Volunteer workshops are held at various times during a Volunteer's service; workshops are similar to IST and focus on many different topics depending on the individual needs at post.

Three sample workshop agendas are found in this section:

● PC/Kazakhstan, An Integration Workshop: Education, Youth, and the Environment

● PC/Kyrgyz Republic, Environmental Education and Environmental Health CCBI Workshop

● A sample agenda for an HIV/AIDS workshop for Volunteers and counterparts

Regional Meetings

Regional meetings may be held every quarter or twice a year, depending on the individual needs at post, for staff, Volunteers, counterparts, ministry officials, or outside agency representatives.

Staff Development Workshops

The staff development workshops are often held once a year, on a regional or sub-regional basis. Individual posts also may hold ongoing, in-country staff development workshops. Topics and participants may differ from year to year.

Two sample agendas are included in this section.

● Southern Africa and Indian Ocean Peace Corps Regional Staff Development HIV/AIDS Education and CCBI Workshop, Lilongwe, Malawi

● Europe, Mediterranean and Asia Regional Staff Development "Education for Participation" Workshop, Vilnius, Lithuania

PST AGENDAS
Peace Corps/Mozambique, TEFL Technical Schedule

Week 1 (October 26–30): This week Peace Corps trainees have an opportunity to observe classes and lessons in the local schools as well as interact with local students and teachers.

Monday	Tuesday	Wednesday	Thursday	Friday
Interviews	Interviews	8:30–10:00 a.m. Learning styles Observation skills and prep for school visit	School visit	Process school visit

Integration: Need to coordinate with Language and Cross-Culture for the school visit. Will coordinate with Language for learning styles session.

Week 2 (November 2–6): This week we provide an overview of education in Mozambique, the Peace Corps' role in English language teaching (ELT) in Mozambique, and we continue with phase two of developing PACA skills using the video titled "These Girls are Missing."

Monday	Tuesday	Wednesday	Thursday	Friday
Education system and the role of Volunteers in English teaching	STEP project Project plan Role of Volunteer in STEP project	PACA interview skills	Site development Overview of TEFL 3-5	Interview skills continued and "These Girls are Missing" Video

Week 3 (November 9–13): This week we provide a general overview of some of the content areas of CCBI: girls' education, health, and environment. Scheduling may depend on availability of speakers.

Monday	Tuesday	Wednesday	Thursday	Friday
No tech in p.m.	No tech in p.m.	Guest speakers on themes of health, environment, and girls' education. Possibly visit ADPP.		

Week 4 (November 15–20): This week we continue with the PACA preparation theme, having Volunteers practice facilitation skills and learn more about PACA tools.

Monday	Tuesday	Wednesday	Thursday	Friday
Facilitation skills (1.5 hr) Priority needs assessment (1.5 hr)	Daily schedule (1 hr) Yearly calendar (1 hr)	Community mapping	CCBI - Putting it all together	Lesson planning (1.5 hr) Giving and receiving feedback (1.5 hr)

Week 5 (November 21–26): This week we begin TEFL methodology and micro-teaching, using locally relevant content. I will need the full afternoon, each afternoon.

Monday	Tuesday	Wednesday	Thursday	Friday
Micro-teaching (1.5 hr) Teaching reading/ writing (1.5 hr)	Micro-teaching (1.5 hr) Teaching grammar (1.5 hr)	Producing materials, using and adapting textbooks (B. Webb, guest speaker this week?)	Thanksgiving No sessions	Micro-teaching Getting ready for model school.

Week 6 (November 28–December 2): This week we begin model school and have mini, one-hour sessions each afternoon in response to teaching needs.

Monday	Tuesday	Wednesday	Thursday	Friday
Model school Teaching large multilevel classes	Model school Visual aids, using the blackboard	Model school Classroom management	Model school TBA	Model school TBA

Week 7 (December 7–11): This week we continue model school and have mini, one-hour sessions each afternoon in response to teaching needs.

Monday	Tuesday	Wednesday	Thursday	Friday
Model school TBA	Model school TBA	Model school TBA	Model school TBA	Model school TBA

Week 8 (December 14–18): This week we continue model school and have mini, one-hour sessions each afternoon in response to teaching needs**.**

Monday	Tuesday	Wednesday	Thursday	Friday
Model school	Model school	Model school	Model school	Model school TBA

Peace Corps/Ethiopia, Supervisor's Conference

Held immediately before Volunteers go to their sites.

Arrival Day
6: 30 PM Administrative arrangements (administrative officer and cashier)

Day One
8:30 AM Welcome (PC director)
8:45 Why are we here? (education APCD)
9:15 Participants' introductions
Introduction to the Peace Corps (programming officer)
9:30 Project plan
The Peace Corps' expectations of principals (program and training officer)
10:00 Break
10:30 Introduction to cross-cultural communication
(PST language and cross-culture coordinator)
11:00 Overview of pre-service training
What is community content-based instruction? (PST technical coordinator and trainers)
12:30 PM Lunch
2:00 Preparation of principals' expectations of the Peace Corps and Volunteers
(principals work together)
7:30 Introduction of principals and their Volunteers
Dinner

Day Two
8:30 AM Introduction of all participants
9:30 Ministry's expectations of principals and Volunteers (panel)
(Ministry representative, panel, facilitator)
10:30 Curriculum concerns (representative of Institute of Curriculum Development and Research)
11:30 Cross-cultural communication
PST language and cross-culture coordinator
12:30 PM Lunch
2:00 The importance of girls' education
(representative of Women's Affairs Office, Ministry of Education)
2:30 Activities that encourage girls' education (panel of teachers)
3:00 Preparation of mutual expectations

Day Three
8:30 AM Presentation of mutual expectations
10:00 Break
10:30 How a Volunteer adapts to life in Ethiopia (panel of teachers)
11:30 Site visit preparation and logistics (PST training staff and health liaison)
12:30 PM Lunch
**** Afternoon free

Day Four
Departure for sites

Peace Corps/Kazakhstan, Counterpart's Conference

Conducted by PC/Kazakhstan as part of CCBI-based PST.

Monday
8:00 AM Welcome tea for all counterparts, trainees, and staff
Trainee committee is responsible for planning. Plan culturally appropriate reception—tea, introduction, and small concert.

Tuesday
(counterparts and trainees work together all day)
8:30 AM Opening remarks, country director (CD)
9:00 Expectations and responsibilities
(counterparts and trainees work separately to discuss expectations, then come together to share and clarify)
10:30 Tea break
10:45 Peace Corps policies
CD gives general info (45 mins). Break into project groups
12:30 PM Lunch; reimbursement for travel
1:30 Chain of commands at school
3:00 Tea break
4:00 Working together: trainees work with their counterparts on the first steps they will undertake within the first month

Wednesday
9:00 AM Introduction of CCBI and PACA concepts. Problem tree
Trainees and counterparts are split into four groups: one group (environment and business counterparts) is instructed in Russian, the other three groups are instructed in English
10:30 Tea break
10:45 Introduction of PACA tools (daily activities, mapping) to the same groups. At the end of each presentation, two groups get together to share their ideas
12:30 PM Lunch
1:30 Introduction of PACA tools (seasonal calendar, needs assessment)
3:00 Tea break
3:15 Revision: lesson format

Participants are split into six groups (one group of education trainees and counterparts, two groups of environment trainees and counterparts, three groups of TEFL trainees and counterparts) to work on needs assessment tool. Four of the groups brainstorm what problems and needs young people have now, and the other two groups brainstorm to determine the main environmental concerns. Before brainstorming, trainees and counterparts work in pairs or small groups to enable counterparts to give trainees the background on the job and to share what they know. Hopefully, it will help partners eliminate tension and overcome the language barrier. Then they vote what problems/needs and environmental concerns seem the most critical and select two to three top priorities

Two groups get together, a pair-wise ranking of problems is conducted, and members are asked to reach a consensus regarding the comparison of each pair of problems. The output is a ranking order of problems/needs or concerns
10:30 Tea break

10:45   Each group is split into three to four groups (depending on the number of people there); each small group includes no more than four people. These small groups choose any top problem/need or concern from the two-group discussion output and design a lesson plan on this topic. Each group will elect a recorder, a timekeeper, and a presenter; incorporate content support; and process support and effective teaching strategies

12:30 PM Lunch
1:30   Small groups get together and present their lesson plans. Each presentation gets feedback

Thursday
9:00 AM   Intercultural communication
10:30   Tea break
10:45   Medical session
11:30   Challenges and strategies, Part 1 (counterparts will work in small groups to explore ways to deal with possible problems with Peace Corps Volunteers)
12:30 PM Lunch
1:30   Challenges and strategies, Part 2 (small groups will share information)
2:30   Closure
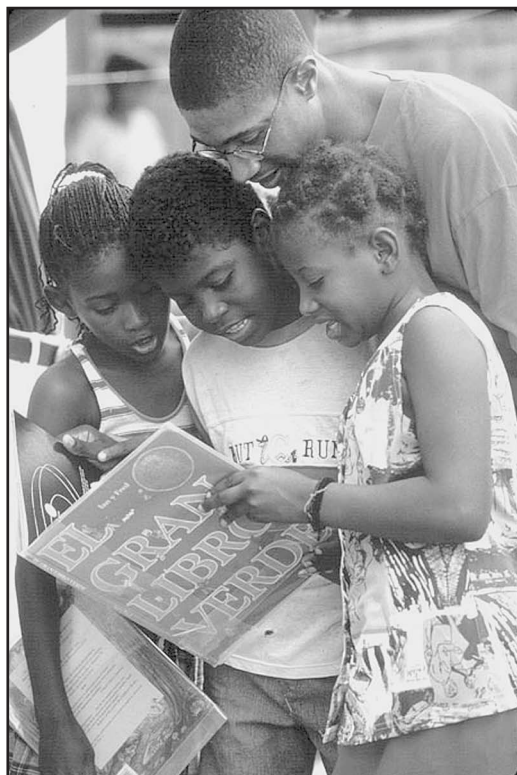
IST AGENDAS
Peace Corps/The Gambia, Math and Science Education

Although CCBI is not specifically mentioned, its philosophy and principles are woven throughout.

OBJECTIVES

1. To provide Volunteers and their counterparts with skills to effectively sensitize their communities to enroll more girls in school and ensure that they finish school.

2. To find ways and means to encourage girls to take more interest in the traditionally male-dominated subjects of mathematics and science.

3. To equip Volunteers and their counterparts with skills to incorporate women in development (WID) issues in the curriculum.

SCHEDULE

Day One

8:30 AM	Registration and announcements
8:45	Participant self-introductions
9:30	Opening ceremony (PC staff, director of schools, U.S. ambassador, director of Ghana Science Clinic for Girls)
10:00	Break
11:00	Cultural barriers to science and mathematics education for women: The Gambia perspective (presentation by representative of Women's Bureau)
12:00 PM	Report on participant teachers' interviews of middle school girls, parents, and community members
12:30	Lunch
1:30	Discussion of survey results
2:30	Global issues on gender, science, and technology (director of Ghana Science Clinic for Girls)
3:30	Break
4:00	Video: "Botswana: Righting the Imbalance." Discussion of video
5:00	Doing mathematics with your friends
6:00	Adjourn

Day Two

8:30 AM	Organization and philosophy of Gambian science curriculum with emphasis on gender issues (representative of Curriculum and Research Development Center, Ministry of Education)
9:00	Science activity
9:30	Group work: look at science curriculum materials and develop activities with gender-sensitive focus (director for Ghana and representative for MOE, The Gambia)
10:45	Break
11:00	Reports from groups
12:00 PM	The culture of the mathematics classroom

12:30	Lunch
1:30	Gambian girls and success in school mathematics: the problem and steps toward solution
1:45	Mathematics activity
2:15	Group work: look at mathematics curriculum materials and develop an activity for holistic learners
3:45	Break
4:00	Reports from groups
5:00	Videos and discussion
6:00	Adjourn

Day Three

8:30 AM	Introduction to the field trip
8:50	Field trip: Sankung Sillah's Plastic and Soap Factory and Julbrew Factory
12:30 PM	Lunch
1:30	Preparation for a successful field trip; how to use field trips to teach mathematics and science
2:30	Group work: field trips
	(Use syllabus and text to identify topics that could be taught through field trip today and other field trips. Sketch a tentative plan for a trip)
3:45	Break
4:00	Reports from groups
5:00	Girls' education: Perspectives from an Islamic school (teacher and two students)
6:00	Adjourn

Day Four

8:30 AM	Women in development activities (representative of Women's Bureau)
9:30	Group work: relating development activities to science and mathematics
	(Develop activities related to various WID themes and plan how to initiate interaction between women's groups and school girls)
10:45	Summary review of objectives
11:15	Closing
11:30	Break
12:00 PM	Evaluation of workshop
1:00	Lunch

Peace Corps/Tanzania,
Science, Math, and Geography Education

The participants at these meetings were a mix of teachers who had attended an earlier CCBI workshop and teachers who had no previous exposure to CCBI.

1. Welcome and Introductions

2. Goals for meetings: Teachers will

- Have a better understanding of community content-based instruction (CCBI).

- Discuss using CCBI at their schools.

- Develop CCBI ideas, lessons, and activities.

- Discuss other teaching matters and exchange ideas and suggestions.

3. What is CCBI?

- CCBI framework: small group discussions

    What is community?

    What are the goals of education?

    What is development? What is the role of education in development?

- Definition of CCBI (Reveal Newsprints A and B)

4. Examples of how some teachers are using CCBI

5. Issues in our community—small groups by school

6. Developing CCBI ideas and lessons—small group work by subject area

7. Discussion of using CCBI at your school

- The change process (Distribute Newsprint C)

- Debate on possible barriers and resistance to use of CCBI

8. Other business

9. Closure and evaluation

Meeting Newsprint A

CCBI can include:

1. using examples, problems, and issues from the community and school (and related to the syllabus) during lessons, activities, laboratory practice, and assessments. One of the community issues that CCBI focuses on is the issue of gender roles and the academic achievement of girls.

2. having students collect information about their schools and communities and their needs and problems.

3. having students practice and apply—using local examples and information—the facts and knowledge they learn in preparation for their national exams.

4. having students discuss, develop, or implement actions toward solutions to problems in their communities.

Meeting Newsprint B

Different levels of CCBI

At each of these levels, try to use teaching techniques that increase student participation in their learning, paying particular attention to the participation of female students.

1. The teacher uses community examples and problems related to a syllabus topic during instruction. *Example*: In chemistry class students learn about water purification while discussing the problem in their community of unclean water.

2. Students do activities and exercises using community examples and problems with information provided by the teacher. *Example*: In math, while learning about surface areas and volumes, students calculate the volume of water needed by the school and how much water could be collected off of school building roofs.

3. Students collect information about their communities related to a syllabus topic. *Example*: In geography, students collect information about the problem of soil erosion, its causes, and the impact on the community. The teacher then uses this information to introduce the syllabus topic of soil and to discuss soil conservation.

4. Students use the information they collect for activities, discussion, and exercises. *Example*: In biology, while studying the ecology topic of human effects on the environment, students interview community members about this topic and prepare presentations to give to their fellow students.

5. Students practice and apply classroom learning by taking actions to solve community problems. *Example*: Students apply what they have learned in physics about heat transfer and energy conservation. They educate their mothers on more energy efficient ways to cook and thus help conserve the community's natural resources.

Meeting Newsprint C

The steps in the power of change process applied to using CCBI

Step 1. There is no problem.
"Our education system is good just as it is—we are adequately preparing our students for their futures."

Step 2. There may a problem but it isn't my responsibility to try and work on the solution.
"We aren't doing a good enough job preparing our young people for their future, but it is the government's problem to solve—not mine."

Step 3. Yes, there is a problem, but I doubt that I can do anything about it.
"Nothing I will do will have any impact on the problems of education in my community."

Step 4. There is a problem, but I am afraid of what I will have to sacrifice to work on a solution.
"I might be able to help improve education, but what sacrifices will I have to make to help?"

Step 5. I see the problem and I am interested in learning more about it.
"I would like to learn about how we can better prepare our students for their futures. How will using CCBI help?"

Step 6. I am ready to try some action.
"I would like to try to use CCBI in my class and at my school."

Step 7. I am willing to talk with other teachers.
"I would like to tell other teachers at my school about CCBI Volunteer Workshop Schedules."

VOLUNTEER WORKSHOP SCHEDULES

Peace Corps/Kazakhstan, An Integration Workshop: Education, Youth, and the Environment

TIME	Saturday, December 5	Sunday, December 6	Monday, December 7	Tuesday, December 8	Wednesday, December 9	Thursday, December 10	Friday, December 11
8:00 a.m. – 10:00 a.m.	Arrival/check-in	Welcome/celebration of diversity/objectives	Concurrent session	Themes: Integration, Capacity Building and Participation Implications for Development	Development of integrated activity	Presentation of integrated activities	Environmental education TOT materials
10:00 – 10:15 a.m.		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
10:15 a.m. – 12:30 p.m.		Setting the stage: Kaz youth panel	Concurrent session	Community content-based instruction presentation	Site exploration	Presentation of integrated activities (continued), followed by discussion	Environmental education TOT materials (continued)
12:30 – 1:30 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 – 2:45 p.m.	Site exploration	Sector concurrent session	Concurrent session	Environmental ed tools	Site exploration	Action planning	Environment education TOT materials (continued)
2:45 – 3:00 p.m.		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
3:00 – 6:00 p.m.		Concurrent sessions	**3:00–4:30** Concurrent session **4:30–6:00** Gallery setup	**3:00–4:00** GLOBE panel **4:00–5:00** Integrated activity assignments, Open Space, and wrap up	Open Space (Change of venue)	**3:00–4:00** Wrap up	**3:00–5:00** Wrap up

Peace Corps/Kazakhstan, An Integration Workshop: Education, Youth, and the Environment (continued)

TIME	Saturday, December 5	Sunday, December 6	Monday, December 7	Tuesday, December 8	Wednesday, December 9	Thursday, December 10	Friday, December 11
6:00 – 7:00 p.m.	Welcome dinner	Dinner	Dinner	Dinner	Dinner	Dinner/culture fun	
7:00 – 8 p.m.	Kazakhstan cultural presentation		Best practices gallery walk (break into groups)				

Peace Corps/Kyrgyz Republic, Environmental Education and Health Workshop

OBJECTIVES

● Enhance Volunteer and counterpart relations;

● Help Volunteers and counterparts better understand the application of education for development activities;

● Incorporate issues of girls' education and women in development into teaching and extra-curricular activities; and

● Help to infuse environmental health issues into TEFL teaching.

	Monday		Tuesday		Wednesday		Thursday
M O T I V A T I O N	Sample CCBI lesson What is CCBI? Welcome from guest speakers Lunch Working together: norms and expectations Successes and challenges	**I N F O R M A T I O N**	Tools for CCBI: participatory analysis for community action (PACA) Hands-on practice with tools: 1. community mapping 2. daily schedule 3. seasonal calendar More practice with tools Lunch Even more practice with tools Content-based instruction: environment and environmental health ideas for the classroom	**P R A C T I C E**	Experiential learning cycle (4MAT) Lesson planning Lunch FREE	**A P P L I C A T I O N**	Lesson planning Lesson plan sharing Lunch Next steps Evaluation and closing

A Sample Agenda for an HIV/AIDS Workshop for Volunteers and Counterparts

Day One

PM **Welcome and keynote**
- Welcoming counterparts, introductions, review the workshop schedule, HIV video, or a guest speaker, perhaps someone living with AIDS

Day Two

AM **Creating Awareness, sharing information**
- Current HIV situation in the respective country
- AIDS, facts/myths game, possibly Jeopardy (an effective teaching tool for review)
- Immune system game (can be incorporated into a biology lesson)
- Question-and-answer session

PM **Developing Life Skills**
- The Bridge Model to building a healthy lifestyle:
- Introduction to the Malawi Life Skills Manual
- Case studies and discussions
- "What are some ways that we can assist our schools and communities in HIV education?"

Day Three

AM **HIV Education in the Classroom, CCBI**
- Open Space discussions or a guest speaker to help set the tone for the day (Open Space sessions could include: HIV and You, Sexuality, Testing, etc.)
- CCBI demonstration lesson that incorporates HIV topics (This lesson could be taught by a Volunteer and his or her counterpart.) Possibilities: math—probability, statistics; science—immune system, English (vocabulary or grammar lesson). After the lesson, the APCD could provide feedback, using a format similar to one used during site visits.
- Guide to giving feedback. This session will help Volunteers and counterparts in their communication and encourage lesson observations.

PM
- 4MAT and lesson planning
- CCBI, a summary, including a brainstorm of ideas for CCBI/HIV lessons

Day Four

AM **Designing lessons and action plans for HIV education in schools and communities**
- Lesson design: Volunteer and counterpart teams design a lesson(s) together. This also is a time when they can plan next steps and future actions back at their sites.

PM
- Sharing lessons and action plans. There may be a group that would like to volunteer to teach its lesson.
- Evaluation and closing

STAFF DEVELOPMENT WORKSHOP SCHEDULES

Southern Africa and Indian Ocean Peace Corps Regional Staff Development HIV/AIDS Education and CCBI Workshop—Lilongwe, Malawi

Monday

Theme for the day: Motivation (Who are we? What do we have to offer each other?)

8:15 AM	Expectations for this workshop
8:45	Workshop agenda and goals
9:15	Story introductions—myself as a teenager
11:15	Our reactions to change
12:30 PM	Lunch
2:00	Our stories and experiences with HIV/AIDS
4:00	Community meeting

Tuesday

Theme for the day: Information (What do we know about HIV/AIDS? What do we know about our education systems?)

8:15 AM	HIV/AIDS

- The big picture: key statistics
- The Peace Corps' responses to HIV/AIDS
- The impact of HIV/AIDS on Malawi

10:30	Constraints and opportunities in education systems

- Education for development
- School and the learning environment
- Discussion of tools we can use
- CCBI, PACA, and girls' education
- (Students do a PACA exercise to share with participants during panel)

12:30 PM	Lunch
1:30	A panel of African young adults talk about themselves and their hopes for the future
3:30	Discussion: What did we learn from the panel?
4:30	Community meeting

Wednesday

Theme for the day: Information, continued (Seeing for ourselves)

8:15 AM	
– 12:30 PM	Field trip to the National Organization for People Living with HIV/AIDS

Thursday

Theme for the day: Practice (What tools can we use to get the job done?)

8:15 AM	Tools to get the job done: revisited

- Participatory analysis for community action (PACA)
- CCBI
- Girls' education

10:30	More tools to get the job done: sexual health workshops
12:30 PM	Lunch

2:00   Working in subject area groups to develop lessons
4:00   Community meeting

Friday

Theme for the day: Application (Putting what we have learned into action)

8:15 AM
–12:30 PM Working in subject area groups, continued
        ■ Presentations from the groups
12:30   Lunch
2:00   Action planning
3:00   Evaluation and closure
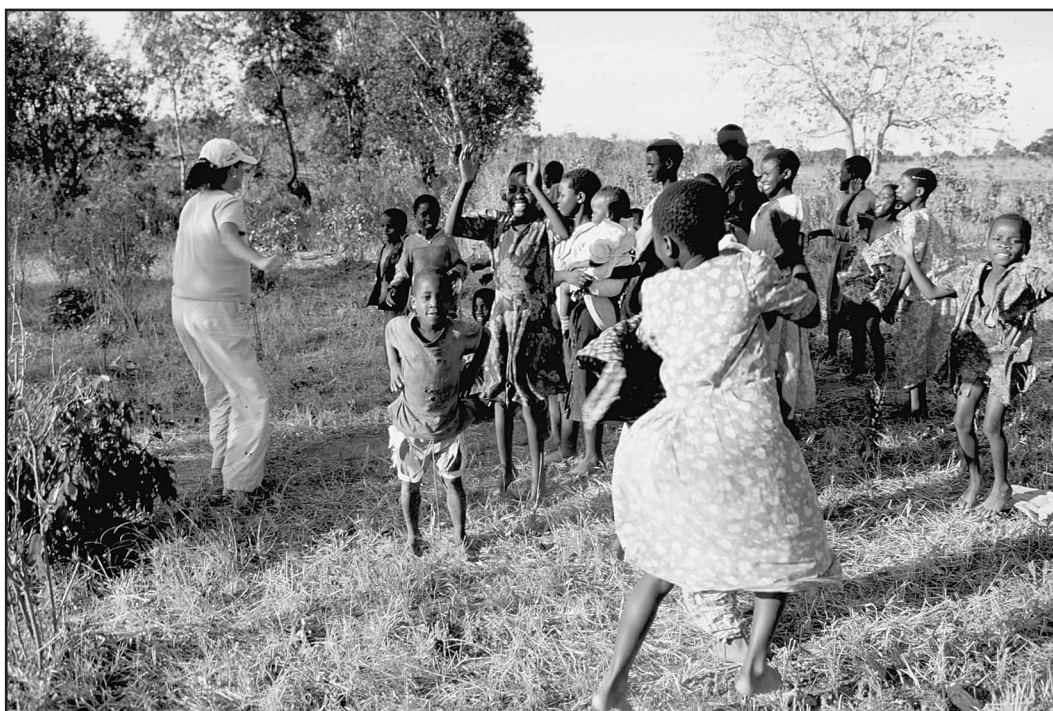
EMA Regional Staff Development
"Education for Participation" Workshop
—Vilnius, Lithuania

Days/Times	Wed.	Thurs.	Fri.	Sat.
8:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast
9:00	Welcome Introductions Icebreaker	CCBI-effective participatory teaching/training	Open Space Setup	VRS
10:15	Break	Break	Break	Break
10:30	Workshop goals and objectives (SBD and TEFL)	CCBI lesson/ session design	Open Space A Open Space B projects	Designing, managing
12: 00 p.m.	Lunch	Lunch	Lunch	Lunch
1:30	Community needs assessment	CCBI presentation and feedback	Open Space C Open Space D	Next steps action planning
3:15	Break	Break	Break	Break
3:30	Community needs assessment (cont'd)	Presentations (cont'd)	Panel: networks, resources, and materials	Open Space Wrap-up
2:00	Cultural activity	Sharing and feedback		Evaluation and closure
6:00	Dinner	Dinner	Dinner	
7:30	Informal get together	Poster sessions and display		Traditional dinner: "Ritos Smulke" Surprise!
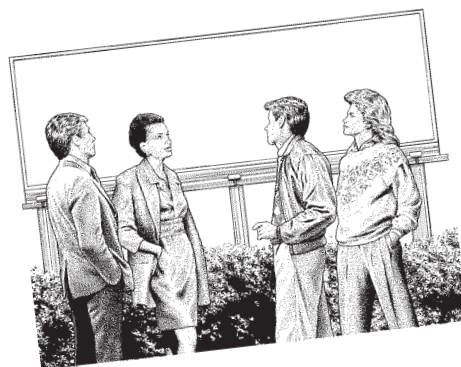
TRAINING SESSION PLANS

The following pages provide sample session designs for each of the components of a CCBI training. Please review the materials and adapt as needed. (See the resources section for other sources of information and training session designs.)

Motivation component

● CCBI pre-workshop questionnaire

● TEFL and SBD community needs assessment

● Panel: Linking Youth With TEFL and the Environment

Information component

● Introduction to PACA

● Overview of CCBI

Practice component

● Effective participatory teaching and training/using human resources

● CCBI lesson/session design

● Developing a CCBI lesson

Application component

● Power of change (session also can be used at earlier point)

● Concerns and resistance to using CCBI

● Next steps action planning

Motivation Component Sessions

Community Content-Based Instruction Pre-Workshop Questionnaire

Greetings. Your trainers are looking forward to working with you at the upcoming IST on integrating gender-related public health themes into TEFL teaching. In order to have the necessary local community specific information for the workshop, we would appreciate it if you would work with your counterpart to ask students, colleagues, and community members to respond to the following questions as fully as possible. Please note differences in responses between males and females.

Volunteer and counterpart names and genders: _____

_____

Site: _____

Number of people interviewed: _____

1. What are differences in classroom achievement and participation for girls and boys? Why? In what ways do you and other teachers (female and male) address these differences?

2. In what (if any) ways does schooling relate to girls' and boys' current and future life at home and in their communities? What types of female and male role models (people, curricular) are found in communities and schools?

3. What do mothers and fathers want and expect for the future of their educated daughters and sons? Is that the same as for those who are not school educated? Why?

4. What cultural, social, and economic factors have (had) the greatest impact on the education of girls and boys? In what ways and why?

5. What are important health problems in the school and surrounding community? How do they affect men (boys) and women (girls) differently?

6. What health-related topics are (or should be) addressed in school? In what courses/activities and why? What health problems do male and female students talk about with respect to themselves and/or their parents and other members of the family?

7. In what ways do female and male children contribute to the health and well-being of their family? In what (if any) ways do girls' and boys' knowledge and behaviors influence their mothers' and fathers' knowledge and behaviors?

8. What school and community resources are available to address health issues? What traditional and modern health services centers are there? Where are they located and how often are they open? Who staffs the centers, and how much training do they receive? In what ways do men, women, and children use the modern facility?

9. Who is responsible for the following and why: decisions regarding health care and the finances required to support health decisions? Educating young men and women about sexual or private issues? What, if any, differences are there in how health resources are shared among various family members and why?

10. Describe a typical day's food intake for a student and his or her family. What, if anything, do boys eat that is different from what girls eat? Which family members eat first, second, etc.? Who is responsible for cooking? How are things cooked (i.e., outdoors, indoors: boiled, fried, etc.)?

11. With what frequency and from whom do you hear about or see evidence of night blindness, throat goiters, cretins, mentally retarded children, or women dying during childbirth?

12. If indoor plumbing is not available, where do men, women, girls, and boys each defecate (in open areas, private enclosures, or both)? How and where are the feces of infants discarded?

13. Is hand-washing a common practice among both men and women and, if so, who teaches whom to do it?

14. How is water stored in the household? What are common containers for storing, transferring, and serving water?

15. Did any other questions or comments arise during the completion of this questionnaire that you would like to discuss at the IST?

SAMPLE TRAINING SESSION PLANS

1 TEFL AND SBD COMMUNITY NEEDS ASSESSMENT USING PACA PAIR-WISE RANKING

This session was conducted during the Regional Staff Development "Education for Participation" Workshop in Vilnius, Lithuania.

RATIONALE

The PACA needs assessment has direct application to Peace Corps programming. As a gender-differentiated ranking tool, it provides opportunities for project intervention based on community preferences as identified by all stakeholders.

GOAL

To reach consensus on identification and prioritization of business education and TEFL programmers' perceived community needs in the region.

OBJECTIVES

1. to identify how programmers perceive community needs based on all sources of information;

2. to practice the pair-wise ranking technique and demonstrate cross-sectoral, intra-regional consensus reaching; and

3. to relate the community needs assessment to programming and training that incorporates gender realities.

TIME ⏰

3 hours

MATERIALS

Flip chart paper, markers, tape

PROCEDURE ➡

Introduction and Explanation of Session (15 minutes)

This session is about identifying how we, as development workers, perceive the needs of small business development (SBD) and TEFL beneficiaries, both men and women, in a community context. What have you discovered about how community members perceive their needs? How do you think community members would define their needs? Are the needs of women and men different or the same? How do you think community members would respond to the question, "What are your most important needs?"

For the SBD sector, the community may be the capital city, regional cities, or a smaller localized community such as a nongovernmental organization (NGO), high school, or business center. How do the men and women in these communities perceive their needs? Consider business people, clients, customers, entrepreneurs, economics teachers, Junior Achievement students, and government officials.

For the TEFL APCDs, consider both the school and the surrounding locality as the community. How do TEFL beneficiaries—the students, teachers, parents, school administers, and townspeople—perceive their needs in English education? Do you think the needs of the men and women are the same or different?

Round I: By Sector and Gender (45 minutes)

Tasks

1. Select a discussion place, facilitator, and recorder. All individuals should contribute to the discussion so that the results reflect the group consensus and not an individual's perspective.

2. Brainstorm a list of gender-specific needs in your sector using this question: What do your best sources in business education or TEFL identify as the needs most often addressed by employable women or men (ages 15–35)?

3. From the list, prioritize the three most important gender- and sector-specific needs. Record these three needs on a flip chart.

Round II: By Sector (45 minutes)

Tasks

1. Trainer acts as a neutral facilitator.

2. Ask each group to present its list and briefly explain the categories. The groups compare and contrast the lists differentiated by gender.

Questions for discussion:

- What are the similarities and differences? Why do you think they exist?

- What relationships are there between items?

- Why do some items appear only on one list? Why do others appear on both lists?

3. Practice the pair-wise ranking technique with the six identified needs (three male and three female) using the following question: Which needs can Volunteers and counterparts do the most about? Determine the top three needs in your sector and record on a flip chart.

Round III: Total Group (1 hour)

Tasks

1. Trainer acts as a neutral facilitator.

2. Ask each group to present its list and briefly explain the categories. The group briefly compares and contrasts the lists differentiated by gender and sector.

3. Practice the pair-wise ranking technique with the six identified needs (three business education and three TEFL) using the following question: Which need is more important? Prioritize the top three needs across sectors and genders.

CLOSING (30 MINUTES)

Summarize the session outcomes and link them to the next day's session objectives.

ADAPTATIONS AND COMMENTARY

When possible, participants should go directly into the communities after the workshop and work with community members to identify and prioritize needs. The session plan also could be adapted for use in supervisors' conferences, project plan advisory groups, project plan review, PST, TOT, or IST. It could be used with NGO partners in selecting SPA projects, counterpart workshops, cross-cultural learnings, focusing agendas, community entry skills, and classroom activities. The consensus on identifying needs may be useful to incorporate into a strategic plan of action or vision for a community.

RESOURCES

Session plan adapted from *Participatory Analysis for Community Action (PACA)* (ICE No. M0058).

2 PANEL: LINKING YOUTH WITH TEFL AND THE ENVIRONMENT

This session was part of the integration workshop for education, youth, and the environment in Kazakhstan.

SESSION TITLE

The Views of Youth in Kazakhstan

GOAL

To set the stage for thinking about the situation of youth in Kazakhstan and other countries, including what youth can "bring to the table" in their own development.

OBJECTIVE

By the end of the session, participants will have heard and internalized youth strengths and challenges as relate to their own development needs.

METHODS

1. Panel discussion by four youth, one youth worker, one host country national (HCN), and two Volunteers

2. Questions and discussion with the panel

3. General discussion: How is this applicable to Peace Corps development?

TIME

1 hour 45 minutes

Note: Participants felt more time should be given to open discussion from the youth and less time with panel questions. They also felt it was an excellent opportunity to open discussion on the views of youth and youth developers.

Youth Panel EMA Conference:
Education, Environment, and Youth

Panel Members:

Two Volunteers (one education and one environment)

One counterpart (youth organization)

Four youth (secondary school and university)

Questions to Panel:

1. What needs to happen in the lives of youth for them to be happy?

Sample answers:

- Things to do together
- Friends are very important
- Family is supportive
- Family has jobs
- Educational opportunities

2. What are your dreams?

Sample answers:

- Get a good education; some youth don't care enough about it
- Want opportunities
- Good English skills
- Get a job…they are very hard to find
- Want to study abroad, travel, and meet other people
- "Youth is our future"

3. What can help you achieve your goals?

Sample answers:

- Love from family and friends
- Family support
- Open-mindedness
- The desire to get ahead
- Having a good education (need more content/choices of subjects)
- To help others
- To believe in your goal and be committed to it
- Willingness to work together
- A belief that things will work out for themselves in the end
- Friends' support and good advice

4. **What are challenges that keep youth from reaching their goals?**

Sample answers:
- Material challenges
- Lack of money or opportunities to study elsewhere; few choices
- Family responsibilities
- Mistakes in the system
- Hard to work your way up in the system
- Unfair system: some just have to pay when others work very hard to pass exam; bribery; very competitive
- Self-limitation by the students because of some of the above factors
- Just because you have a good education (diploma) does not mean you can get a job

5. **Do youth have a voice?**

Sample answers:
- Society too conservative: doesn't listen to youth; cannot force adults to pay attention
- Could use more help
- Could use more respect
- Have no public outlets
- Cannot express their opinions
- Teachers can be cruel; shout; don't listen
- Adults do not want to listen
- No experience speaking out
- Have to take classes they do not think are important

6. **How can adults help?**

Sample answers:
- Good, caring teachers or other adults that will counsel and listen
- Can make some changes themselves, become better parents
- Put themselves into the present even though they have their own experiences
- Control their emotions; do not take out frustrations on their children
- Listen to the words of the students
- Respect the voice of youth
- Allow them to make decisions and make mistakes
- Be there for them
- Look at alternatives
- Give good advice, but don't control youth "like in a prison"
- Talk to youth about their problems

7. **How can youth help make contributions within their communities?**

Sample answers:
- Youth organizations
- Teach children
- TV projects; AIDS awareness
- Youth need to be involved in all levels of the community
- Dealing with change right now
- Youth must ask for help; their ideas are important
- Youth Environment Club (Environmental Awareness Week)
- Let youth do it! Sometimes adults limit youth….
- No sports centers now; no clubs now; special programs for dancing and drama, singing, etc.; can youth help?

8. **What about youth who have no wealth or are not so smart? What about opportunities for girls?**

Sample answers:
- Some youth don't care
- Some parents limit the opportunity of their children
- Some girls (depends on cultures) are expected to marry and raise families
- Many end up in the market
- Many have no jobs
- Many just sit at home
- There are few opportunities for them

9. **What are opportunities for Peace Corps project development?***

Sample answers:
- Community development activities with youth
- Leadership skills, life skills, social skills, communication skills, etc.
- Showcasing youth talents
- Clubs, organizations, sports, etc.
- Family/parent education
- Business and vocational opportunities
- Resource centers…so people can see and hear new ideas
- Young women: they have children early and cannot meet their full potential
- Volunteers could work with parent groups, especially when it comes to young women's opportunities

* Be aware of cultural implications at all levels. This is very important for the success of Peace Corps programs and Volunteers.

10. **What are youth development opportunities from youth development experience?**

Sample answers:

■ Family life: health and wellness, family life skills training, peer education training, AIDS, substance and alcohol abuse, early parenting, etc.

■ World of work: entrepreneurial skills training, employability skills training, literacy and numeracy, etc.

■ Citizenship: youth conservation corps, community service corps, community development, leadership, etc.

3 SAMPLE PACA TRAINING SESSION

This was used during the Southern Africa and Indian Ocean Peace Corps Regional Staff Development HIV/AIDS Education and CCBI Workshop, Lilongwe, Malawi.

SESSION TITLE

Introduction to PACA

OBJECTIVES

1. To define and describe PACA

2. To provide information about several different PACA techniques

3. To discuss the use of PACA with education Volunteers and its relation to CCBI

TIME

45 minutes

PROCEDURES

1. Use newsprint as outlined below to describe PACA.

Participatory Analysis for Community Action (PACA)

What? Tools to:
- Gather and communicate information
- Identify community needs
- Lay groundwork for action
- Get teachers and students into the community
- Facilitate the development of a partnership between Volunteers, students, and communities
- Ensure the inclusion, and consideration, of men and women, boys and girls

Why PACA for education Volunteers?

■ Encourage and facilitate involvement of Volunteer teachers with students, teachers, and the local community

■ Increase Volunteer understanding of community needs, desires, opportunities, and constraints

■ Increase likelihood that Volunteers will direct their energies to appropriate activities and develop relevant lessons and activities

■ Increase likelihood that activities will be sustainable because they are community-determined and developed in partnership

■ Ensure consideration of gender and inclusion of all voices (example: the youth perspective is different)

When?

■ For learning
■ For collecting information
■ For making group decisions

Who?

■ Teachers, community members, and students in partnership

How?

■ With community participation

Techniques for observing and listening

■ Interview, survey, question
■ Daily activities
■ Community mapping
■ Seasonal calendars

Techniques to discuss and decide

■ Consensus
■ Voting
■ Rank ordering
■ Pair-wise ranking

2. Discuss (and practice) several PACA techniques.

Techniques for observing and listening—daily activities (done by student panel)
This is an excellent learning tool, good for determining differences between gender constraints and opportunities. It can be very effective to invite students/community members to the workshop to participate in a panel discussion. Who has used this? How can it be used?

Technique for discussing and deciding—needs assessment, pair-wise ranking
This is an excellent tool for prioritizing, making decisions, and examining differences in gender perspectives. Who has used this? How can it be used?

3. Discuss the use of PACA techniques and CCBI.

■ What techniques are commonly used? Daily activities, seasonal calendars, community mapping, interviewing, surveying, others?

■ When are the techniques used? During PST and IST, when Volunteers are doing a needs assessments and gathering information? Also by students as part of in- or out-of-class learning experiences.

■ It is the philosophy behind the techniques that is important, not what techniques are used (i.e., work with community, pay attention to gender, include all voices).

4. Link PACA to CCBI.

4 INFORMATION COMPONENT SESSION: OVERVIEW OF COMMUNITY CONTENT-BASED INSTRUCTION

Adapted from EMA Regional Staff Development "Education for Participation" Workshop in Vilnius, Lithuania.

GOAL

Participants will understand how CCBI can be instrumental in efforts to implement education for participation.

OBJECTIVES

By the end of the session participants will

1. Describe the concept of education for participation and the role of CCBI in its implementation.

2. Identify of the purpose, scope, components, resources and potential impacts of CCBI, especially in business development content and learner-centered processes in TEFL and business education.

MATERIALS

● Blank flip chart

● CCBI materials (drawn from the *CCBI Manual* (ICE #T0112) and *Working With CCBI* (ICE No. M0074)

● Education for participation flip chart

● Problem tree flip chart

● 4MAT flip chart

● Markers

(Other materials at post could be used as illustrations of impact or ideas relevant to CCBI. For example, testimonial letters of educators or Volunteers, copy of *New Moon* magazine for girls [May/June, 1997 edition, business education], Deborah Short's environmental education lesson from *How to Integrate Language and Content Instruction* [ICE #ED196], and various books on business TEFL.)

TIME 🕐

1 hour

PROCEDURE ➡️

1. Ask group to define participation. Write the definitions on a flip chart.

2. Show flip chart of Education for Participation as an introduction to the context for CCBI:

<u>**Education for Participation**</u>

Community (women, men) content-based (SBD) instruction (TEFL)

3. Reveal flip chart showing how CCBI promotes equity in participation and fits into the 4MAT experiential learning cycle pedagogy taught to TEFL Volunteers. Give examples from TEFL with SBD:

■ using the PACA pair-wise ranking tool to determine boys' and girls' community-related school needs (motivation)

■ if the joint priority need turned out to be better business communications skills, students could be given creative, topically relevant (business) TEFL lessons on journalistic writing, advertising etc. (information)

■ students would practice journalistic/copy writing (practice)

■ students would create and sell a newsletter to other students, community members, local businesses, etc. (application/small action)

4. Explain that CCBI teaches critical thinking by using problem-posing pedagogy, which asks learners to describe a problem; analyze the causes, context, and limitations; and take small steps to solve it. Ask for a participant to demonstrate how to use a problem tree (see *Programming and Training Booklet 2*, ICE #T0114) to get to the root of a learner- or community-identified problem. Once problems have been identified and analyzed, the learners' or community's assets may be identified to determine what strengths can be built on in working toward a solution.

5. Measure the impact of CCBI using the newsletter example in step 4 above by asking the following questions: How many newsletters were sold? What roles did girls play in the production and sale of the newsletter? How many letters to the editor were received from male and female readers? How long was the newsletter able to remain financially viable? (In Vilnius, the facilitator read the Eritrea Volunteer letter here for impact.)

6. Distribute CCBI materials and other resources and briefly review them. Conclude with questions and answers.

ADAPTATIONS AND COMMENTARY

If participants have not been exposed to CCBI, make the session longer and more interactive by having small groups define and come to consensus on terms in the education for participation paradigm (participation, community, gender, etc.). If participants are not educators, concentrate more on nonformal aspects of CCBI (e.g., its use in training sessions outside of the classroom in clubs, and community activities) rather than lesson planning.

RESOURCES

People, Whole ICE Catalog materials: PACA, participatory materials, SPA, WID, business, 4MAT, etc.

5 PRACTICE COMPONENT SESSION: EFFECTIVE PARTICIPATORY TEACHING AND TRAINING USING HUMAN RESOURCES

Adapted from the EMA Regional Staff Development "Education for Participation" Workshop in Vilnius, Lithuania.

RATIONALE

Within each community there exist human resources that staff, Volunteers, and counterparts are expected to use. Although these resources may be limited, identifying and strategizing how to benefit from a community's existing resources empowers community members and reduces their dependence on outside sources.

GOAL

To promote participation in community networks and use of community resources and networks to generate additional learning possibilities among TEFL and SBD programmers across the region.

OBJECTIVE

By the end of the session, participants will identify human resources in the conference community who will be helpful when designing and presenting a community content-based session.

TIME

30 minutes

MATERIALS

Flip chart paper, markers, tape
Prepared flip chart of topics, "I can help you with …"

PROCEDURE

1. Introduction: clarify objective of session.

2. In this workshop community, there are SBD programmers and business professionals. They are our content experts and business informants. There are also TEFL programmers and teachers, and they are our teaching and processing experts. Both will be needed to complete the task for the remainder of the day: designing a CCBI session or lesson plan and presenting a CCBI session outline to your peers in small groups.

   Post flip chart with the following topics:

Multilevel Classes	Community-Based Activities
Classroom Management Techniques	Workshop/Seminar Design
Peer Coaching/Feedback	Planning and Organization
Visual Aids	Networking
Presentation Techniques	Interactive Activities
Learner Assessment	

3. Ask the group members if there are any categories they would like to add to or delete from the list. For each category, ask at least one representative from the group to provide a few examples. Write the person's name on the flip chart as the peer resource.

4. Post another flip chart labeled "I can help you with …." Ask participants to identify their area of knowledge and interest so that conference participants will know which resources to contact.

ADAPTATIONS AND COMMENTARY

This session formalizes the networking process that generally occurs informally at workshops. It allows all participants to identify their areas of strength and interest and to approach one another with questions. It may or may not be necessary. An adaptation may be to extend the time and demonstrate (rather than explain) the categories, thus providing more concrete and practical tools.

6 PRACTICE COMPONENT SESSION: DESIGNING A CCBI LESSON/SESSION

Adapted from a session from the EMA Regional Staff Development "Education for Participation" Workshop in Vilnius, Lithuania.

RATIONALE

Focusing learning and training/teaching content on community needs and concerns encourages community involvement and responsibility as well as cognitive development and knowledge acquisition. As Volunteers are actively involved in their communities and work closely with counterparts, the education for participation paradigm promotes the above focus.

OBJECTIVES

By the end of the session, the participants will

1. Create draft CCBI session outlines that address previously identified needs in SBD and TEFL;

2. Demonstrate cross-sector collaboration and resource sharing; and

3. Practice effective presentation and peer feedback skills.

TIME

3 hours 15 minutes

MATERIALS

Resource table, ICE materials, peer resources, participant materials
Prepared flip charts: Task 1, Task 2, Peer Feedback Guidelines

PROCEDURE

1. Designing a CCBI lesson/session plan (15–30 minutes)

Present the objectives as stated above on a flip chart. Explain the entire session flow. Break into groups of three to five people. Each group must have representatives from each sector, SBD and TEFL. In groups, select a topic for a CCBI session plan based on the prioritized community needs as identified and agreed on the previous day. The session plan may be for a business or TEFL class, a seminar, a PST session, a workshop, an outreach session, or an adult business course. It may be for students, business professionals, teachers, nonprofit or nongovernmental staff, entrepreneurs, or any community group. Use all available resources in the workshop community. The session outline is not a detailed session plan but rather an outline such as those in the CCBI guide.

2. Planning a 10-minute presentation of your CCBI session outline (1½ hours)

The 10-minute presentation should first summarize the entire session outline and then demonstrate, or explain in greater detail, one aspect of the outline. You may choose any method to present your plan—visual aids, lecture, or active involvement. Each group will have approximately 1 ½ hours to complete this task.

3. Presentation of CCBI lesson outlines (1 hour)

Convene the entire group and briefly present the peer coaching guidelines. Ask participants to illustrate each with an example. Ask if anyone would like to add another guideline.

Peer Feedback Guidelines

■ Make nonjudgmental statements.

■ Ask for explanations; assume the presenter knows the answer.

■ Use a supportive tone and active listening.

■ Comment on the effective techniques you noticed and then follow up with suggestions to consider. Give specific examples to illustrate your point.

■ Recognize your personal and cultural values and beliefs when offering feedback.

Groups pair up to present to each other. Refer to the feedback guidelines. The two groups then reverse roles.

Based on the feedback provided by peers, the draft CCBI lesson/session plan can be revised. Each group is responsible for producing one CCBI session outline on disk to be shared with all participants as well as a presentation of the session outline to peers. Submit all draft CCBI session outlines on disk for sharing.

CLOSURE (15 MINUTES)

The entire group reconvenes to discuss observations about the process and product. Links are made to the previous sessions.

ADAPTATION AND COMMENTARY

Prior to the presentations, participants could select criteria for effective presentations. The criteria then could be used when providing peer feedback. The size of the group will determine structure and breakout groups.

7 PRACTICE COMPONENT SESSION: DEVELOPING A CCBI LESSON

Adapted from a CCBI IST for math, science, and geography Volunteer educators and their counterparts, Peace Corps/Tanzania.

OBJECTIVES

By the end of the session participants will

● practice integrating CCBI concepts into their lessons

● work collaboratively with colleagues

● develop lessons that they can use in their classrooms

MATERIALS

Flip chart paper, tape, markers, sample lesson plan, small group instructions handout, subject area texts, copies of syllabus, materials for making visual aids

TIME

3 hours

PROCEDURE

1. Recap past sessions and state that the goal for this session is to provide an opportunity for participants to practice what they have been learning. Together, participants will be developing simple lesson plans similar to the sample lesson described in the previous session. These lesson plans can be taken back to your schools for use in classrooms. The lesson plans also will be distributed to other workshop participants and other schools.

2. Briefly highlight the process. Participants will discuss the instructions in more detail in their small groups. Ask if there are any questions.

■ List issues identified through the questionnaire.

■ Discuss the impact of these issues on girls and boys.

■ Select issues to address through lesson planning.

■ Develop a lesson plan.

3. Participants will be working in subject area groups. They may work wherever they would like. We will not rejoin in the large group today. The remainder of the afternoon is to allow sufficient time for groups to prepare their lessons and presentations. Facilitators will be available to assist as requested. There are materials available for those groups who would like to prepare visual aids for their presentations.

4. Display list of small groups and facilitators. Begin work.
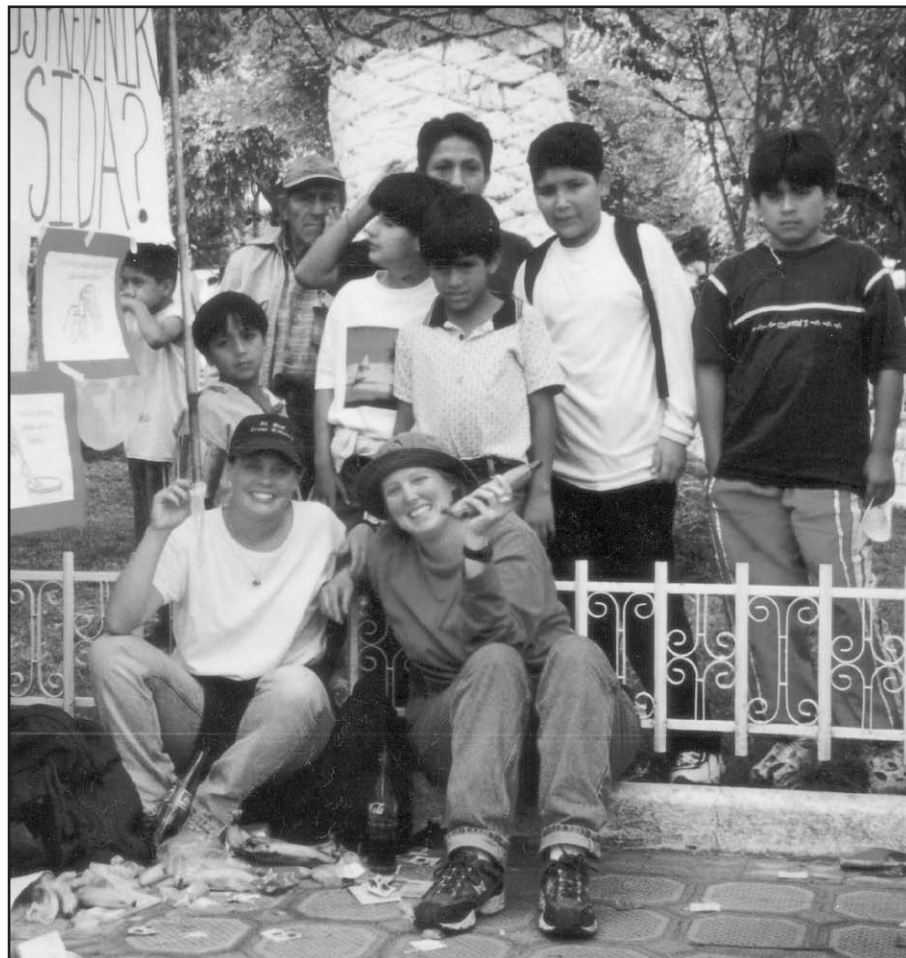
8 PRACTICE COMPONENT SESSION: INSTRUCTIONS FOR SMALL GROUP WORK DURING CCBI LESSON

1. Join your subject area group. Each group member briefly describes his or her community (urban, rural, etc.).

2. Make a list of community health, water, or sanitation issues that your group members identified on their questionnaires.

3. Do any of these issues affect girls and boys differently? Briefly describe and discuss any differences. What impact do these issues have on the education of boys and girls?

4. Vote on the four most important issues (or the four most feasible issues, or the four issues you are most willing to act on, or the four issues that will have the largest impact, etc.).

5. As a group, brainstorm curriculum topics that you could use to address these issues. What topics in your subject area have some relation to these health, water, or sanitation issues?

6. Select several curriculum topics to develop CCBI lessons. Your group will divide into pairs or threes (these groups should be mixed genders and nationalities but in the same general level—keep Volunteer/counterpart pairs together). Each smaller group will develop a lesson for one of the topics selected.

7. Develop the lesson following the sample lesson discussed in the large group. This lesson should include all of the following elements:

   ■ Title

   ■ Subject and curriculum topic

   ■ Form

   ■ Names and schools of lesson planners

   ■ Lesson objectives

   ■ Time (number of class periods)

   ■ Materials needed

Activities:

■ Activities of teachers and students

Note: When developing your lesson activities, make certain that you address the following questions.

■ What will you do to *motivate* and interest students in the topic?

■ What *information* will be learned?

■ How will students *practice* what they have learned?

■ What small action will students take to *apply* or use, in a situation outside of the class-room, what they have learned?

■ How will you evaluate their learning?

■ How will gender issues be integrated into the lesson?

■ What teaching techniques would be good to use?

Note: Your lessons will be collected, typed, and distributed to workshop participants and other teachers.

8. Tomorrow morning you will be asked to present your lesson to colleagues within your subject area. Each presentation will be 20 to 30 minutes. You will conduct only a small part of your lesson because of time constraints. The remainder of the lesson can be explained to your colleagues. There will then be time for your colleagues to provide you with input and to further exchange ideas.
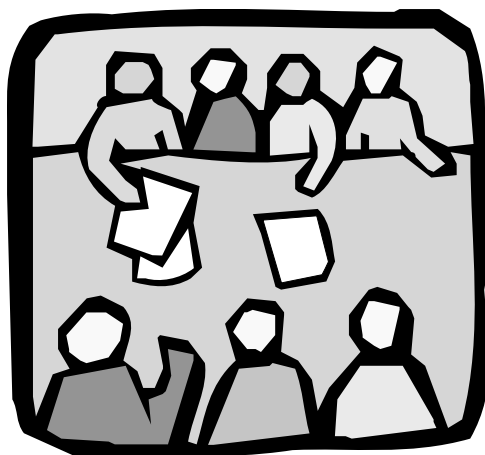
9 APPLICATION COMPONENT SESSION: "THE POWER OF CHANGE"

Adapted from a session conducted during the EMA Regional Staff Development "Education for Participation" Workshop in Vilnius, Lithuania. This session was adapted from one with the same name in Tools for Community Participation by Lyra Srinivasan, PROWWESS/UNDP, Washington, D.C., 1993 (ICE #WD084).

RATIONALE

Innovation generally is met with resistance from some stakeholders. Resistance should be aired and understood so that effective steps may be taken to eliminate it.

OBJECTIVES

By the end of the session, participants will

1. Identify where resistance to TEFL/SBD collaboration might lie and what might be done about it.

2. Begin to chart changes in participants' feelings during the workshop with regard to such collaboration and discuss the reasons for the changes.

3. Learn and practice a training technique that could be used in a variety of settings.

MATERIALS

"The Power of Change" continuum on a flip chart, several red markers for Round 1 (other colors for rounds on subsequent days)

TIME

20 minutes

Pages 90–92 adapted with permission from *Tools for Participation*, Prowwess/UNDP, Washington, DC.

PROCEDURE

1. Ask group what happens when participants try to introduce a new concept, procedure, or methodology to project stakeholders (Volunteers, counterparts, students, and community members). Responses may be noted on a flip chart.

2. Discuss reasons why people might resist change.

3. Introduce "Power of Change" continuum flip chart and reviews various stages, asking participants for examples from their own projects regarding stakeholders feelings about TEFL/SBD collaboration.

4. Elicit from group what might make people more open to change. Review the idea of finding out in whose interest the change is being proposed.

5. Elicit or make the following points:

- We begin with ourselves in the process of change.

- We are at different levels of resistance on different issues and sometimes get even more resistant the more we know about something.

- Well-founded resistance is positive; reasons for it need to be determined and addressed.

- Change is a process. It happens in small steps with small actions.

- This workshop will help us form strategies and identify resources for the small actions we can take toward overcoming the reasons for our own and others' resistance to change.

6. Point out that the continuum flip chart is near the door along with several markers. Ask that participants take a few moments before they leave to consider their own feelings about TEFL/SBD collaboration and place a check mark beside the feeling/step that best describes their own feelings on the flipchart as they go out. Mention that this chart will be posted at the end of each day of the workshop along with markers of a different color so that participants may chart any changes in their feelings. Note that marks will remain anonymous unless someone chooses to reveal his or her mark.

Note: Sticky notes may be used instead of markers so that responses can be moved as desired each day. Or, different colors of markers or slips of paper may be used to show actual or perceived perspectives of different stakeholders (students, parents, etc.) regarding such change. If anonymity is important to the group, participants may write their "step numbers" on pieces of paper to put in a box. The facilitator can place the responses on the continuum at a later time.

7. Time should be taken at the beginning of each day of the workshop to ask participants what they see on the chart and what it might mean.

Continuum (put on flip chart or handout)—TEFL/SBD Collaboration

7 I'M READY TO HELP OTHERS ADDRESS THE PROBLEM AND ADVOCATE FOR CHANGE.

6 I HAVE LEARNED SOME THINGS ABOUT THE PROBLEM, AND I'M READY TO ACT.

5 I'D LIKE TO LEARN WHAT I CAN DO ABOUT THE PROBLEM.

4 I REALIZE THERE'S A PROBLEM, BUT I'M AFRAID/RELUCTANT TO ADDRESS IT.

3 THERE MAY BE A PROBLEM, BUT I CAN'T DO ANYTHING ABOUT IT.

2 IT'S NOT MY PROBLEM.

1 THERE IS NO PROBLEM (NO REASON TO DO ANYTHING).

10 APPLICATION COMPONENT SESSION: RESISTANCE TO CCBI

RATIONALE

When Volunteers and their counterparts are implementing CCBI, their students and colleagues may express some concerns with this new approach. It is helpful to anticipate some of these concerns and brainstorm strategies for dealing with them.

OBJECTIVES

By the end of the session, participants will:

1. Brainstorm and discuss issues/concerns that may arise concerning CCBI as an approach.

2. Discuss strategies for dealing with these concerns.

3. Practice techniques for addressing these concerns through role-play.

MATERIALS

Scenarios for role-play

ACTIVITIES

1. Brainstorm issues and concerns about using CCBI. Discuss them and develop some potential strategies for dealing with them. Some examples are below.

What are possible concerns about using CCBI?

- Time-consuming
- Takes forethought to begin
- Resistance to change
- Preparation for national exams
- Whose initiative is this?
- Loss of student control and discipline
- No "space" in the syllabus

■ Discouraged, overwhelmed teachers

■ What about my reputation?

How can concerns be addressed?

■ Explain rationale before using CCBI to all involved

■ Take small steps, act slowly

■ Identify people with positive attitude: find allies

■ Invite people to observe classes and attend trainings

■ Do CCBI as an extracurricular activity

■ Stress the idea that school is community

■ Start simple

2. Divide participants into four groups, giving each a scenario. As a group, participants are to discuss their respective scenario and prepare a short role play for the rest of the participants. After the role play, someone from the group will facilitate a discussion.

CCBI Resistance and Concern Scenarios

Scenario 1: A teacher and his or her students
A teacher is conducting a lesson using community content-based instruction. Some students seem to be resistant to this type of teaching. Prepare a short play demonstrating students' resistance/concerns and the teacher's response.

Scenario 2: A teacher and his or her colleagues
Teachers at a secondary school are discussing lesson planning in the staff room. One of them explains that more community content should be included in lessons, but other teachers do not agree. Prepare a short play demonstrating the teachers' different opinions and thoughts about this way of teaching and the first teacher's response.

Scenario 3: Teacher and an administrator (either the head of school, deputy head, or academic head)

A teacher at a secondary school has been using community content-based activities in her class regularly over the past few months. Someone in the school administration questions her about these techniques. Prepare a short play demonstrating the concerns of the school administration about this kind of teaching and the teacher's response.

Scenario 4: A staff person or ministry official and a Peace Corps or host country teacher

After this CCBI/SBD workshop, you return to your post/organization excited about the possibilities for using CCBI in education. You conduct a CCBI training for teachers, but many of them don't appear to share your enthusiasm. Prepare a short play illustrating the teachers' lack of positive response about CCBI and the staff person's/officials' reaction.

11 APPLICATION COMPONENT SESSION: NEXT STEPS ACTION PLANNING

Adapted from the EMA Regional Staff Development "Education for Participation" Workshop in Vilnius, Lithuania.

RATIONALE

Action planning maximizes workshop learning and provides a mechanism for measuring the impact of workshop learnings.

GOAL

To support intraregional and cross-sectoral collaboration among SBD and TEFL staff, Volunteers, and counterparts through staff training in, and sharing of, effective educational practices that promote women's and men's participation in development related to these areas.

OBJECTIVES

By the end of the session, participants will

1. Draft an action plan for continued collaboration;

2. Share, discuss, and provide feedback on peers' action planning; and

3. Assess progress toward meeting the conference objectives.

TIME

2 hours 30 minutes

MATERIALS

Prepared flip chart with sample action plan, action plan handout

PROCEDURE

1. Lead facilitator opens the session by asking a representative from TEFL and SBD to summarize the learnings from the earlier sessions.

2. Next Steps Action Planning: Facilitator explains that to maximize use of learnings gained during the workshop, participants will design simple and practical next steps they will take when returning to posts. They are free to work in whatever configuration desired.

   Distribute the Next Steps Action Planning worksheet explaining the goal (workshop purpose statement). Keeping the goal in mind, participants identify objective(s), assets (strengths and opportunities), and constraints toward meeting the objectives. For each objective, participants describe what and why, who and where, how and when, desired outcomes, and impact indicators. Reveal a flip chart of the Next Steps Action Plan and go through the exercise.

3. Participants illustrate their action plan and post it on the wall.

(BREAK: 20 minutes)

4. After the break, a marketplace of all draft action plans is established providing an opportunity for peer feedback. At least one member stays by the flip chart to serve as the explainer while other members circulate to review other action plans. Peer feedback can be recorded on the flip chart. Approximately 30 to 45 minutes will be devoted to reviewing and commenting on the action plans.

5. In plenary, discuss the action plans.

Next Steps Action Planning Worksheet

Objective: Identify or design PST sessions that can integrate business education and TEFL objectives.

Strengths and opportunities:

Possible constraints:

What? Identify and design PST sessions that integrate business education and TEFL objectives.

Why? Trainees have similar technical needs.

Who/Where? Program staff meet to compare PST competencies and technical training design prior to TOT. At TOT, they meet with training staff to coordinate integrated technical objectives.

How/When? Programmers continue to meet regularly during PST to continue coordination with technical trainers. Technical trainers revise or create integrated session plans based on competencies.

Next Steps Action Planning Worksheet (continued)

Desired outcomes: Integrated session designs for TEFL and business education.

How will you know when you're effective?

Volunteer satisfaction; SBD and TEFL Volunteers working together at site; more girls and women actively participating by the end of the session(s) than at the beginning.

- For men?
- For women?
- For girls?
- For boys?

Follow-up support?

Questions and comments from peer reviewers:

SECTION V: COMMUNITY CONTENT-BASED INSTRUCTION MODEL LESSONS

Peace Corps Volunteers, counterparts, or staff in the field prepared the model lessons in this section. All lessons integrate 4MAT components and combine at least two sectors. The model lessons are followed by a model unit plan in which a CCBI topic has been developed into a series of lessons.

Most of the lessons suggest content and sequencing information, but not necessarily information about timing, or how long each lesson, step, or activity should take. The specifics of timing, content, and sequencing are to be determined by educators based on the particular group of students involved and the particular site or teaching situation.

As noted earlier, it is recommended that the 4MAT and experiential learning cycle approach to lesson organization be expanded over more than one class period. Exactly how many class periods used is up to individual educators. These lesson plans demonstrate the application of CCBI and 4MAT to lesson or unit planning. The lessons can be revised to fit a specific teaching situation or can be used to inspire new lessons or extended unit plans.

Each lesson also includes a community issue or topic. Volunteers need to be sensitive to community issues and creative about how to get to the essence of community issues. Remember the importance of gleaning community issues from the entire community through a participatory approach. Depending on the Volunteer's situation at site, some lessons may not be appropriate for use immediately upon arrival at site. Volunteers are encouraged to take their time and use lessons that incorporate community issues only when they feel those issues have been identified and discussed through interactions with all stakeholders in the community. All voices need to be heard.

Model Lesson Topics

Lesson Title	Community Topic	Academic Subject (with other sector or cultural issues)
1. Deforestation What happens to animals and food in the forest?	Environmental resources—deforestation and loss of habitat	TEFL (with environment)
2. The cost of AIDS	Health and HIV	Mathematics and/or business (with health)
3. Gender differences in daily life	Girls' education	Math (with social/cultural community issues)
4. Fuels in the community	Use of environmental resources	Chemistry (with cultural community issues)
5. Effective résumé writing	(Un)Employment	Business or English (with social/cultural community issues)
6. Rivers, lakes, and clear water	Use of environmental resources and water supply	Geography (with environment)
7. Preventive health	Health and hygiene	English or biology (with health)
8. Hand-washing hygiene	Water/sanitation and hygiene	English (with health)
9. Taking chances with HIV	Health and HIV	Mathematics (and health issues)
10. Myths about thunder and lightning	Mythology regarding weather	TEFL (with science)

1 MODEL LESSON 1: TEACHING ENGLISH AS A FOREIGN LANGUAGE—DEFORESTATION

ACADEMIC SUBJECT

English as a Foreign Language

COMMUNITY TOPIC

Environmental resources—Deforestation (cutting down forests) and loss of habitat (no place for animals to live or plants to grow)

LEVEL/FORM:

Middle-school students, first-year secondary students, advanced-beginner or low-intermediate English ability

LANGUAGE OBJECTIVES

1. To use known vocabulary in a new context

2. To identify vocabulary while reading and listening to a text

3. To introduce if-when clauses

4. To speak about deforestation using both vocabulary and if-when clauses

COMMUNITY CONTENT (DEFORESTATION) OBJECTIVES

1. To identify the importance of trees and forests as homes to animals, sources of food, and fuel for humans

2. To raise awareness about the consequences of deforestation

3. To list possible solutions to deforestation and promote community action

ACTIVITIES

Motivation

1. Teacher tells students that they are going to talk about forests. Teacher asks students who in their family collects firewood. How far does that person have to walk to get the wood? How much time does it take? This is done as a general question-and-answer format session.

- Teacher reminds students that forests are essential to plant, animal, and human life. To understand this importance, students need to see how the forests have changed over many years. To do this, students interview their families and local community members to understand how the forest was used in the past.

2. Students are divided into small groups and given tasks in the community:

- **Group 1:** Students interview their mothers and grandmothers to find out how far they had to walk in the past to get firewood and how long it took. How far do they walk today to get firewood and how long does it take? Why do they believe this change has taken place?

- **Group 2:** Students interview their fathers and grandfathers to find out how far they had to walk in the past to get firewood and how long it took. How far do they walk today and how long does it take. Why do they believe this change has taken place?

- **Group 3:** Students interview oldest community members to find out: what kinds of food used to be available that are not now available? What forest products used to be available but are not now? What animals used to live in the forest who don't now? What crops cannot be grown now? What do they think are the reasons for these changes?

- Groups report their findings to the class.

3. Teacher writes the word "tree" on the blackboard and asks for a volunteer from the class to come to the blackboard and draw a picture of a tree. Ask that the drawing include branches, leaves, and a root system.

4. Teacher asks students if there are any special times of the year, or traditional times, when trees are planted in their community or by their families. Ask students to explain why the trees are planted and why the time of year is important. Ask the students how trees help their communities or families.

- Ask for three student volunteers to write answers in each of three columns titled: Why Plant Trees? What Time of Year? How Do Trees Help Community/Family? These columns can be on the blackboard or flip chart.

- Each student recorder then leads a short class discussion based on the answers in his or her column; traditional tree-planting ceremonies or other reasons for planting trees, importance of the time of year, and how trees help their community or family. To facilitate the discussion, ask student recorders to use reporter questions, such as *who, why, what, where, when,* and *how*.

5. Teacher writes the word "forest" on the blackboard. Depending on the size of the class, have students come up to the blackboard at the same time and write a word somewhere on the blackboard that describes a forest or something in the forest. If the class is too large, have students verbally brainstorm words. As the words are called out, write them on the blackboard as quickly as possible. This is to help present an image of a forest as a big, complex entity with many different kinds of things living in many different places in the forest.

6. Create a vocabulary list of animals and food that live and grow in the forest by asking:

- Who lives in the forest?

- What grows in the forest?

As students answer these questions, circle or underline the students' words that are on the blackboard. If colored chalk is available, use one color for answers to "Who lives in the forest?" and one color for answers to "What grows in the forest?" If colored chalk is not available, circle who lives in the forest and underline what grows in the forest. If students give new answers to the questions, write those on the blackboard in appropriately colored chalk, circled, or underlined.

Information

From the students' list of what a forest is and what lives in it, choose four animals and four kinds of food and add them to the blanks in the text below. Possible answers include squirrels, deer, bears, birds, nuts, mushrooms, raspberries, and blueberries.

1. Introduce the concept of deforestation by reading and having students listen to a short text:

Cutting Down Trees in Kyrgyzstan

Many trees grow in the forest. _____, _____, _____, and _____ (fill in animals) live in the forest. _____, _____, _____, and _____ (fill in foods) grow there. People often cut down trees to build houses, to keep their houses warm, to bake bread, and to make paper and other things.

Cutting down trees and leaving the forest empty is called *deforestation*. Food cannot grow there, and the animals will have no homes. Trees also provide shelter for many useful plants.

Read the text again and ask the students to write down the new vocabulary when they hear it. Ask a few students to repeat one or two of the vocabulary words they heard.

2. Introduce and practice the grammar rule of if-when clauses.

> *Key words:* If, when, after, before

> *Rule:* Key word + present indefinite tense + future indefinite tense

Check to make sure students understand:

■ The first half of the sentence: action is in present indefinite tense

■ Second half of the sentence: consequence is in future indefinite tense

Examples:

■ If birds <u>live</u> in the forest, they <u>will build</u> nests in trees.

■ When Gulnara <u>meets</u> us, we <u>will walk</u> in the forest.

Note: When using these types of examples in your own teaching, it's important to include words, phrases, and sentences that are based on the content objectives of the lesson. For this example, words from the deforestation activities are used.

Practice:

Have students fill in the blanks by writing at their desks or writing on the blackboard.

> If Misha (chop down) _____ trees, he (have) _____ firewood.
> When she (hike) _____ in the forest, she always (see) _____ deer.
> If we cut down all the trees, _____. (Finish the sentence.)

With the last practice sentence, make two lists: a list of good reasons to cut down trees (i.e., "When we cut down trees, our houses will be warm") and a list of the negative consequences of cutting down trees (i.e., "When we cut down trees, deer will have no home").

3. Arrange for the class to take a field trip to a farm or an area where deforestation has occurred. Ask the students to make notes of what they see that may harm plants, animals, and humans in the future. Ask students what they studied in class that can be applied to this situation. They should be able to respond with the vocabulary words studied, use the grammar studied, give a definition of deforestation and its effects, and refer to information they learned when interviewing their families and community members.

Practice

1. Tell the students they are going to play a game. They are going to make a forest and see what happens when it is cut down. Pass out small pieces of blank paper and markers (or ask students to bring in something to draw with). Ask students:

   ■ Who cuts down trees?

   ■ What does this person use to cut down trees?
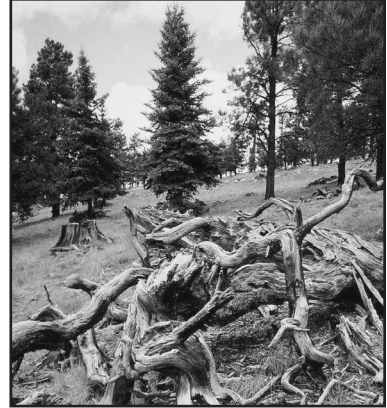
   Instruct half of the class to draw trees and the other half of the class to draw the animals and food from the text. Assign the role of woodcutter to one student who will draw an ax.

   While the students are drawing their trees, animals, and food, the teacher writes on the blackboard sample if-when clauses about the consequences of cutting down trees:

Tree 1:	If the woodcutter cuts me down, mushrooms will not grow.
Mushroom:	If the woodcutter cuts the tree down, I will not grow.
Tree 2:	If the woodcutter cuts me down, the bear will have no food to eat.
Bear:	If I have no food to eat, I will die.

2. Have all the students stand up. The students with the pictures of trees are to choose a student with a picture of an animal or food (this should not take more than two or three minutes). Each set of students sits down together.

3. Ask all students to stand up and make a forest by holding up their pictures. Review vocabulary by asking: Who lives in the forest? What grows in the forest?

   To be sure students understand, ask one or two students: What are you? Where do you live? If the woodcutter cuts down a tree, what will happen? Students are to respond using if-when clauses.

4. Begin the game. Have each set of students say what they are and, using the sentence guides on the blackboard, say what will happen if a tree is cut down. Then have the woodcutter cut down each tree. As trees are cut down, and after students respond to the questions, have each set go back to their desks. Cut down all the trees until the woodcutter is the only person in the front of the classroom.

Application

1. Lead a class discussion using the following questions:

■ What happened to the forest?

■ What happened to the animals?

■ What happened to the food?

■ When people cut down trees in the forest, will it be a problem?

■ Why?

■ Who is it a problem for?

■ What can we do?

2. Have the students create before- and after-pictures of deforestation. These can be drawings, pictures from magazines cut out and pasted on flip chart paper, or whatever else the students might come up with. The before-picture should include animals and food from the vocabulary list, but it is not limited to these words. It also may include animals and food from the interviews with families and community members. For students who do not like to draw, have them write five sentences using if-when clauses describing negative consequences of cutting down forests. Hang the pictures and sentences in the school corridor to share what was learned with other students and teachers.

COMMUNITY ACTION

Possible activities:

● Set up a tree-planting day in a park in your community. Encourage students to invite friends and relatives. Invite other teachers in your school, families, and community members.

● Present a demonstration for the community on alternative types of fuel or more efficient ways to burn (less) wood.

● Create posters (with or without words) that demonstrate the effects of deforestation and ways to prevent deforestation and put them up in local stores or meeting places.

● Help establish a community-wide committee to research local deforestation and what preventive measures can be taken.

2 MODEL LESSON 2: MATHEMATICS OR BUSINESS— THE COST OF AIDS

ACADEMIC SUBJECT

Mathematics or business: Depending on subject area, teachers may want to alter the focus of different sections of the lesson

COMMUNITY TOPIC

Health and HIV

MATHEMATICS OBJECTIVES

1. To understand percentages

2. To learn how to draw pie charts

3. To analyze data

COMMUNITY CONTENT (THE COST OF AIDS) OBJECTIVES

1. To discuss possible sources of HIV information

2. To analyze the financial cost of becoming infected with AIDS

3. To analyze how the cost of AIDS impacts the family budget and family life

MATERIALS

None

TIME

Several class periods

ACTIVITIES

Motivation

1. Begin the class by explaining to the students that you are going to conduct a small survey. You will ask them a question and you want them to think carefully about the choices and write down their answer. You will collect their answers, without their names, and tally the results.

Question: Where would you go to receive information on health issues, in particular sexual health and HIV?

a. Parents and relatives

b. Teachers

c. Friends

d. Health professionals

e. Media sources (newspapers, radio, books)

2. Collect the responses and have a student help to tally the results in a chart like the following:

Response	Tally	Frequency
a. Parents and relatives	|||||	5
b. Teachers	||||| ||	7
c. Friends	||||| |||||	10
d. Health professionals	||||| |||||	10
e. Media	||||| |||	8
Total		**40**

3. After the students understand how to tally the results in a chart, instruct them to do the same survey with members of the community, their families, or school staff.

4. Back in the classroom, have a student volunteer draw a survey tally chart on flip chart paper. Ask each student to mark the results of their survey in the appropriate place on the chart. Have the whole class participate in tallying the results.

5. Lead a discussion on the results of the student responses and the community responses. Consider:

■ What are some of the pros and cons of going to these different sources for information?

■ What are some of the most common questions that people have about HIV?

■ What can you do as an individual to be a good source of information?

6. Tell the students that they are now going to learn how to represent this information on a pie chart. A pie chart is an effective visual for representing data. This particular pie chart may provide some valuable information as to which community members and groups are valuable resources and which should have additional information/training on HIV.

Information

To construct a pie chart, students must understand percentages and be able to manipulate them. Provide enough drill and practice exercises in the following areas before constructing the pie chart.

1. What is a percentage?

Introduce percentages (out of 100) and explain the relationship between a percent, a fraction, and a decimal. Have students complete the following table:

Percentage	Fraction	Decimal
25%		
75%		
12.5%		
150%		

■ Finding a percent:

To convert a percent into a fraction, students must divide the percent value by 100.

Example: 25% = 25/100 = 1/4

To convert a fraction into a percent, students must multiply the fraction by 100.

Example: 3/4 x 100 = 75%

Have students practice by converting the following fractions into percents:

1/2 _____

3/8 _____

2/3 _____

6/20 _____

4/10 _____

12/50 _____

8/40 _____

Lead students through the procedure of finding the percent of a number by answering the following questions:

– If 40% of the 320 students at school ride bicycles. How many students ride bicycles?

> **Example:** 40% of 320 = 40/100 x 320 or .4 x 320 = 128

– The girls netball team won 60% of its games. If the girls played 20 games, how many did they win?

– John answered 70% of the questions correctly on a test. If there were 200 questions, how many did he answer correctly?

Evaluate whether the students need more practice manipulating percents before moving on to constructing the pie chart.

■ Constructing a pie chart: Work with students to complete the following chart.

Sources of Health Information				
Choice	**Number of responses**	**Fraction**	**Percent**	**Degrees**
a.	5	5/40	5/40 x100=12.5%	12.5% x 360= 45
b.	7			
c.	10			
d.	10			
e.	8			
Total	40	40/40=1	100%	360

Construct a pie chart with this data. If possible, use colored pencils. Display pie chart(s) around the room where all students can see them clearly.

Practice

The following example will enable students to use their knowledge of percents and construct a pie chart. Consider having your students work through this example in groups, as some of the questions are open-ended and will lead to interesting discussions.

1. Mrs. Phiri is a computer saleswoman who earns an average 75 kwacha (adapt to local currency) per day. Mrs. Phiri was diagnosed with HIV six years ago, and during this last year she has developed AIDS. She is the primary income earner in the family since Mr. Phiri died of AIDS three years ago. The following chart shows how many days of work she missed in the last year.

Month	Days of Work Missed
January	3
February	5
March	5
April	7
May	7
June	5
July	5
August	10
September	10
October	10
November	15
December	20

- Prior to developing AIDS, Mrs. Phiri was able to work an average of 20 days every month:

    - What would her income for the past year have been if she had been able to work 20 days per month?

    - What was her actual income last year? How much did she lose?

    - What percent of her previous income was lost last year?
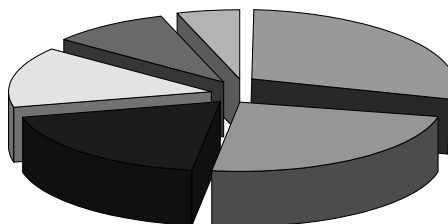
The following table shows each item in Mrs. Phiri's family budget as a percentage of her total income:

Category	Percentage
Food	20
Rent/utilities	30
School fees	15
Health	10
Misc.	15
Savings	10

3. Display the family budget in a pie chart.

4. Calculate the amount of money that the family was able to spend in each category in a normal year.

5. Calculate the amount of money that the family was able to spend in each category last year.

6. Using Mrs. Phiri's income this year, reallocate the percentage of income that should be spent on each of the budget items.

Category	Percentage
Food	
Rent/utilities	
School fees	
Health	
Misc.	
Savings	

Write a paragraph explaining how you determined the new allocations. Which categories changed the most? Why?

APPLICATION

Ask some of the groups to share with the class how they arrived at the new percentages. Ask them to include the following points:

● How are fixed expenses like rent and school fees affected?

● What happened to the family's ability to pay the rent? What does this mean to the family members?

● Can all of the children still go to school? How do you determine which children will be able to stay in school?

● Have the health costs risen? Why? What is the money being spent on?

● What will happen to the family's savings?

COMMUNITY ACTION

Possible activities:

● Students make posters (with few or no words) showing the consequences of HIV/AIDS and ways to prevent transmission of HIV/AIDS. Posters are placed in the school, local health clinic, and other public places.

● Students try to gather statistics about the projected economic costs of HIV for their country and local community. They can use these statistics to construct graphs and charts.

● Students try to gather information and/or statistics about behavioral changes in their community since the beginning of AIDS awareness campaigns.

● Students can investigate sources of HIV information, support, etc., in the community and share this information at school.

● Students can explore ways that they can be resources for their peers and communities.

● Interested students can organize a Healthy Living Club and ask other students, school staff, and community members to join. They might plan a public community meeting to determine strategies, behavioral changes, and education needed for preventing the transmission of HIV/AIDS.
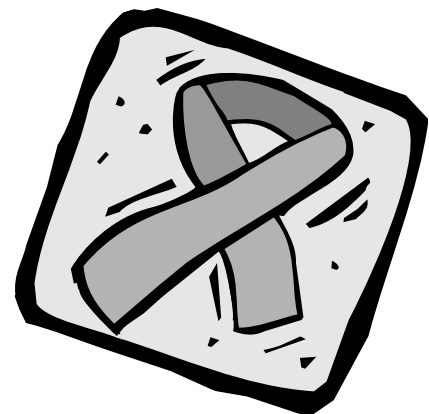
3 MODEL LESSON 3: MATH—GENDER DIFFERENCES IN DAILY LIFE

ACADEMIC SUBJECT

Math

COMMUNITY TOPIC

Girls' education

LEVEL

Depending on the math level of the students, this can be adapted to secondary students also.

MATH OBJECTIVES

1. To compile and analyze simple statistics

2. To solve basic statistics-related problems

3. To represent statistical information graphically

COMMUNITY CONTENT (GENDER DIFFERENCES) OBJECTIVES

1. Identify the different daily activities of men and women.

2. Discuss impact of gender differences on the community.

MATERIALS

Chalk, blackboard, flip chart paper, colored markers, tape. Individual flip charts with each of the following drawn on them: histogram, pie chart, bar graph, mean, mode, and median

TIME 🕐

Three or four double periods

ACTIVITIES ✛

Motivation

1. As a homework assignment, ask the students to define the word *gender*. They should not look it up in the dictionary; they should talk to friends, family, and other community members. Following this assignment, in class, the teacher writes the word gender on the blackboard. Students then discuss the meaning of the word based on their research. The goal is to have students arrive at a definition of gender based on their thoughts, ideas, and perceptions. The teacher should provide minimum guidance.

2. Students are divided into small groups and instructed to go into the community to ask gender-based questions.

- Students will prepare questions before going out into the community.

- Each group will interview people in the community about what they expect the students' daily schedules to be like.

    Example: How many hours each day does a student (male, female) cook? Study? Relax? etc.

- The last question of each interview will be: Do you think the roles of boy and girls need to be changed? If so, how would you change them?

Note: Either one of the activities below can be used as part of the motivational step, as both flow nicely into the information segment of this lesson. Teachers also may create another activity that combines elements from each of the activities presented here.

Activity 1:

1. The teacher asks students to name a few roles in the family or community and to write them on the blackboard as column headings (such as washing dishes, feeding livestock, harvesting fields, disciplining children). Students are asked who in the family or community assumes each role. The words *boy, girl, man, woman, mother,* and *father* are written under each heading as students respond to who does what .

2. The teacher explains that these are gender roles: roles that are attributed to females or males.

3. Students are divided into groups (one group for each heading).

Each group is given one column to work with and asked to total the number of people named in that column. Next, the group divides the total number of people in the column into the number of males and females in the column. They are asked to determine the percentage of males and females under each role.

Finally, the groups are given about five minutes to write a definition for gender. Each group then reads aloud its definition of gender. As each definition is read, the teacher writes the key words from the definition on the blackboard. Using all the key words, the class collectively arrives at a definition of gender, which should be something like: The roles, rights, responsibilities, and priorities that a society/culture assigns to people based on whether they are male or female.
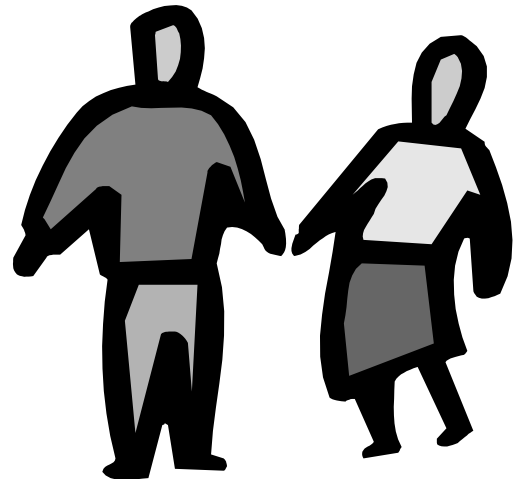
That definition is written on a flip chart and put where all students can see it.

4. Students are asked if there is a word equivalent to gender in their language. How is that word used in sentences? Is it a positive word in their language?

Gender

Activity 2:

1. Divide the class into two groups: one group of women and one group of men. Each group is to generate a typical daily schedule, identifying all of their various tasks in time blocks beginning with the time they get out of bed in the morning and ending with the time they go to bed in the evening. The schedules are written on flip chart paper or other large pieces of paper. If the group chooses, it may do a separate schedule for unique labor periods, such as harvesting, or school versus vacation periods.

2. Each group also is instructed to generate a daily schedule for the other group. That is, female students will create a daily schedule of male students, and visa versa.
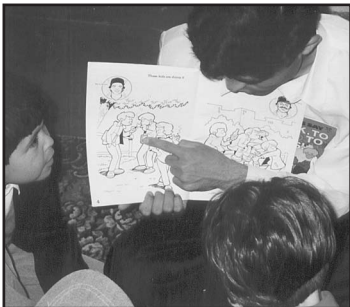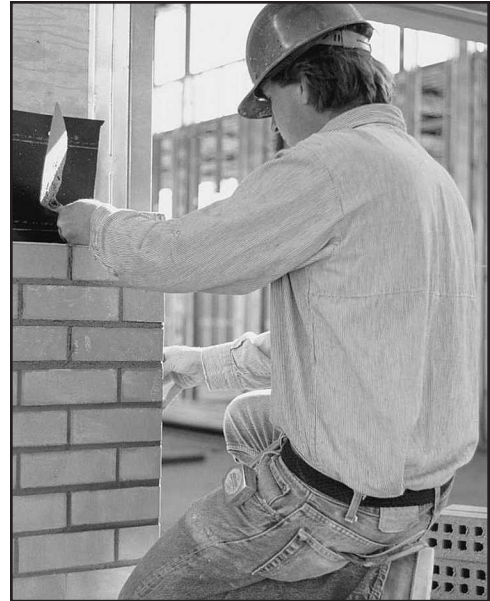
3. The two groups then present their work to each other. The teacher encourages the students to interpret the differences in labor demand (using percentages) and in perceptions of workloads. Have students save this work so that they can focus on constraints and opportunities for community projects at the end of this lesson. Tape charts somewhere in the room so that all students can see them easily.

Information

1. Using prepared flip charts, the teacher presents statistical concepts to students (a histogram, a pie chart, a bar graph, mean, mode, and median).

After each concept is explained, students are given an opportunity to ask questions and get clarification about the concepts. Tape the charts somewhere around the room so that all students are able to see them easily.

2. Using information from the daily activities exercise or from the community interviews, the teacher introduces students to the methodologies used in each of the statistical processes presented.

■ Using the daily activity charts, compile information.

> **Example:** What is everyone doing from 3:00 to 3:30 p.m.? This might be presented in a pie chart or a histogram.

■ Using the daily activity charts, show students how to create frequency charts or bar graphs (by sex) for various activities. Examples: time spent relaxing/recreation, time spent studying, time spent doing chores
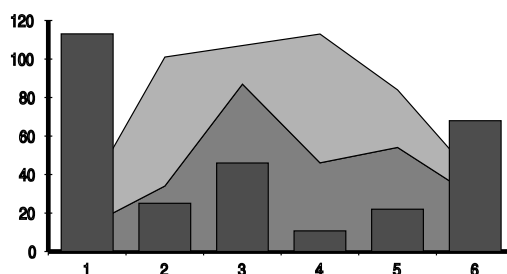
OR

■ Using the gender roles and community interviews, have students find means and modes of gender differences in each of the charts (number of hours spent on specific tasks).

3. Discuss the meaning of the statistical information.

■ Using the statistics presented, engage the students by asking them to interpret the local social meanings of the gender differences they have found.

■ Ask students why the gender differences may exist. Identify the problems that arise as a result of these differences, and what (if anything) they can/should/want to do about them.

Practice

1. Divide students into small groups. Each of the groups can use the information in the activities to compute statistics and draw graphs. They must use percentage, mean, mode, median, and represent at least one graph. Each group puts its information on a flip chart or the blackboard and presents its findings to the class.

2. Review answers and ask students what kind of picture is being painted of their community or family.

Application

1. Evaluation: Students are instructed to use two of the statistical tools studied during the lesson to compile and evaluate the information gathered from the interviews or daily activity schedule.

Sample Student's Daily Schedule

Separate schedules are needed for boys and for girls.

AM	5:00–5:30	Wake up/cook
	5:30–6:00	Cook
	6:00–6:30	Eat
	6:30–7:00	Clean dishes
	7:00–7:30	Go to school
	7:30–8:00	School
	8:00–8:30	School
	8:30–9:00	School
	9:00–9:30	School
	9:30–10:00	School
	10:00–10:30	School
	10:30–11:00	School
	11:00–11:30	School
PM	11:30–12:00	School
	12:00–12:30	School
	12:30–1:00	School
	1:00–1:30	Go home
	1:30–2:00	Relax
	2:00–2:30	Eat
	2:30–3:00	Study
	3:00–5:00	Tutoring
	5:00–5:30	Sweep
	5:30–6:00	Shop
	6:00–6:30	Relax
	6:30–7:00	Eat
	7:00–7:30	Clean dishes
	7:30–8:00	Study
	8:00–8:30	Study
	8:30–9:00	Study
	9:00–9:30	Bathe
	9:30 p.m.	Bed/sleep

■ During a class discussion, students use their statistical analysis to discuss how gender constraints might be challenged and how new concepts might be introduced into the community at large.

COMMUNITY ACTION

1. Students present the statistical analysis of their interviews or daily activity schedules to community members during a town meeting or to their families as homework.

2. Using interviews with community members or families, or their own ideas based on class discussion, students present the new concepts as ways to overcome gender constraints. People at the town meeting or family members are encouraged to discuss how the new concepts might be introduced.

4 MODEL LESSON 4: CHEMISTRY—FUELS IN THE COMMUNITY

ACADEMIC SUBJECT

Chemistry

COMMUNITY TOPIC

Environmental resources

CHEMISTRY OBJECTIVES

1. To describe varieties of solid, liquid, and gaseous fuels and their origins

2. To explain uses of solid, liquid, or gaseous fuels and their impact on the environment

COMMUNITY CONTENT (FUELS IN THE COMMUNITY) OBJECTIVES

1. To gain an awareness of alternative sources of fuel for the school (other than firewood)

2. To develop strategies to incorporate environmentally friendly fuels into the school's fuel system

LEVEL/FORM

Middle school. This also can be adapted to the secondary school level.

MATERIALS

Visual aids (pictures or drawings) of coal, kerosene, firewood, natural gas, and other local fuels; Bunsen burner; matches; kerosene stove; spirit lamp; flip chart paper; colored markers; chalk; blackboard

TIME 🕐

Two class periods

ACTIVITIES ✛

Motivation

Note: The following interviews should be assigned to the students a week before the class.

1. Divide students into small groups. The groups are to conduct interviews with their families, school staff, or community members. The following information is to be collected:

   ■ What types of fuel do you use?

   ■ How do you acquire this fuel? How much time does it take to get the fuel?

   ■ Who acquires the fuel?

   ■ What does it cost?

   ■ What impact does the fuel have on the air? On the water? On the land?

   ■ What do you like about using this fuel? What do you dislike?

   ■ What other types of fuel are available for you to use?

   ■ If you could use any type of fuel, which would you prefer? Why?
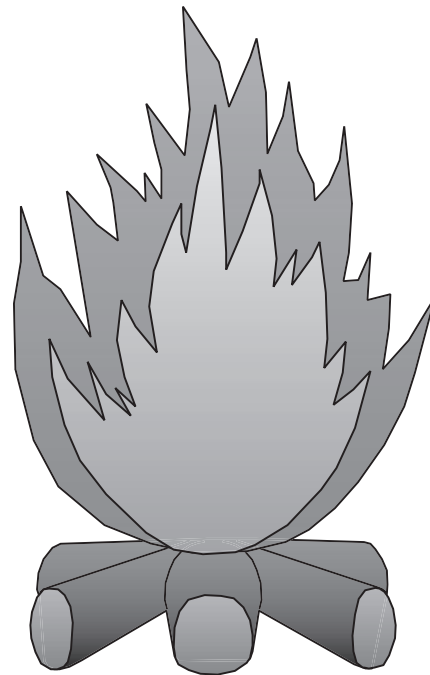
2. Following the interviews, each group of students presents their findings to the class and leads a short class discussion on fuel and the school, using the following questions:

   ■ Who collects firewood in the school community (boys or girls)?

   ■ What are the advantages and disadvantages of using this type of fuel?

   ■ What are advantages of finding alternative forms of fuel?

Information

Introduce the topic of fuels by asking students to explain what a fuel does. Write their ideas on the blackboard.

1. Ask the students to name different types of fuels found in their community. Write their responses on the blackboard.

■ Divide students into groups of four and have them write definitions of the word fuel. This should take about five minutes. Have a representative from each group write its definition on the blackboard.

■ Using the students' answers, have the whole class agree on a definition of fuel. Write the class definition on the board, which should be something like: a material consumed to create energy or a material burned to produce heat.

2. Introduce the topic of solid fuels:

■ Use firewood as an example of a fuel used in the school and/or community (show firewood as a visual aid).

■ Ask students to name some properties of a solid fuel. Write their responses on the blackboard under the heading Solid Fuels.

■ Ask students to name some solid fuels found in their community. Write their responses under the heading.

■ Ask students if any of their families have used fuels other than wood as heating or energy sources.

3. Introduce the topic of liquid fuels:

■ Use kerosene as a possible example (show visual aid).

■ Ask students to name some properties of liquid fuels. Write their responses on the blackboard under the heading Liquid Fuels.

■ Ask students to name some liquid fuels found in their community. Write their responses under the heading.

■ Ask students if their families have used any liquid fuels as sources of heat or energy.

■ Ask those students who have used liquid fuels as a heat or energy source to explain how they might be used as an alternative form of fuel in the school or community.

4. Introduce the topic of gaseous fuels:

■ Use natural gas as an example (if a Bunsen burner is available, use this as a possible visual aid and ignite it).

■ Ask students to name some properties of gaseous fuels. Write their responses on the blackboard under the heading Gaseous Fuel.

■ Ask students to name some gaseous fuels found in their community. Write their responses under the heading.

■ Ask students if their families have used any gaseous fuels as sources of heat or energy.

■ Ask those students who have used gaseous fuels as heat or energy sources to explain how they might be used as alternative forms of fuel in the school or community.

5. If possible, demonstrate how the above-mentioned fuels give off energy in the form of heat by burning a small amount of each during class. Write the chemical symbol and/or formula for burning each type of fuel.

Practice

1. Divide students into small groups. Have them prepare a presentation that answers the following questions:

- What do you think should be used as a fuel at school? Why?

- What environmental impact would that fuel have on the air, water, and land?

- What would be the most cost effective fuel to use at school? Take into consideration the responses of those people interviewed. Consider the distance one has to walk to get the fuel or the cost of transporting the fuel, how much time is spent getting the fuel, and any costs involved in storing the fuel.

- What are some possible fuel-conserving techniques that could be implemented at school? At home?

- If a new form of fuel is used at school, who will be affected more by the change, boys or girls? Why?

2. Each group is to prepare flip charts that include:

- The fuel(s) they have chosen and reasons for their choice

- Environmental impacts and why the fuel is cost-effective

- Some techniques that can be used at school and home for implementing fuel conservation

- Who is affected most by changing the fuel

3. Encourage the groups to be creative, to draw pictures or cartoons on their flip charts, etc. They should refer to the flip charts during their presentation.

4. Tape the flip charts somewhere in the room where everyone can see them.

Application/Evaluation

Following the group presentations, have the students prepare for and engage in debate about which type of fuel should be used at school and why. Invite the head of the school, other school officials, families, and community leaders and members.

COMMUNITY ACTION

Possible activities:

1. Students, school staff, and community members work together to organize small workshops in the community to demonstrate and teach about alternative fuels.

2. Students, school staff, and community members learn about alternative stoves and how to use them. For example, Volunteers in Zambia are currently teaching students how to use an improved cooking stove that is more cost efficient and more environmentally sound.

3. Students produce posters comparing advantages of traditional stoves or fuel sources and their alternatives. Posters can be put up at school, the market, local stores, and other public areas.

4. A community meeting could be held to discuss the fuel situation. Environmental, economic, social, and cultural implications are discussed as well as strategies for addressing community concerns. Invite the mayor or local chief, as well as health care workers and others who may be able to provide important information or wield influence over the "powers that be."

5. A nice project to accompany this lesson is to students construct clay or solar ovens.

BE AN EARTH PROTECTOR

5 MODEL LESSON 5: ENGLISH—BUSINESS/ RÉSUMÉ WRITING

ACADEMIC SUBJECT

English

COMMUNITY TOPIC

Unemployment

LEVEL

Secondary students; intermediate language learners

TIME

3-hour seminar or a series of lessons throughout the week. Consider coordinating these lessons with career days and Take Your Daughter to Work days.

LANGUAGE OBJECTIVES

1. To learn and use active versus passive voice

2. To learn and use qualitative adjectives and verbs typical of statements of work

3. To design and format effective résumés

COMMUNITY CONTENT (BUSINESS/RÉSUMÉ WRITING) OBJECTIVES

1. To understand the advantages of effective résumés

2. To identify one's own skills, knowledge, and experiences

3. To target résumés for specific positions

4. To gain employment

MATERIALS

Sample job advertisements; prepared flip charts (timeline, skills list, targeted population, targeted employer); sample résumé styles (block, narrative, chronological, design); sample cover letter; three prizes

ACTIVITIES

Motivation

1. Divide students into small groups. Each group is to interview community members and school staff to determine what types of jobs are available in their community and surrounding communities. Have the class generate a list of possible questions for the interview. These qualifications will be used to write the résumé. One group will be assigned to each of the following community groups:

- business people

- community leaders

- government officials

- school staff

- health care workers

- farmers

Each student also will interview his or her family.

2. Each group presents its findings to the class. To aid in the presentation, each group is given a flip chart. They write the name of the group they interviewed at the top of the paper and list their findings under the heading.

3. On the blackboard, write *Desired ("Dream") Jobs and Short-term Goals*.

- Discuss students' desired jobs and short-term employment goals.

- Have two student volunteers come to the blackboard. As students talk about their dream jobs and short-term goals, one student lists jobs under *Desired Jobs* and the other student writes their short-term goals under *Short-term Goals*.

-

4. The teacher helps students compare the results of the interviews with the list of desired jobs and short-term goals. Students are encouraged to realize that the jobs that are actually available in the community may be a realistic way to meet short-term goals. However, they may also be a path to desired jobs.

5. Write the word "résumé" and its definition on the board. Ask students to identify key components of a résumé. In their society/culture, which components are the most important in finding a job? Which components do they not understand?

6. Show and discuss real job advertisements from local newspapers, magazines, etc.

■ Have students point out the key components of the ad.

■ Do students think they have the skills to do the job advertised?

■ How do they discover their skills?

■ How do they develop and build their skills?
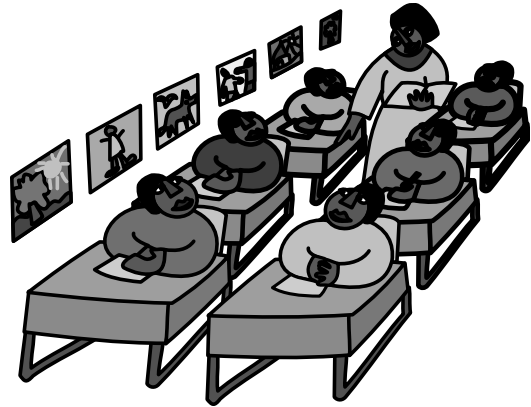
Information

1. Present various types of résumés to students:

■ **Timeline:** Prepare a flip chart with a sample timeline and put it where all students can see it. Explain how a timeline is drawn. Have students create a timeline of their experiences and jobs.

■ **Skills list:** Prepare a flip chart with a list of skills and put it where all students can see it. Discuss what a skill is. Have students list their personal, academic, and professional skills.

■ **Targeted/local or international population:** Prepare a flip chart with a sample résumé targeted to a specific population and put it where all students can see it. Ask students how they think their skills could be targeted to a certain population (for example, local/international).

- **Targeted/employer:** Prepare a flip chart with a sample résumé targeted at a particular employer and put it where all students can see it. Ask students how they think their skills could be targeted at a particular employer. What skills and experience would they need to emphasize? What are the employment issues?

2. Define and explore résumé adjectives and verbs:

- Write a few action verbs on the blackboard. Define what an action verb does. Have each student list four or five action verbs that describe their skills and/or experience.

- Write a few synonyms/antonyms on the blackboard. Define what synonyms/antonyms are.

- Have each student take four or five of their skills, previously listed, and replace those words with synonyms and antonyms.

3. Present grammar/syntax information:

- Explain the use of full sentences versus phrases/bulleted points in résumés. Show students when to use each and how each is important.

- Have students write three sentences describing their skills or experiences.

- Have students turn the same three sentences into phrases or bulleted points.

4. Present résumé formats (for employer's three-minute review). Explain to students that résumé formats are more a matter of individual preferences and/or industry preferences. On flip charts, provide samples of the following résumé styles:

- block style

- narrative

- chronological

- design

  Explain the advantages and disadvantages of each. Put flip charts up where all students can see them.

5. Introduce cover letters. Discuss why they are important, how they begin, what they should include, and how long they should be. On a flip chart, write a sample cover letter and point out the necessary parts. Put the flip chart up where all students can see it. With the students, review the following:

- grammar

- format

- structure

Practice

1. Discuss a famous person's résumé.

Mandela

- Have the students list the attributes/experiences/skills of a famous person (e.g., president of their country, the U.S., or another country; Julius Nyerere, Nelson Mandela, etc.). Put the person's name on the blackboard and list the attributes under the name.

- Have students choose which attributes should/could be included in an effective, targeted résumé, and which are inappropriate. Have them give reasons why some attributes are effective and why some are inappropriate on a résumé.

- Have the class construct an effective, targeted résumé for the famous person, based on all of the samples they have studied.

2. Using lists of their own skills and experiences, have each student choose a résumé format and write a résumé for themselves. Also have them write a cover letter following the sample provided. When they have finished, have the students pair up and critique and comment on each other's résumé. Things to consider:

- Is the résumé realistically based on the information gleaned from the community interviews?

- Did the student effectively use the action verbs, adjectives, synonyms, and antonyms presented?

- Did the student follow the sample résumé?

- Are the student's skills and experiences listed?

- Does the student reviewer have any comments for the résumé writer?

- Is the résumé culturally appropriate to the local community?

Students are to rewrite résumés based on the reviewer's comments.

3. Competition: Display the finished résumés. Have students walk around and read each résumé. Students vote for the three best résumés based on the samples and criteria they have studied. The votes are added up. The writers of the three résumés receiving the most votes receive a prize. The teacher can provide a candy bar, a book, some fruit, or whatever small, inexpensive item may be culturally appropriate.

Application

Students work with Volunteers or counterparts, or both, to hold résumé-writing workshops for interested members of the (urban) community.

COMMUNITY ACTION

Students work with Volunteers or counterparts, or both, to organize community meeting to discuss the unemployment situation, strategies for supporting families in need, and ways to help the unemployed find work.
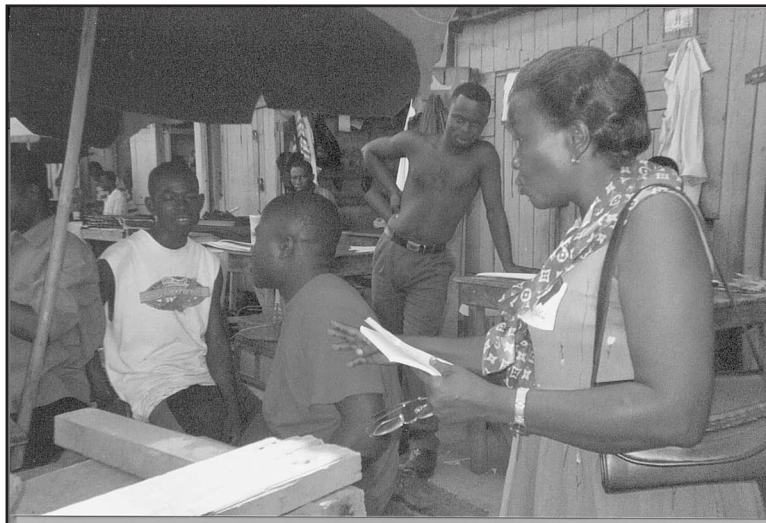
6 MODEL LESSON 6: GEOGRAPHY—RIVERS, LAKES, AND CLEAN WATER

ACADEMIC SUBJECT

Geography

COMMUNITY TOPIC

Environment, water/sanitation

LEVEL/FORM

Five — can be adapted to higher levels

GEOGRAPHY OBJECTIVES

1. To understand and be able to diagram the water cycle process

2. To be able to describe sources and uses of fresh water

3. To be able to describe sources of and treatments for water pollution

COMMUNITY CONTENT (ENVIRONMENT AND WATER/SANITATION) OBJECTIVES

To educate students about the proper management of lakes, rivers, and underground water for maintaining a clean and safe water supply

MATERIALS

Chalkboard, chalk, textbook or syllabus handouts, flip chart paper, colored markers

ACTIVITIES

Motivation

1. Community mapping exercise: Divide students into groups of two or four with an equal number of males and females in each group. Have them draw a map of their community. Ask them to include as much detail as possible, especially water sources, any nearby lakes or rivers, trash disposal areas, trash burning areas, etc.

2. Instruct each student group to interview community members using their maps. (You can invite community members to come into the classroom as a way to link the school and the community.) Ask each group to assign a student to take notes during the interviews. Some questions that might be asked are:

   ■ Is this map a realistic drawing of our community?

   ■ What do you think should be added?

   ■ Do you think our community has a problem with polluted water?

   ■ How does the polluted water contribute to the health problems in our community?

   ■ Whom does the polluted water affect? How are they affected? Why?

   ■ How can we make sure our water is not polluted?

Information

1. Have each group present its map to the class. Display maps in an area of the room where all students can see them. Have each group present the findings of their community interviews.

- Group writes on blackboard names, positions, or organizations of those they interviewed.

- Group provides interview questions and answers.

- Group presents findings from the interviews.

- Group asks the class if there are any questions.

2. Use the group presentations as a means of presenting school syllabus information about lakes and rivers. Include:

- Fresh water is a very important and scarce resource. Although 70 percent of the Earth's surface is covered by water, only about 1 percent of the Earth's water is safe and clean for human use. If we are to conserve this valuable resource, we must manage it correctly.

- The sources of fresh water are rivers, lakes, and underground water (water that filters downward and is stored in permeable rock).

- Introduce the water cycle to the students.

- Emphasize the importance of clean fresh water for drinking, cooking, and cleaning. In addition to these basic uses, fresh water is vital to agriculture and to sustain fish and wildlife, as well as for industrial use.

- From the students' maps and interviews, identify community water sources. List those sources on the blackboard.

3. Ask students if there is a water source near their homes, in their local environment. If so, ask them to describe it.
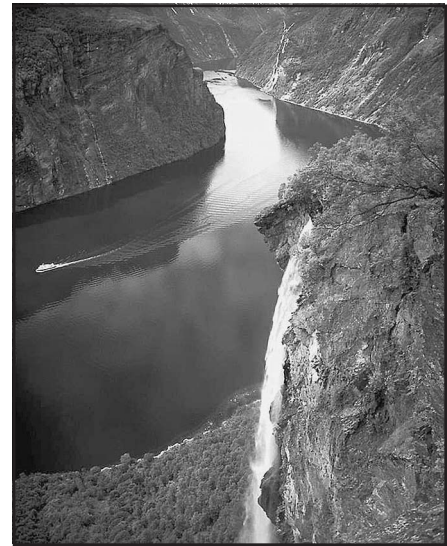
Practice

1. Ask students if the water is polluted. What do they think the causes of the pollution are? During the discussion, make sure that all syllabus information related to sources of water pollution is presented either by the students or by the teacher. Use some of the following questions to facilitate the discussion.

- Where do you get your water?

- Who gets the water?

- What is the quality of the water? If it is not of good quality, why?

- What do you do if the water is of poor quality?
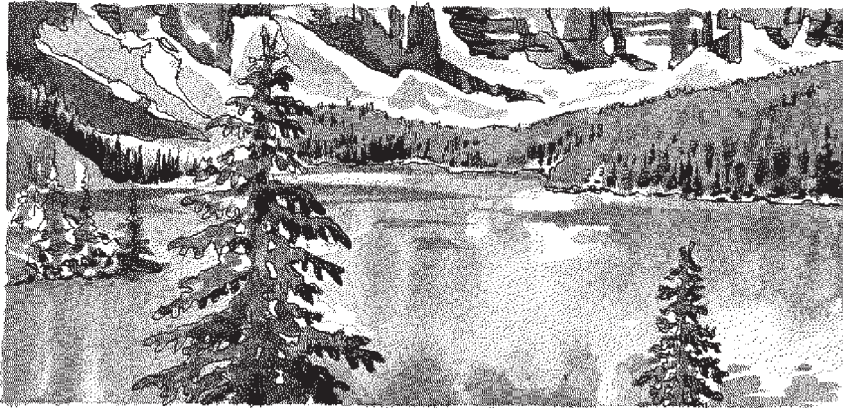
2. Using the interviews and the class discussion about water at home, ask students if they learned anything new about the situation and its causes.

Application

1. Take the students on a field trip to a local water source that is polluted. Ask them to describe the situation. Some questions to facilitate the discussion might be:

- What do you see?

- What is polluting the water?

- How does the pollution get into the water?

- Where is the water kept?

- What kind of container is the water in?

- Does the container have a lid?

■ How long does the water sit in the container?

■ What weather conditions might affect the water? Sun? Rain? Wind? Dust?

2. In the classroom, discuss what can be done about the polluted water source and write students' comments on the blackboard. Make sure that the following syllabus information is presented and discussed.

■ Maintaining a clean water supply involves:
   – controlling water pollution
   – treating polluted water

■ To control water pollution, avoid:
   – dumping of sewage (animal or human waste) in the rivers or lakes. Failure to do so results in waterborne diseases such as bilharzia and typhoid.
   – dumping of oil, paints, and other chemicals in rivers or lakes, or into the ground. The water filtration processes fail to remove the harmful effects of chemicals, and small amounts of paint, oil, or battery acid can pollute a large amount of water.
   – other practices, such as washing vehicles near grazing animals or near fresh water sources, can also cause pollution.
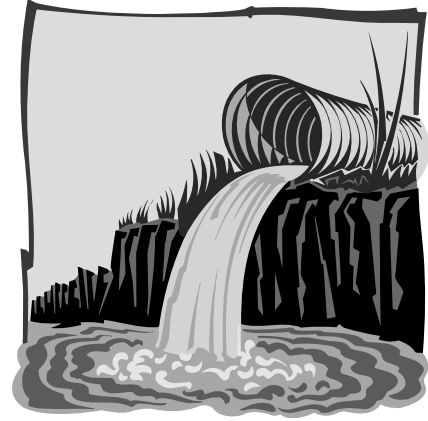
If all pollution were controlled, the treatment of water would not be necessary. It is cheaper to limit pollution than to control it after it has occurred. However, it is difficult to control all pollution, and, therefore, water must sometimes be treated.

Water treatment can occur on a small scale at home by filtering and boiling water to kill bacteria and waterborne diseases. Treatment of water on a large scale, such as for a city or municipal area, is an expensive process.
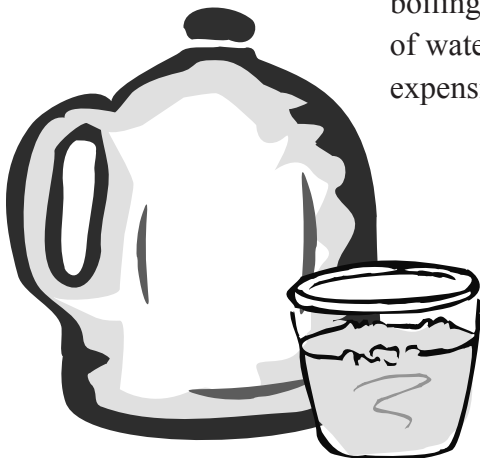
COMMUNITY ACTION

Possible activities:

1. Work with musicians in the community to write songs that teach responsible water care and highlight local fresh water issues that need attention. Ask musicians to present these songs during festivals, other traditional gathering times, and school functions.

2. Ask those community members previously interviewed to help organize a community meeting to discuss issues relating to local fresh water sources such as rivers, lakes, creeks, wells, etc. Working in a participatory manner, identify the most urgent concerns. Strategize on next steps to further research and address those concerns.

7 MODEL LESSON 7: ENGLISH— PREVENTIVE HEALTH

ACADEMIC SUBJECT

English

COMMUNITY TOPIC

Health and hygiene

LEVEL

Secondary students; advanced-beginner to low-intermediate language learners

LANGUAGE OBJECTIVES

1. To learn health vocabulary

2. To use health vocabulary while explaining the transmission of disease

COMMUNITY CONTENT (PREVENTIVE HEALTH) OBJECTIVES

1. To describe the oral-fecal disease transmission cycle

2. To identify several preventive health measures students can take to improve their families' health

MATERIALS

Chalkboard, chart of seven preventive measures, flip chart paper or posters, pens or markers

ACTIVITIES

Motivation

1. Introduce health vocabulary to students that identifies how a disease is transmitted and what to do to prevent the disease.

- List all relevant health vocabulary on the blackboard, such as garden, mud, dirt, weight, restless, field, to relieve oneself, latrine, treatment, infected, worms, oral, fecal, precaution. (Note: Add other medical or health terminology here.)

- Ask students if they know any of the vocabulary words.

- Help students define the vocabulary words.

- Write all definitions on the blackboard or have students write the definitions in their notebooks.

2. Ask the students to listen carefully to the story of Saba, a child in a living in a small village. Have the students take turns reading parts of the story.

The Story of Saba

Saba was 10 years old. She loved to play in the garden near her house. From morning until night she was outdoors playing. She liked the way the mud and dirt felt on her bare feet.

Saba's mother was beginning to worry about her though. Saba had lost some weight and was growing very restless. Some days she did not even go outside, except to the field to relieve herself since her family did not have a latrine.

Finally, after trying several types of local treatment, Saba's father and mother carried her several kilometers to the medical doctor. To their surprise, the doctor found that Saba was seriously infected with worms. The doctor asked Saba's parents how the worms had entered her body. They said they did not know how the worms had entered her body. So the doctor carefully explained to the parents and told them what precautions they should take in the future to prevent such problems for themselves and their family.

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3. Ask students to describe the situation. Is there a problem? What is it?

■ Write two headings on the blackboard: situation and problem.

■ As students identify the situation or the problems, list those words or phrases under the appropriate heading.

4. Arrange for the students to go on a field trip to the local clinic. Have the doctor, nurse, or health worker there tell them where worms are found, how they get into the human body, how they are treated, and how they can be prevented.

<div align="center">**OR**</div>

Ask a local doctor, nurse, or health worker to come to the school to talk to the students about worms.

Note: For both of these activities, the teacher should get a list of vocabulary words from the clinic worker. Have these translated into English and use them as part of the vocabulary list.

Information

1. Remind students of their trip to the health clinic or talk with the health worker.

■ Write the relevant vocabulary words on the blackboard.

■ Ask a student volunteer to tell the class (in English) how worms get into our bodies.

■ Ask the students to explain how Saba got worms.

■ Discuss with the class the transmission of worms in the fecal-oral cycle; that worms or their eggs are often transmitted through feces. Make sure students talk about hand-washing and clean water for drinking, cooking, cleaning, and bathing.

■ During the discussion, point to the health vocabulary words on the blackboard, encouraging the students to use these words in their discussion.
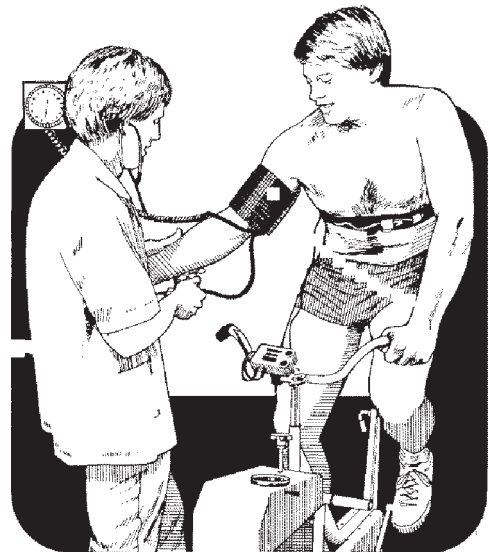
2. Ask students what can be done about the problem.

- Write the word *prevention* on the blackboard.

- Solicit student definitions.

- Write the term *preventive health* on the board.

- Solicit student definitions.
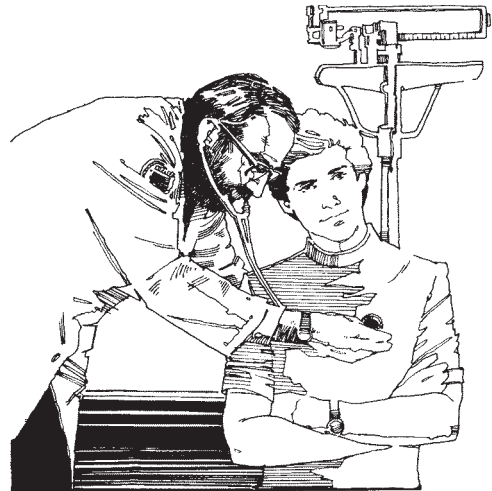
3. Display a flip chart that lists the seven ways to prevent worm diseases:

- Wash fruits and vegetables before eating them.

- Wash hands before eating and after using the toilet.

- Wear slippers or shoes.

- Do not put fingers into your nose and mouth.

- Avoid mud and soil where worms might be found.

- Be examined by a doctor from time to time.

- Use a latrine, not the garden or field, when possible (cover your feces).

Practice

1. Divide students into seven groups. Assign one of the preventive measures to each group. Together they are to design a poster depicting their preventive measure.

2. Each group comes to the front of the classroom. They conduct a class discussion as they present their poster to the rest of the class. Ask the groups to recall the story of Saba and to make suggestions about what precautions Saba and her family could take in their daily lives to prevent worm diseases.

Application

1. Students place their posters in common areas of the school so that all students are able to see them.

2. Ask the students to think about this activity when they go home. Ask them to look at their own home environment. Are there changes that they should make to prevent worm diseases? Ask them to think about the needed changes and discuss them with their families.

3. Ask students to discuss their home observations and assessments in the classroom if they are comfortable discussing this topic publicly. Have students commit to teaching their family one of the seven steps to use in their daily living.

4. Have the students keep a simple journal about the preventive step they have been using and the changes taking place in their family as a result. After a month or two, have students evaluate or note any changes they noticed since using one of the steps. Have students choose a second step to take home and teach.

Community Action

Invite a local health care worker, community leader, and school staff to the classroom to learn their views and techniques regarding prevention. Focus on common ground (areas where everyone agrees) and plan a joint activity within the community to help raise awareness about prevention techniques.
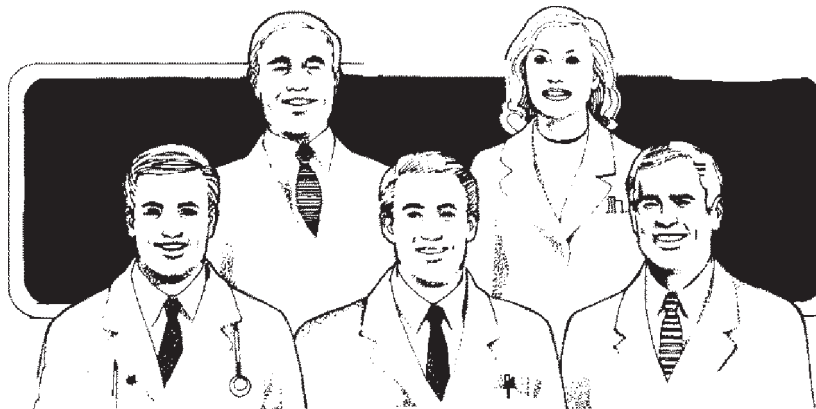
8 MODEL LESSON 8: ENGLISH—HYGIENE AND HAND-WASHING

ACADEMIC SUBJECT

English

COMMUNITY TOPIC

Hygiene

LEVEL

Beginning language learners

LANGUAGE OBJECTIVE

To use the present perfect tense in dialogues

COMMUNITY CONTENT (HYGIENE AND HAND-WASHING) OBJECTIVE

To learn about the importance of washing hands before eating and after using the latrine

MATERIALS

Towel, soap, water, and water container for washing; visual aids, such as pictures of people; flip chart paper, markers, chalk, and board

ACTIVITIES

Motivation

1. Teacher explains that students will be studying the present perfect tense. To help introduce the lesson, three students will do a mime (a role-play without speaking) and act out three different situations.

- The teacher asks for three student volunteers to act out the mime.

- The teacher takes the three students out of the classroom for about a minute or two and tells them what they are to mime.

2. Students act out the mime. For each mime, the class is asked to observe what is happening.

- The first person washes without soap and then eats.

- The second person automatically eats.

- The third person washes with soap and then eats.

3. Discuss students' observations.

- Teacher asks students to describe what each person was doing.

- Was there a problem with anyone's behavior? Teacher writes students' observations on the blackboard.

- What is the problem? Why is it a problem? Teacher writes students' observations on the blackboard.

4. Students are told to go home and ask their families the following questions:

- Do you wash your hands before eating?

- If so, do you use clean water or soap?

- If not, do you think washing before eating is important? Why or why not?

5. Ask a health worker to come into the classroom and tell students the importance of washing with soap before eating. Or take the students on a field trip to the local clinic to speak with a health worker about the importance of washing with soap before eating.
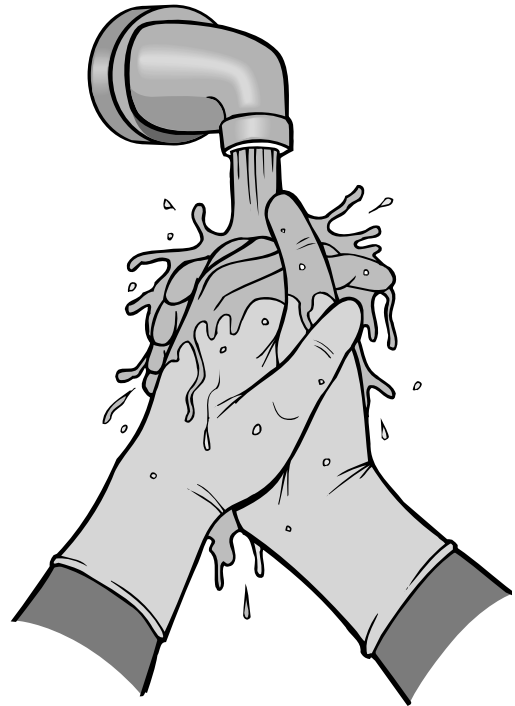
Information

1. Write the word *hygiene* on the blackboard.

- Ask students if they know the meaning of this word. Write their responses on the board.

- From their responses, come up with a definition for hygiene, which should be something like: conditions or practices conducive to health.

- Have students brainstorm other words connected to the word hygiene, adding and clarifying as necessary. Have a student volunteer write his or her responses on the blackboard.

2. Introduce the present perfect tense. Explain that it is used when discussing action that is happening in the present time. Ask students:

- What did your families tell you about their hand-washing practices?

  Sample response: They (wash) (do not wash) their hands.

- Do you see problems with hygiene in people's daily practices? Describe them.

  Sample response: Yes. They (do not clean) themselves.

  Sample response: Yes. They (do not have) soap.

- What are the causes of hygiene problems?

  Sample response: People do not (know) that it is important.

  Sample response: The water (is) dirty.

  Sample response: There (is) no soap.

- Is hygiene different for girls than for boys? How?

  Sample response: Yes. Girls (use) soap when they wash dishes.

- What are good hygiene practices?

  Sample response: Good hygiene means hands (are washed) with soap and water before eating.

Teacher should be ready to add to students' information as necessary with other hygiene-related verbs and several sentence models.

Practice

1. Teacher models a dialogue with one student using the present perfect tense.

   Example: *Have you washed your hands?*

   Yes, I have washed my hands.

2. Ask for two volunteer students to perform a dialogue in front of the class. Have them use different verbs in the dialogue.

3. Put students into pairs. Create boy/girl pairs if possible. Using the sample sentences on the blackboard and the hygiene-related words and verbs listed, have the pairs formulate and practice their own dialogues related to hygiene.

4. Have each pair perform a short dialogue in front of the class.

Application

Students are to interview 10 people (five males, five females) in the community. Students can work in groups to design their own questionnaires but should include the following questions:

● When do you wash your hands?

● Do you use soap? Why or why not?

● Should you use soap? When?

Instruct students to come to the next class with their findings. On a flip chart, each student is to write two sentences from his or her interviews. The sentences must be written in the present perfect tense.

The teacher will make a chart of the findings and have the class discuss them. They are to use the present perfect tense during the discussion. The discussion also should include what students can do to improve their own hygiene and that of their families.
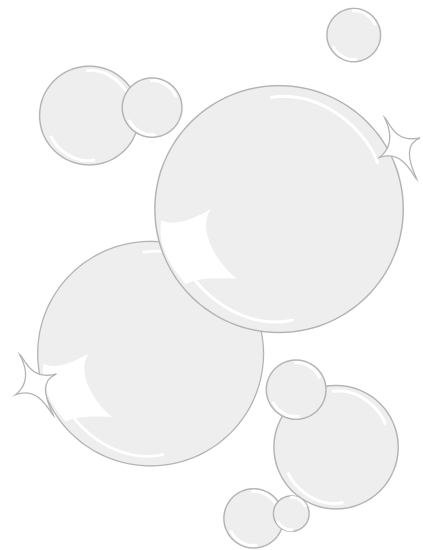
Community Action

Possible activities:

1. Students prepare a short awareness-raising play about the health benefits of hand-washing with soap and perform in various places around the community, either outdoors as roving actors or for a scheduled indoor performance. Community members also are recruited to participate in performances.

2. Students meet with school administrators, parents, and other community members to discuss improving toilet facilities and access to water and soap in the school(s).

3. Students strategize on ways to raise money to buy soap for their school.

4. If soap is made locally, invite a soap maker to demonstrate the process to your students. Use the opportunity to reinforce the importance of good hygiene.

9 MODEL LESSON 9: MATHEMATICS—TAKING CHANCES WITH HIV

ACADEMIC SUBJECT

Mathematics—probability

COMMUNITY TOPIC

Health and HIV

LEVEL

Senior secondary students

MATH OBJECTIVES

1. To calculate basic probability

2. To understand the intersection of independent events

3. To understand the union of complementary events

COMMUNITY CONTENT OBJECTIVES

1. To increase awareness of HIV transmission and prevention

2. To discuss the risks involved in being sexually active and ways to reduce these risks

MATERIALS

Chalk and board

TIME 🕐

Two or three class periods

ACTIVITIES ✥

Motivation

1. The teacher introduces the lesson by asking students if they have heard of any percentages related to the rate of HIV infection in the country. If not, then what do they think the rate of HIV infection in the country is? Write their answers on the board and examine the range of numbers; most likely it will be very wide, indicating much confusion.

2. Have the students use their estimates to calculate the range, mean, mode, and median. What are some of the methods that the government uses to estimate the rate of infection? Write those methods on the board.

3. Discuss how, in reality, it is difficult to accurately determine a figure for the HIV infection rate, which varies from place to place. An educated guess for Tanzania would be somewhere between 10 percent and 15 percent for the general population and much higher for the sexually active population (perhaps up to 40 percent in urban areas for high risk populations).

■ Discuss why this rate of infection varies.

■ Discuss the meaning of a high-risk population.

4. Ask students what they feel would be the infection rate in their school? Their community?

■ What are some of the factors that affect the rate of infection in their school and community?

■ Invite a local health worker to come to class and discuss these statistics and definitions with the students.

5. Explain that the following exercises relate probability to an issue that the students understand is very serious and relevant to their own lives. Many students are already sexually active by this age, but may be very confused about the facts. These exercises will give them a clearer picture of what those facts mean.

6. Point out to students how this question relates to their national examinations. The teacher could point out the national exam/syllabus question that it was adapted from: "What is the probability of rolling an even number on a die and drawing a red card from a deck of cards at the same time?"

7. Answer this question and assign some similar traditional probability questions for homework.
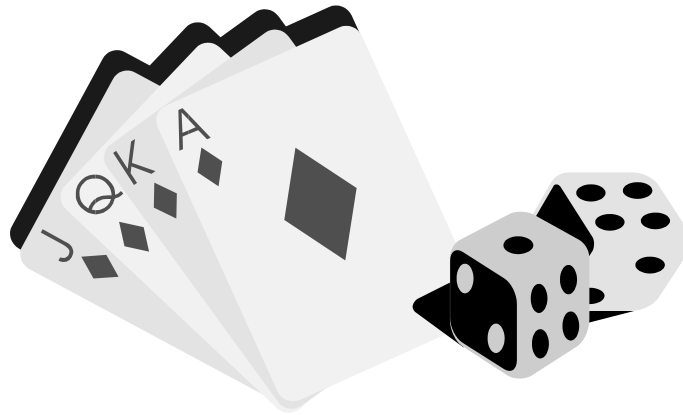
Information

Note: The basic concepts of probability should have been introduced prior to this lesson.

1. Introduce the following situation to the students:

   At Hatari Secondary School, 30 percent of the young boys have been infected with HIV (a tragedy but none of them know it yet).

2. As a warm-up exercise give students the following questions to work on in class:

   What is the probability that Baraka, a randomly chosen boy at that school, will be one of the boys who is infected?

   What, then, is the probability that Baraka is not one of the HIV-infected boys?

   What is the probability that Bahatik, Shida, and Sunday, three other boys chosen at random, are all HIV-infected at the same time?

3. As the students work on the warm-up problems at their desks, check their work. For each problem, select one student to write his or her answer on the board. After sufficient time, ask each student who wrote their work on the board to explain to the class how he or she arrived at the answer.

4. Introduce the following situation to the students:

What is the probability that at least one of the three boys is infected with HIV?

Solution: The probability of being infected is 0.3 and the probability of not being infected is 0.7. In considering the problem above, we must consider the situations of one, two, or all three of them being infected. In the solution below, a capital letter indicates infection.

1 infected	(.3 x .7 x .7) x 3 possibilities (Abc, aBc, abC)	= .441
2 infected	(.3 x .3 x .7) x 3 possibilities (ABc, AbC, aBC)	= .189
All 3 infected	(.3 x .3 x .3) x 1 possibility (ABC)	= .027
	Total	= .657

Alternatively, the probability that at least one of the boys is infected is the complement of the event where none of the boys is infected.

1 infected	(.7 x .7 x .7)	= .657

Practice

1. Present the following scenario to the class as a practice problem:

Mary is from a poor family with many brothers and sisters. Her parents only have enough money to pay the school fees for her brothers so she must pay her own fees. To do this she has acquired some boyfriends from Hatari Secondary School who are willing to help her. Unfortunately, this is not a very safe strategy for Mary because 30 percent of the young boys at the school have been infected with HIV. (However, the boys do not know they are infected; a person with HIV shows no symptoms for many years.).

2. Assign students the following question to answer on their own. Remind them that this problem is very similar to the problem that they just worked on in class. Encourage them to use any method they want. After working on the problem alone, have the students form groups to discuss their ideas and solutions.

If Mary has five boyfriends, what is the probability that at least one of them has been infected with HIV?

3. Have each group present its solution to the class. Focus on the process as well as the answer. Review the solution: (1 - .7 x .7 x .7 x .7 x .7 = .83). What are the students' reactions to this answer?

Application

The following are some activities that you may do with your students to apply what they have learned:

1. Discuss with students the implications of Mary's situation.

- Do they understand the risk Mary takes if she is sexually active?

- Should Mary's parents be concerned about her safety?

- Is it fair that Mary's parents favor her brothers?

- What can Mary do to reduce her risk?

These questions need not be answered finally in the class. They may provoke a lot of interesting, important discussion that teachers may not have time to complete during the class period. In fact, the questions may not have definitive answers at all. Therefore, they should come at the end of the lesson so that teachers can more easily regulate the time spent with students.

2. Afterwards, encourage students to talk more among themselves and with others about HIV/AIDS. Teachers may want to schedule a time after class to meet informally to continue the discussion.

3. Ask the students to visit the regional hospital. Have them inquire about the local statistics available on HIV infection rates. How are these statistics determined?

4. Have students interview family or community members about their knowledge of HIV transmission.

5. Have interested students prepare a presentation, make posters, or organize an HIV/AIDS awareness club.

6. Arrange to have a person living with AIDS (PLA), preferably a young person, come to visit the school and talk to the students.

Student Evaluation

As an additional assignment each student can be given a number from 1 to 10 (or simply have them roll a die). Have them recalculate the answer to the class problem given the local HIV infection rate and a specific number of boyfriends for Mary.

Teacher Evaluation

Reflect on this lesson.

1. What worked well?

2. What should be changed for next time?

3. Were students more motivated to learn the math since it was related to a community issue?

4. Did students learn the math content?

5. Did students learn more about HIV and gender issues?
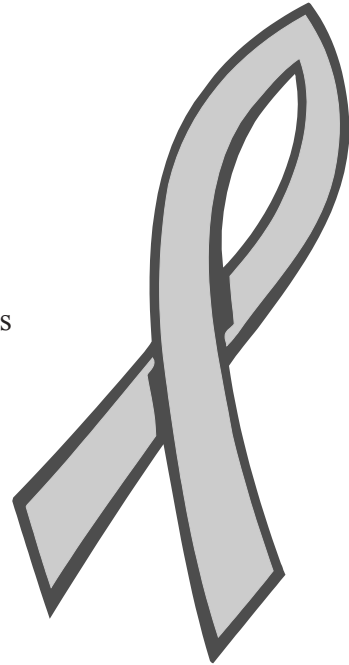
Community Action

Possible activities:

1. Link students with community organizations that are working on HIV education activities.

2. With the assistance of students, identify musicians in the community interested in working with students to write about HIV/AIDS prevention and positive behavioral changes that they have seen in the community. The songs can be performed outdoors informally or indoors in a more formal setting.

3. Organize a small acting troupe made up of community members and students. The troupe can prepare short skits or plays about HIV/AIDS and performs outdoors in the town center or indoors for more formal performances.

4. Have school staff, students, and community members organize a town meeting to discuss and develop a plan of action to incorporate positive behavioral changes in the community's social life.

10 MODEL LESSON 10: ENGLISH—MYTHS ABOUT THUNDER AND LIGHTNING

ACADEMIC SUBJECT

English as a foreign language
Based on ministry of education required text and syllabus

COMMUNITY TOPIC

Cultural myths

LANGUAGE OBJECTIVES

1. To answer questions on the provided texts using full sentences in the present tense

2. To use a template to write about students' community legends of thunder and lightning

3. To write a short paragraph on a myth about another natural phenomenon

COMMUNITY TOPIC (CULTURAL MYTHS) OBJECTIVES

1. To understand origins of local cultural myths

2. To become familiar with geography or history of the country

LEVEL

Secondary students; advanced-beginner and low-intermediate language learners

MATERIALS

Map of Mozambique (for example), pictures depicting vocabulary words, copies of text, blackboard and chalk

TIME ⏰

45 minutes

ACTIVITIES ✛

Motivation

1. The teachers give the students the following instructions for making a rainstorm.

■ Teacher directs the first row of students to begin to rub their hands together and directs the remaining three rows to do the same one at a time.

■ Then the teacher directs the first row to snap their fingers while the other rows are still rubbing their hands together.

■ The other rows are instructed to begin snapping, one row at a time until all the rows are snapping.

■ The teacher directs the first row to start patting their legs while the others are snapping and then directs the other rows to start patting their legs.

■ If resources are available at this time, the teacher makes lightning by flashing the lights, and thunder by banging on a garbage can.

■ Then the teacher goes through the same process in reverse. The first row changes from patting to snapping, etc. The overall effect should sound like a rainstorm.

2. Students are told to interview at least four people in their town, using the following configuration: at least one male, one female, one older person, and one child or adolescent. They are to ask the following questions and record the responses.

■ What do people in your town think causes lightning and thunder?

■ What do you think causes lightning and thunder?

Information

1. The teacher says the words rain, thunder, and lightning, and has the students repeat them.

2. The teacher writes the words on the blackboard and explains them using pictures and the motivation activities above.

3. The teacher then asks the question, "Where do rain, thunder, and lightning come from?" Teacher writes student responses on the blackboard.

4. What do the people you interviewed think causes lightning and thunder? Students are put into groups of three or four. Each group is given flip chart paper or a large poster-size piece of paper and a marker. The group writes the following sentences on the poster paper. They are to write one sentence for each person, using their interviewees' responses.

The people of ____(name of town)____ believe that lightning is caused by

_____(write interview responses here)_____ .
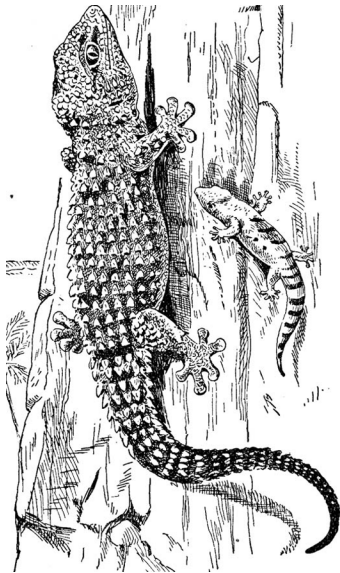
They also believe that thunder is caused by _____

_____(write interview responses here)_____ .

5. The teacher invites each group to come to the front of the room and present the sentences. Each flip chart is put up in the room where all students can see them.

Practice

1. The teacher introduces the legend from the Mia Couto book *Mitos e Lendas Na Gestão Tradicional dos Recursos Naturais*, "Relampagos e Pedras No Céu" (p. 17), a Mozambique Ministry of Education required text.

2. The teachers says that Inhaca is an island in the south of Mozambique, and asks students, "Do you know where Inhaca is?"

3. Have a student show where Inhaca is on the map.

4. The teacher reads the following story:

Inhaca is a small island off the southern coast of Mozambique. The people of the island of Inhaca have many myths and legends that explain things that happen in nature. For example, they believe that thunder is caused by two big rocks hidden in the sky. Sometimes, God orders these rocks to come together to fight. They believe this makes the sound of thunder.

The people of Inhaca also believe that lizards with blue heads (commonly called gala-gala) attract lightning. The lizards do this by shaking their heads while resting on trees. They think that when it is raining they should stay away from trees because this is where the lizards are.

5. The teacher asks the following questions about the story, and the students write the answers in their notebooks using complete sentences:

■ Where is the island of Inhaca?

■ What makes the sound of thunder?

■ What animal attracts lightning? How does it do this?

■ Why should people stay away from trees when it is raining?

6. The teacher passes out copies of the story and students read along silently as the teacher reads it again.

7. Write the following vocabulary words on the blackboard: *believe*, *God*, *fight*, *rocks*, and *lizards* and ask student volunteers to define the words for the rest of the class.

8. Students read the story again while other students act out the following vocabulary words: *lightning*, *thunder*, and *rain*.

Application

1. Ask students about other natural phenomena in their country. Write the responses on the blackboard.

2. Tell the students to choose one of these phenomena and ask their parents or grandparents if there is a myth about it.

3. Students then are to write a short paragraph about the myth. They are to use as many of the new vocabulary words as possible.

COMMUNITY ACTION

Possible activities:

1. Have students perform several short plays about the myths in their community for community members at a traditional day celebration or festival.

2. Invite community members, families, and school staff to come to the school for a workshop on myths and how they can be used to teach the community about health, the environment, girls' education, or other community issues.

CREATING A CCBI UNIT

A unit is simply a series of lessons held together by a common theme such as "pollution" or "nutrition" or "customer service." If Volunteers are working within a required syllabus or curriculum provided by their school or supervisor, then they will have to weave CCBI activities into the existing topics or units. The challenge, as always, is to make the lessons relevant and interesting, to bring community issues and members into the classroom, and to take students out into the community. This is particularly effective if you are able to integrate a CCBI theme throughout a number of different subject areas and involve a number of different teachers. For example, in a unit on pollution, the math class could work with statistics, the chemistry class with water pollution, the geography class with air pollution and global warming, and the English class could write essays and organize debates on pollution. No one claims this is easy, but it is extremely rewarding!

The model unit outlined below was originally developed by educator Deborah Short and taken from the book, *How to Integrate Language and Content Instruction* (ICE #ED196). It is ideal for an English as a foreign/second language class and has been adapted slightly for the purposes of this manual. Math and science educators can use the same general approach working from required math and science topics to incorporate CCBI units.
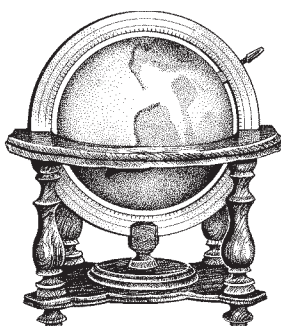
Short's model unit plan was originally written for grades 6 through 12. Once again, the topic and content are general enough to be adapted to a wide variety of overseas learning situations. It's up to educators to adapt the model so that it works for their students and the physical and cultural environment. A portion of the model unit on page 163 can be used to design one or two lessons, or the unit can be built on to create a longer or different unit addressing a number of environmental issues.

The following model unit includes commentary regarding the purpose of each 4MAT phase (and each phase may end up being one or more class periods). Of course, educators who are writing their own unit plans would not necessarily include so much commentary. However, we hope that Volunteer and counterpart educators, as well as Peace Corps staff not yet familiar with CCBI and 4MAT, will find it useful to get a more in-depth view of the lesson and unit planning process.

1 A MODEL UNIT ON POLLUTION

ACADEMIC SUBJECT

English as a foreign language

COMMUNITY TOPIC

Environmental pollution—littering (solid waste)

LANGUAGE OBJECTIVES

1. Listening/speaking:
Recite/listen to a dialogue with meaningful content.

2. Discuss environmental issues as a whole class and in small groups. Conduct interviews and report orally.

3. Reading/writing:

- ■ Design a questionnaire.

- ■ Complete a list or chart.

- ■ Write in a journal.

4. Structure: Question formation

5. Key vocabulary:

litter, trash, garbage, dump, mess, environment, cause, solution, solid waste, pollution, survey

COMMUNITY CONTENT (ENVIRONMENTAL POLLUTION) OBJECTIVES

1. To recognize environmental problems

2. To identify litter and patterns of littering

3. To identify human influence on the environment

COGNITIVE SKILLS

1. To analyze problems

2. To generate solutions

3. To infer reasons for human actions

MATERIALS

Teacher-made dialogue, poster, items of trash (empty soda cans, paper wrappers, broken glass, etc.)

TIME

If conducted exactly as suggested here, the following plan may require one to two weeks to complete.

ACTIVITIES

Motivation

(These activities should be done before lesson is presented, or at the start of the lesson.) This activity whets the students' interest and visually represents some background information about the topic.

For example:

1. A week before the lesson is presented, hang a scenic poster on the wall. Some students may comment on the lovely view or ask

questions about objects in the scene. Every other day, attach to the poster an item that might be considered trash (candy wrappers, empty box, an aluminum can), thus creating a "trash collage." Although the students may be curious, you should not reveal the purpose of the activity. This activity whets the students' interest and visually represents some background information about the topic.

(To introduce the actual lesson)

2. All students can participate. Help them make speech-print connections by writing their comments on the board. Ask students what they think the trash collage represents. Write students' ideas on the board. Finally, through guided questioning, lead the students to recognize/acknowledge that the lovely place is being ruined by litter.

Changing the focus from the scene in the poster to the local environment, and adding some vocabulary to the list, ask some of the more advanced students to explain why there is litter and write comments on the board. Some students may want to consider the consequences of the littering problem.

Information

This dialogue introduces, in an interactive way, some key vocabulary words and causes associated with littering.

LITTERING AT SCHOOL

Student 1: Don't throw that on the ground.

Student 2: Why not? What's the big deal?

Student 1: Our school looks like a garbage dump.

Student 2: So what? Tell one of the younger kids to clean it up.

Student 1: But you littered.

Student 2: Everyone does it. Teachers do it, too.

Student 1: You're impossible. Do you know what our school will look like if everyone continues to litter?

Having begun with concrete examples (poster, dialogue), students can now expand and organize their information.

On the board write the headings: Challenges, Causes, and Solutions in chart form. Categorize and expand the vocabulary list with student input. Show students a written copy of the dialogue.

This activity incorporates some language practice for the students.
To check on comprehension and practice writing questions, have the students take dictation.

Dictate the following questions:

● Where does the action take place?

● Who is talking?

● What happens?

● Why is one student upset?

● Does this happen at our school?

Have pairs compare their work, and ask volunteers to write their dictations on the board.

Encourage students to peer-edit. Discuss relevant grammar points (e.g., question words, verb-noun positions).

Ask students to think of additional questions about the dialogue. Write the students' questions on the board. Work as a class to edit errors.

If desired, add questions such as "Why is there a challenging situation here?" (cause) or "What can you do?" (solution).

Practice

This paired activity allows for oral language practice in the context of the lesson topic.

Have pairs role-play the dialogue, "Littering at School," and discuss the vocabulary and the issues together. Then have pairs ask each other the class-generated questions (more advanced students should answer first).

Review

The review activity leads students to work individually at first, then with peers.

After the structured conversation, ask students to write ten questions and answers about the topic (littering). Before they hand them in, encourage students to peer-edit.

Home task (applies the topic directly to their lives)

For homework, have students write in their journals about the trash they see as they go to and from school during the course of one week. As this task continues, expand the vocabulary list under CHALLENGES and put it on a poster or chart to hang in the room. Make two other posters, one with CAUSES and the other with SOLUTIONS as well.

Application

The groups offer all students a chance to participate.

In small groups, have students discuss the causes of the littering, then share ideas with the class. Write the ideas on the CAUSES poster. Then ask groups to consider solutions. Share students' suggestions and write on the SOLUTIONS poster.

This activity reinforces the language structure objective.

Next, have small groups design a questionnaire to interview classmates, teachers, neighbors, family, and friends. The questionnaire should be limited to five questions. If needed, help groups write their questions but do not provide them with a full list. Possible questions:

● Does litter bother you?

● Do you litter?

● What do you throw away as litter?

● Why do people litter?

● Who is responsible for solving this problem?

● What can be done about this problem?

Home task

This task encourages interaction with nonclassmates on the topic and may provide clarification practice as students explain their task to others.

Have students conduct a survey for three days, each interviewing 10 people. (If they interview non-English speakers, they may ask the questions in the native language, but should write responses in English.)

(Optional) Extension Activities

Each group contributes to the whole class. Optional presentations allow each group to choose one method best suited to group members' learning styles and academic skills.

Have students share this information in their groups. Have recorders in the group organize the results of the survey and a representative of the group report to the whole class. Help the whole class find ways of organizing and presenting the results of the survey. Some students may list the results on the posters; others may do a chart and quantify the responses. Some may prepare an oral report or a debate between individuals who litter and those who don't. Other students may create a role-play or drama. Some may design a visual display or collage, highlighting before and after schemes.

Have students write a composition. Display the papers and, if appropriate, encourage some students to submit their work for publication in a school/class newspaper.
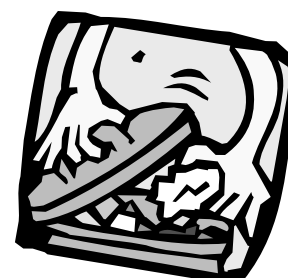
To further students' problem-solving and study skill development:

Expand this introduction to individual generation of and influence on solid waste pollution to heighten students' awareness of other sources of solid waste (industrial, agricultural, and municipal) and methods of disposal. Design additional lessons to help students research sources of solid waste in their communities and learn about local disposal methods, such as dumping, burying, burning, and recycling.

COMMUNITY ACTION

Students can invite official and active members of the community (mayor or local chief, local merchants and businessmen and women, parents, etc.) to a town meeting to discuss the solid waste pollution situation in their village, town, or city and ways to address community concerns.

A CCBI LESSON/ UNIT PLANNING CHECKLIST

We've included here a simple checklist that you can use to guide your thinking and lesson planning with CCBI. This is not the only way to work through the design of a CCBI lesson or unit, but this list may help you get started. With time and experience, you will determine which of these steps—and other steps—are most useful as you develop your own style and approach to community content-based lesson planning.

☐ Conduct some PACA exercises with your students and/or community members to identify and gather information about community issues and problems. These exercises can be conducted with some already established groups: sports team, English club, environmental club, PTA, and so on.

☐ Determine which of these community issues and problems might be most relevant and interesting to your students. Which of these issues might your students be able to do something about? Which do they say they are interested in?

☐ Examine the syllabus to determine opportunities to integrate these community issues and problems into your teaching. What opportunities are there to address these issues in extracurricular or community-related activities?

☐ What constraints will there be to addressing any of these issues? What do you need? What can you do? Who can help you?

☐ Ask yourself and others how any of these issues affect girls and boys differently? What impact do these issues have on the education of girls? Boys? What about other groups?

☐ Talk with the head of the school and your counterpart about their ideas and solicit their ideas before creating the lesson.

☐ Develop a new CCBI lesson or enhance a lesson you already have done. As you are developing the lesson think about:

■ What subject area/content objectives are being addressed in this lesson?

■ What community content objectives are being addressed in this lesson?

■ What materials and resources do you need? What resources (people, material, etc.) exist in the community that you could use for this lesson/activity?

■ What would motivate and interest students in the topic?

■ What information and skills will be learned—in the content area, about the community issue?

☐ Which participatory, student-centered learning activities would be good to use in this lesson? How will students interact with each other?

☐ How can students practice what they have learned?

☐ How can gender issues be integrated into the lesson?

☐ What small action can students take to apply or use what they have learned in a situation outside of the classroom?

☐ How will students evaluate their learning?

☐ Reflect on what worked and what didn't. Make any changes for next time.

☐ Remember: There is a great deal of flexibility in community content-based teaching and learning, allowing you to make a variety of topics work together in your particular teaching situation. Do not feel limited to the ideas suggested in the model lessons/unit included in this manual. Depending on your particular situation, you may find that two sectors not linked in these examples, or elsewhere in the CCBI manual—such as business and biology—can be pulled together for a lesson or unit and community action activities.

VOLUNTEER VOICES

VOLUNTEERS' ROLE AS TEACHERS IN EDUCATION FOR DEVELOPMENT:

● I think more than anything else, I can see the effect in terms of attitude. As parents of students feel more comfortable, they come around more when asked to collaborate on CCBI.

● I really felt like I had accomplished something when I finished a CCBI lesson.

● It is a really good way to get to know people in the community and about community happenings.

● Students are beginning to see that the classroom can also be taken outside and applied to their real everyday lives.

● Students have lots of individual chances to raise issues that can lead to working together on community projects.

● I have learned a lot about this culture through CCBI, which helps me plan better lessons.

● It's a great motivational tool for students, but teachers must be careful about making any assumptions about community issues. Tools like PACA must be used in the beginning to discover these issues.

THEIR STUDENTS' LEARNING:

● Lessons with CCBI are more interesting to students as they cover topics in their lives.

● The motivation of my students soars, and they "forget" they are learning.

● The more relaxed environment allows them to speak more freely, especially when it is about familiar topics. Students are then eager to apply in the community what they've learned in the classroom. It takes some time, however, to get students accustomed to this teaching method. At first they rebel. Persistence is the key.

● Students see the larger scope of teaching and learning process as education becomes active and relevant.

LINKS BETWEEN SCHOOLS AND COMMUNITIES:

● I think, more than anything else, I can see the effect in terms of attitude, as parents of students feel more comfortable and come around more when asked to collaborate on CCBI topics.

● Local professionals are more interested in speaking to students on various topics.
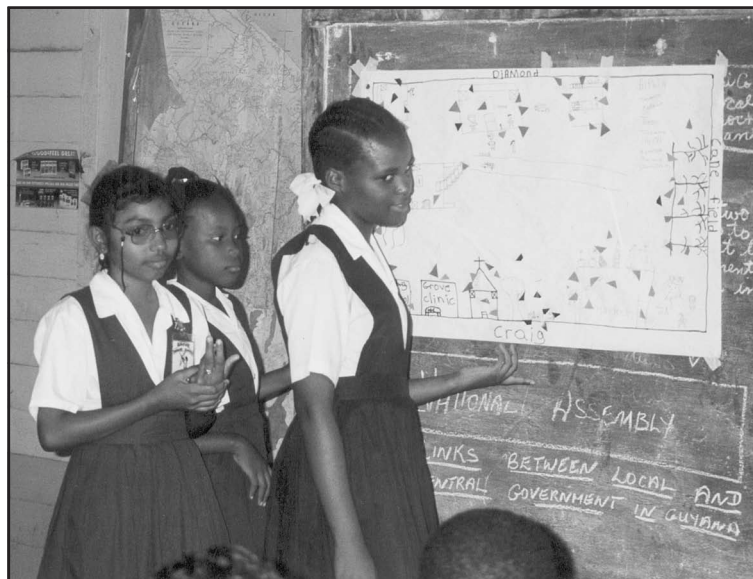
APPENDIX 1: 4MAT—A PLAN FOR PREPARING AN ACTIVITY

In preparing a lesson or activity for a particular audience of learners, it is important to have clear objectives and a presentation that will engage the participants. In addition to the necessary materials, content objectives, and community objectives, a plan generally includes an introduction, information that will be conveyed, opportunities to practice, and a chance to apply the new knowledge to a real life situation. This guide to preparation is effective regardless of the learners, be they students, farmers, women's groups, out-of-school youth, families or neighbors. The following diagram illustrates the 4MAT guide to lesson planning and some details on each phase of the plan.

4. Application	**1. Motivation**
Action. Add to existing ideas, create new ideas. Teach someone else. Share with others. (Action plans, community projects, contests, etc.) *Common question: What if?* **Dynamic Learner**	Create a reason to learn, inspire. Observe, question, experience, imagine, feel. (Field trips, drama, songs, dance, festivals, etc.) *Common question: Why?* **Imaginative Learner**
3. Practice	**2. Information**
Integrating theory and practice. Developing skills, trying it, producing something. (Worksheets, exercises, drills, surveys, working with prepared materials or creating new materials, etc.) *Common question: How?* **Common-Sense Learner**	Transmitting knowledge, integrate the experience into the information. Facts, details, skills. Watch and think. Hear from the experts. (Lecture, notes, demonstrations, guest speakers, lists, etc.) *Common question: What?* **Analytic Learner**

By incorporating each of these aspects into your activity plan, you are encouraging all learners and taking into consideration different learning styles and preferences. It is also important to remember that some people learn best by seeing (visual), others by hearing (auditory) and others by touching (kinesthetic).

Variety adds spice to the process.

APPENDIX 2: CCBI FOR STUDENTS AND COMMUNITY MEMBERS

CCBI is an approach to learning and development that links identified community issues to relevant subject content. The learners themselves are active participants in the learning process and become resources, teachers, and agents of change in their communities. CCBI is an approach not just for traditional classroom teachers, but for all educators working with students, farmers, health care workers, women's groups, neighbors, out-of-school youth groups, and other members of the community.

CCBI incorporates a participatory approach and generally includes these steps:

1. CCBI uses participatory techniques, such as community mappings, surveys, and seasonal calendars, to conduct needs assessments and identify community issues.

2. Lessons and activities meet the needs of the learner and incorporate the identified community issues.

3. Actions, projects, or activities are implemented in the community.

The following examples illustrate possible applications of CCBI:

SECONDARY STUDENTS, HIV RATES OF INFECTION

Motivation: Students discuss the HIV infection rate in their country and community. Invite a health worker can be to the class to discuss the statistics and to answer questions.

Information: Students learn about probability and work through a problem involving HIV infection rates and probability. The content of the probability lessons must satisfy the syllabus requirements.

Practice: Students practice by solving related probability problems individually and in groups.

Application: Students interview family or community members about their knowledge of HIV transmission. Students also can prepare a drama to present to the rest of the school.

In this example, students' immediate needs are met (they learn about HIV and they cover math topics on the syllabus), and they implement a community action. The students themselves become valuable resources in the campaign to educate students in the school and members of the community about HIV.

YOUTH GROUP, SPORTS TEAMS

Motivation: Sports team members meet with the coach to discuss nutrition and prepare a healthy, nutritious meal. They also discuss plans to raise money to buy uniforms.

Information: As part of their training, the team members learn about healthy nutritional practices and ways of promoting healthy lifestyles. HIV/AIDS education is included in the healthy life-styles sessions. The team players also learn skills in the planning, organizing, and marketing of a fundraising effort.

Practice: The players are able to prepare nutritious meals at home for their families. They have discussions with family and friends about healthy living habits, including ways of preventing the transmission of HIV.

Application: The players organize and a foot race to raise money for uniforms. At the finish line, they set up information booths on nutrition, HIV, etc. The booth can include posters and demonstrations. The team members are available to answer questions from the community.

In this example, the team members are able to connect a fundraising event to a community education campaign, thereby meeting their own needs as well as addressing an important community issue.

WOMEN'S GROUP, GARDENING CLUB

Motivation: A women's group is interested in learning more about producing a better quality and quantity of food, as well as income-generating activities.

Information: The group meets at the school once a week. The women learn more about composting, recycling, multicropping, and medicinal herbs. They also learn to make baskets from banana leaves.

Practice: The women come to the school to make baskets. They also work on demonstration plots with the students (possibly their children).

Application: The women are able to incorporate the lessons learned in their meetings in their own gardens. They also talk to neighbors about important environmental issues in their community. These women become active in other areas of the school and become part of the school as a resource.

Through the lessons and activities that take place at school, these women have not only increased their food production and income, but have become environmental activists in their communities.

CCBI enables community needs and interests to inform and enhance the learning of specific content areas. And, most important, the specific content meets the immediate needs of the learners. Community members come together to identify issues of concern, plan strategies for addressing those concerns, and implement community actions. CCBI also encourages community groups to use local resources.
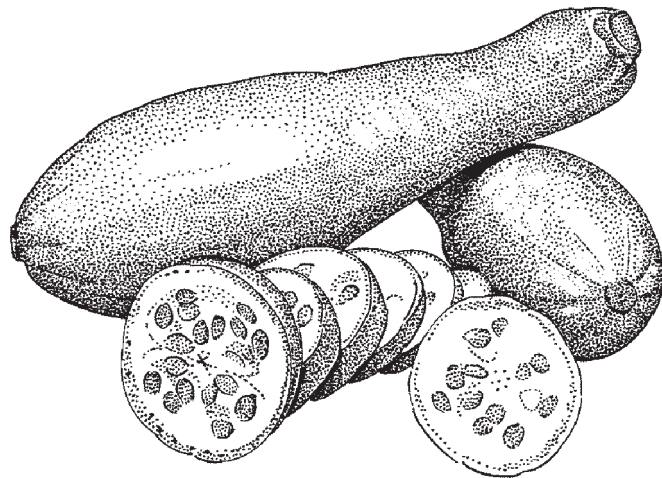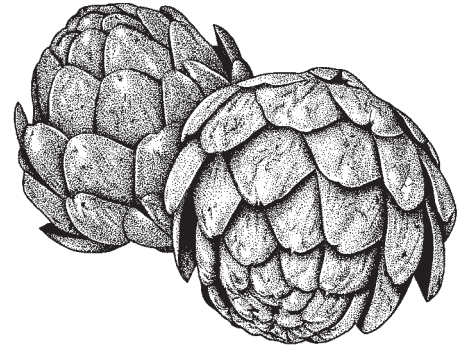
APPENDIX 3:
LEVELS OF LEARNING

In 1956, Benjamin Bloom led a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom identified six levels, from simple recall or recognition of facts, as the lowest level, to increasingly more complex and abstract mental levels, to the highest level, which is classified as evaluation. Below are some examples of action words associated with each level of learning.

1. **Knowledge:** arrange, describe, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

6. **Evaluation:** appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

Each level of learning builds on the previous level. For example, before students can describe, discuss, or explain they must be able to label, list, or repeat. By building on the achievements of lower levels, student will eventually develop higher level skills, like assessing the outcome of an election, predicting the rate of growth of seedlings, and evaluating the success of a project. The illustration on the next page will help you visualize the relationships between levels. As you read the levels, consider how CCBI helps students move up the levels with any particular topic.

CCBI COMPANION MATERIAL: THE SIX LEVELS OF LEARNING

Level 6: Evaluation
- The ability to make a judgment about the value of something by using a standard.
- Developing criteria
- Judging accuracy
- Making decisions
- Identifying values

Level 5: Synthesis
- The ability to combine existing elements in order to create something original.
- Communicating ideas
- Planning projects
- Forming hypotheses
- Drawing conclusions

Level 4: Analysis
- The ability to break down information into its integral parts and to identify the relationship of each part of the total organization.
- Judging completeness
- Recognizing relevance and irrelevance
- Identifying story elements
- Recognizing fallacies

Level 3: Application
- The ability to use a learned skill in a new situation
- Estimating
- Anticipating probabilities
- Making inferences
- Using math

Level 2: Comprehension
- The basic level of understanding. It involves the ability to know what is being communicated in order to make use of the information.
- Making comparisons
- Ordering steps in a process
- Identifying main ideas
- Identifying relationships

Level 1 : Knowledge
- A starting point that includes both the acquisition of information and the ability to recall information when needed
- Memorizing
- Classifying
- Giving definitions and examples
- Outlining and summarizing

APPENDIX 4: QUESTIONS AND ANSWERS ABOUT CCBI

In addition to the enthusiasm that has been shown for CCBI in the field, there are questions and concerns that have arisen from Volunteers, students, and host country counterparts. This appendix of the CCBI manual addresses some of the most frequently heard questions and concerns. These comments are in no way comprehensive, but they should assist you in using CCBI.

ONCE THE CONCEPT OF CCBI IS UNDERSTOOD, WHERE DO EDUCATORS START?

Teachers have found that it is best to start small and slow. This not only allows for integration of CCBI into current teaching and activities, but it also provides students time to become accustomed to a different way of learning.

There are many different ways to use CCBI both in and out of class. A first step might be to use PACA techniques to identify community issue(s) of relevance to students. Then check to see if there is a topic in the curriculum that is related to the community issue. Think about how to integrate the community issue into in- and out-of-class lessons and activities.

Volunteers might:

● use these community examples, problems, and issues as content for presenting and practicing academic skills and knowledge through classroom exercises, problems, activities, homework, or assessments.

● have students use PACA techniques to collect further information about these community issues as a syllabus topic is taught.

● have students discuss, develop, or implement solutions to problems in their community in the form of small actions or projects done in class or as an extracurricular activity.

IT'S EASY TO SEE HOW AN ENGLISH TEACHER CAN USE CCBI, BUT WHAT ABOUT SCIENCE OR MATH TEACHERS? HOW DOES CCBI APPLY TO THOSE SUBJECTS?

The broad applicability of CCBI in English language instruction is evident. For teachers of other subjects such as math, the sciences, and geography it may not be immediately apparent how, and where, CCBI can be used. The use of CCBI may not be appropriate for every syllabus topic. It may be difficult to see how to use CCBI when teaching differential equations or molecular structure. This is especially true for those teachers who may have been taught technical subjects in a highly academic manner devoid of "real world" links.

Since teachers tend to teach as they were taught, it might be difficult, at first, to make the jump between the academic nature of these subjects and their links and applications to the local community. However, teachers in every subject have identified some syllabus topics that readily lend themselves to a community issue.

Start with these "easy" topics. As teachers become accustomed to looking for academic-community links, they may discover additional syllabus topics that can be applied to community issues. Many teachers also have found that it helps to discuss and exchange ideas and lessons with colleagues who teach other subjects.
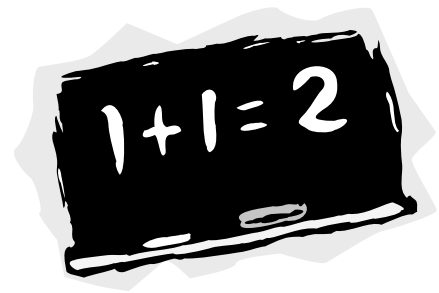
WHAT ABOUT THE BUSINESS SECTOR? HOW CAN BUSINESS FIT WITHIN CCBI?

The basic premise behind CCBI makes it possible to address the needs of any sector or content area. Where business topics are concerned, it's especially important to keep in mind that we are talking about education work, so that use of the CCBI framework should be within a business education context.

For instance, in a math or TEFL class students could learn how to create simple budgets or inventory systems. English language students also could discuss customer service and conduct role-plays. Math students could learn basic statistical concepts or how to do a cost analysis. As part of a unit on budgets, students could learn about fundraising—what it is and different ways a business, group of people, or individuals can raise money.

Students could apply their learning to a community-based activity or small action by:

● helping a local business take inventory of its stock;

● conducting an income generation activity that raises funds to improve a local water source; or

● purchasing medical equipment for a clinic or hospital.

Volunteers or counterparts can collaborate with storekeepers and other community members in a town meeting to identify issues of concern to the business and general community. Participants could eventually develop and implement strategies for addressing their concerns.

For English language teachers who are not completely comfortable with the technical content of business topics, remember that one of CCBI's strengths is that it encourages cross-sectoral collaboration; don't hesitate to ask a business Volunteer to be a classroom guest or to present a topic.

Other ideas for TEFL-business lesson topics include:

● writing a business letter;

● preparing a résumé;

● writing an advertisement for the local paper; or

● promoting a new product.
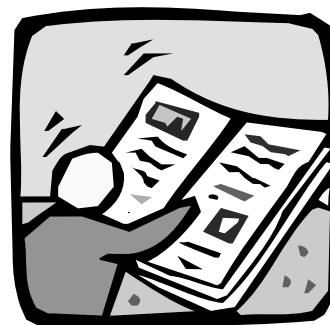
THERE DOESN'T SEEM TO BE ENOUGH TIME TO DO CCBI BECAUSE THE SYLLABUS IS SO FULL AND THE SCHOOL TERMS ARE TOO SHORT. HOW CAN THIS BE REMEDIED?

Many teachers are responsible for covering a comprehensive syllabus, which is sometimes more of a challenge when school terms are shortened or interrupted. Such realities make it difficult to introduce a CCBI unit. Again, the advice is to start slow and small, and look for opportunities in the syllabus to integrate content and community learning. Each syllabus has a few topics that readily lend themselves to local community issues. Start with these syllabus topics. Also, explore the use of CCBI during academic club meetings and extracurricular activities, which many teachers find is a good time to provide additional interesting and relevant learning opportunities for students.

SOME STUDENTS AND TEACHERS FEEL THAT CCBI DOESN'T PREPARE STUDENTS FOR THEIR NATIONAL EXAMS. HOW CAN THIS BE ADDRESSED?

In some countries success in the educational system depends on passing national exams. Thus, many students, teachers, and administrators feel an incredible pressure to prepare students for these exams. As teachers within these systems, Volunteers also have a responsibility to prepare students for these exams, regardless of their beliefs about that type of academic advancement.

Because of the importance of exam results to a student's future, many may be wary of any activities that don't seem directly related to the exams. This is especially true in exam classes. In many countries students and educators acknowledge that the current methods don't prepare students well, as evidenced by high failure rates. However, they do know that some students will pass the exam using traditional methods, which is more than they know about CCBI.

Some teachers have found that it helps if they can demonstrate to the students, as well as other teachers, how their CCBI methods are directly related to the national exam. Volunteers should review past exams to find links between exam problems and real life, or community issues. Also, when doing a CCBI lesson, explicitly indicate to students which syllabus topic will be covered in the process. This may relieve some of their anxiety about preparing for the exam and make them more open to trying a new way of learning.

Other teachers may decide not to use CCBI much in exam classes, but rather start by integrating CCBI into classes that are not yet feeling intense exam stress and pressure, so that students might be more open to new methods of teaching. Even in exam classes, however, incorporation of community examples into presentations and problem sets should be possible.

In actuality, the teaching methodologies used with CCBI will prepare students to be better thinkers and problem solvers, and, thus, CCBI will better prepare them to solve national exam questions. They can't memorize every question, so don't give up too easily.

## IS CCBI TRYING TO CHANGE THE NATIONAL CURRICULUM?

CCBI is not trying to change the content of the national curriculum. Rather, CCBI helps link the existing curriculum content with the lives of students, enabling them to see that classroom learning is related to the "real" world. They then can apply what they learn at school to solve problems in their families and communities, something they will be expected to do as adults.

HOW IS CCBI DIFFERENT FROM CONTENT-BASED INSTRUCTION?

In language instruction, content-based refers to the method of using relevant content to teach language skills. For example, instead of teaching students how to form a question in a foreign language by asking, How old are you? a teacher might ask such questions as, Who collects water in the community? Where do they get the water? How much water do you use at home?, thus linking the grammar lesson to the community identified issue of water supply.

CCBI turbo-charges CBI by adding a community focus and gender-sensitive, experiential, problem-posing methodologies. This turbo-charged CBI, known as CCBI, then becomes an effective tool in supporting the goals of education for sustainable development.

ARE THERE ENOUGH MATERIALS AND RESOURCES TO DO CCBI?
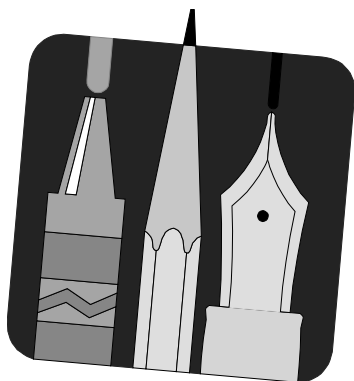
One of the great things about CCBI is that it addresses the problem of lack of materials by using the surrounding community and environment for lesson resources and materials. Students and teachers can use PACA techniques to collect a great deal of information for use in lessons. During practice and application of their learning, students can create materials and resources for use by the school and community, thereby linking classroom learning to community issues.

There may be times when information is difficult to obtain or only available in a city. This is where it may be useful to begin to develop, and make available through the in-country resource center at the Peace Corps office, a bank of information on common community issues. Work with Peace Corps staff to develop a strategy and process for developing a pool of resources, ideas, and lessons that can be shared by Volunteers and their counterparts. A resource bank also makes it easier to use CCBI because building on others' ideas and experiences saves time.

IF CCBI ISN'T AN ACCEPTED METHODOLOGY BY THE MINISTRY OF EDUCATION, HOW CAN IT BE USED?

Many ministries of education are embracing more student-centered, gender-sensitive methodologies and are acknowledging that current educational practices are not adequately preparing students for their futures. The good news is that governments are aware that something needs to change. However, moving from awareness to changes in teaching methods at individual schools is a long, slow process, especially in centralized educational systems.

Ethiopia's Ministry of Education recently embraced the CCBI approach and now offers national training seminars on CCBI for its teachers. Volunteers reported feeling very frustrated for a long time when they first introduced CCBI into their schools and communities; but with perseverance, time, and hard work, local teachers and ministry officials have begun to appreciate fully what CCBI has to offer.

Peace Corps staff can help pave the way for the acceptance of CCBI as a teaching methodology by meeting with ministry and school officials, including them in CCBI training events, and working with officials to identify how CCBI can assist in achieving national and local educational goals. If officials understand how CCBI can assist in achieving educational goals, they will be more willing to accept and support its use. It also is important to identify and discuss opportunities and constraints for using CCBI and to come to an agreement on how to explore this educational framework further.

Volunteer educators and counterparts also have a role in this dialogue at the local school level. Talk with school administrators about CCBI to enlist their support. When Peace Corps staff visit ask them to speak to the administration about CCBI. If a firm groundwork is laid, most teachers have found that officials are open to, and often supportive of, the introduction of CCBI.

WILL CCBI TAKE A LOT OF PREPARATION TIME?

Preparing lessons in a new manner always will take more time than reusing old lessons. CCBI offers a meaningful and practical framework for teachers to use to save time, as they are always looking for different kinds of lessons to keep their students interested and learning.

Working with colleagues can reduce preparation time by distributing the workload and providing support. The establishment of a CCBI resource bank, where teachers send their lessons and ideas to be shared with others, also saves time. And don't forget to use students as resources. Finally, remember to start slow and small, trying one lesson and activity at a time. Many teachers are motivated to spend the extra time preparing the lessons once they see the positive changes in their students.

STUDENTS DON'T APPEAR TO BE VERY INTERESTED IN CCBI TECHNIQUES. MANY ARE USED TO LECTURES AND PREFER THAT TEACHERS MAINTAIN THAT FORMAT. HOW SHOULD THIS SITUATION BE APPROACHED?

Most students have spent many years in school learning by a certain method, often lecture and rote memorization. This method is familiar and comfortable to them, if not always enjoyable. When a Peace Corps Volunteer comes into the class, speaking with a funny accent, using unusual classroom management practices, and teaching with "bizarre" methods, it is no wonder that students become a little suspicious.

It may be useful to take class time with students to discuss their educational goals, their thoughts on their future roles, their opinions about how well the present system of education prepares them to achieve their educational goals, and their ideas for changing the education system if they could. First, separate students by gender to illuminate any gender differences and to ensure that all voices are heard. Use the discussion to explore what role CCBI might have in assisting them to achieve their goals. Although this could take some class time, it will be class time well spent.

And, again, start small and go slowly. Many teachers find it helpful to begin with familiar methods and practices. As students begin to know and trust the teacher, she or he introduces new methods of learning. Most teachers have found that after initial resistance students really enjoy learning with CCBI because it is fun and interesting, and it allows them to talk about things that are important to them.

HOW CAN VOLUNTEERS OR PEACE CORPS STAFF GET LOCAL TEACHERS INTERESTED IN LEARNING ABOUT CCBI?

As most people know, trying something new takes extra time, especially in the beginning stages. Taking the extra time can be especially difficult for teachers who have many demands on their time and who must support their families on meager teachers' wages. Finding the time and energy to devote to learning something new may not be an option for them. But try not to get discouraged.

Volunteers need to look for a motivated teacher who may have the time to devote to CCBI. Ask the school administration if it is acceptable to post information about CCBI, and teaching in general, in the staff room. Observe who reads it. Try to engage them in informal discussions about teaching. Invite this teacher to an upcoming training. Get to know this teacher and the demands on his or her time. Explore possible ways of working together.

THIS PROBLEM-POSING APPROACH SEEMS TO GO AGAINST THE WHOLE AUTHORITARIAN CULTURE IN SOME COUNTRIES. HOW CAN CCBI BE USED IN SUCH AN EDUCATIONAL ENVIRONMENT?

This is an excellent question and one that requires great sensitivity. The problem-posing approach to education is not a neutral pedagogy. Its aim is to empower people to explore and address problems important to them. Empowered people may decide to attempt change in their lives. This can be very threatening and disruptive to authoritarian administrations, governments, and family structures. If it is likely that a discussion topic may disrupt the status quo, talk with colleagues, friends, Peace Corps staff, or Volunteers for advice on how to proceed. Remember, change takes time.

APPENDIX 5: RESOURCE LIST

The following resources, although not specifically about community content-based instruction, promote community entry, participatory education, and development practices that can be used to enhance links between schools and communities using the CCBI approach.

Additional resources for specific subject areas also are available through ICE. Use the most recent digital ICE to find what you need.

CROSS-CULTURE

Culture Matters: The Peace Corps Cross-Cultural Workbook. Peace Corps ICE, 1997. (ICE No. T0087)

Practical, interactive workbook for Volunteers in all programs. Guides the reader through the cross-cultural experience and the major concepts in the intercultural field. Presents exercises, stories, quotations, and descriptive text designed to aid the Volunteer in successfully adapting to the new culture. Examines the behaviors and values of people in other countries and offers ways to compare their behavior to that of Americans. An excellent resource for trainers, trainees, and Volunteers. Illustrated.

COMMUNITY ENTRY/PARTICIPATION

Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. John P. Kretzmann and John L. McKnight. ACTA Publications. 1993. 376 pp. [ICE Class. No.CD051]

This is a guide to asset-based community development, summarizing lessons learned by studying successful community-building initiatives in hundreds of U.S. neighborhoods. The guide outlines what local communities can do to start their own asset-based development, including how to rediscover their local assets; how to combine and mobilize these strengths; and how "outsiders" in government can effectively contribute to the process of asset-based development.

Learning Local Environmental Knowledge. The Peace Corps. 2002. 68 pp. [ICE No M0071]

This handbook provides Volunteers in any sector with a structured way to learn about the biophysical, economic, and social aspects of a host community during PST and the initial months of service. They explore and discover how community members perceive and relate to their local natural resource base. Over time, Volunteers increase their understanding of local practices and livelihood strategies to become valuable assets for community development. This is an excellent tool for Volunteers to use in their role as learners (see related publication, The Roles of the Volunteer in Development).

Participatory Analysis for Community Action (PACA). The Peace Corps, 2003. (ICE No. M0053)

Techniques for working with all sectors of a community (women and men, girls and boys, minority and majority groups, different age groups) to analyze situations and develop ideas for projects. Training sessions and field insights. Being revised in 2000.

Promoting Powerful People: A Process for Change. The Peace Corps, 2000. (ICE No. T0104)

Introduces a three-step process for change: listen and observe, discuss and decide, try something. For each step, a number of skills are taught and practiced, in the classroom and/or in the community. Nutrition is the basic content, but suggestions for use with other content are given.

Project Design and Management: Training Manual for Volunteers and Counterparts. The Peace Corps, 2000. (ICE No. T0050)

A training manual that develops skills in all steps of project planning and design, aimed at Volunteers and counterparts working with communities to develop local capacity.

Tools for Community Participation. Lyra Srinivasan. PROWWESS/UNDP, 1990. (ICE No. WD084)

Easy-to-read manual for training trainers in participatory techniques. Although focused on involving women in water and sanitation projects, it also is useful for training community workers in general.

Roles of the Volunteer in Development: Toolkits for Capacity-Building. The Peace Corps. 2002. 277 pp. [ICE No.T0005]

The publication contains seven booklets, all of which help maximize Peace Corps Volunteers' effectiveness by addressing a different aspect of the capacity-building roles that Volunteers play. Each booklet has a chart delineating the knowledge, skills, and attitudes needed for the role; background readings; and activities designed to increase Volunteers'' competence in that capacity. The booklets can be used in self-study or in conjunction with a trainer or other training material.

EDUCATION

About Teaching: 4MAT in the Classroom. Bernice McCarthy. EXCEL, Inc., 1987. (ICE No. ED187)

Presents research on a system that seeks to adapt educators' attitudes and teaching styles to the different ways people learn. Describes four different models according to how people perceive information (feeling vs. thinking) and how they process it (watching vs. doing). The research examines the relevance of different learning styles to right and left-brain dominance. It includes graphics and sample lesson plans to demonstrate how the system works.

Adapting Environmental Education Materials. Peace Corps ICE, 1999. (ICE No. M0059)

Provides guidance on evaluating materials for adaptation, adapting and testing materials, as well as examples of adapting for simpler and fewer materials, local realities, environmental topics to traditional classroom subjects, and so on. Contains sessions for training educators about adaptation.

Alternative Techniques for Teaching About HIV/AIDS in the Classroom. Peace Corps Thailand/ STD and AIDS Center, Korat Thailand, 1993. (ICE No. R0086)

Presents a collection of interactive games and activities created to supplement existing curricula on AIDS. The publication also includes some basic information about the disease and guidelines for teachers to use at different grade levels.

Beyond the Classroom: Empowering Girls. Idea Book. Peace Corps, 2000. (ICE No. M0080)

Provides specific activities from the field that empower young women, including mentors, clubs, camps and conferences, sports, contests, and life skills education.

DPM: Integrating Disaster Preparedness and Mitigation in Your Work. Idea Book. Peace Corps, 2001. (ICE No. M0084)

> The root causes of most disasters in developing countries include poverty and inappropriate development. This booklet provides activities for building disaster prevention into many aspects of Volunteer work, regardless of project assignment.

Environmental Education in the Schools: Creating a Program that Works! Judy Braus and David Wood. Peace Corps, 1993. (ICE No. M0044)

> Offers useful information on introducing environmental issues into the academic curriculum.

HIV/AIDS: Integrating Prevention and Care Into Your Sector. Idea Book. The Peace Corps, 2000. (ICE No. M0081)

> Offers practical strategies for assessing and responding to the effects of HIV on each of the Peace Corps' project areas, including agriculture and environment, small enterprise development, health, youth, and education. It also offers examples of creative and effective strategies used by Volunteers to integrate the issue of HIV into their activities through collaboration with other sectors or by designing activities targeting those most affected by AIDS.

In the Classroom: Empowering Girls. Idea Book. The Peace Corps, 2002. (ICE No.M0083

> Provides classroom and co-curricular ideas for both boys and girls.

Just Stir Gently: The Way to Mix Hygiene Education with Water Supply and Sanitation. Marieke T. Boot. IRC International Water and Sanitation Centre, 1991. (ICE No. WS113)

> Promotes hygiene education by relaying information on conditions and practices that help prevent water and sanitation diseases. It is directed toward integrating hygiene education with water supply and sanitation projects, and offers strategies on decision making in hygiene education; negotiation and cooperation among government agencies, donor agencies, and health institutions; and better planning and management of hygiene education programs. It provides examples of integrating traditional beliefs with "germ theory of disease," and also includes sample lesson plans.

Life Skills Manual. Peace Corps/Malawi and the Peace Corps, 2000. (ICE No. M0061)

> A comprehensive behavior change approach that concentrates on the development of the skills needed for life, such as communication, decision making, thinking, managing emotions, assertiveness, self-esteem building, resisting peer pressure, and relationship skills. It also includes ten specific sessions of basic information on HIV/AIDS.

Nonformal Education Manual. Peace Corps ICE, 2003. (ICE No. M0042)

> Demonstrates how the techniques of nonformal education can be used by virtually all Peace Corps Volunteers. Emphasizes full-scale community participation at all stages of development.

Teaching English as a Foreign Language to Large, Multilevel Classes. Peace Corps ICE, 1992. (ICE No. M0046)

> Provides strategies for teaching difficult classes, including practical tips for student needs assessment, classroom management, lesson planning, cooperative learning, resource development, and assessment.

YOUTH

Working With Youth: Approaches for Volunteers. The Peace Corps. 2002. 234 pp. [ICE Class. 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. Discusses the role of Volunteers' in working directly with youth, and enhancing the effectiveness of youth-focused NGOs. Chapters lead the reader through planning, implementing, and evaluating youth activities; using appropriate tools, techniques, and games; and applying the health, education, and leadership activities for youth used by Volunteers working around the world.

NON-ICE RESOURCES

There are many resources available from sources other than ICE, a few of which are listed here. To locate additional resources, make use of Internet search engines (use key words: service learning, participatory learning, education, nonformal education).

A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum. Anna Chamot and J. Micael O'Malley. National Clearinghouse for Bilingual Education, 1986.

> Guide to the CALLA Approach, which uses learning strategies to help teach content topics in ESL classrooms.

Adapting Materials for Content-Based Language Instruction. Deborah J. Short. ERIC Clearinghouse on Languages and Linguistics, 1989.

> Article describes methods for adapting mainstream materials for ESL classes. Students learn language through instruction in specific subject areas rather than through language instruction alone.

Children's Participation: From Tokenism to Citizenship. Roger A. Hart. UNICEF International Child Development Centre, 1992.

> Describes the experiences of British children who participated in community research and community action through the schools. Includes a bibliography.

Cooperative Language Learning: A Teacher's Resource Book. Carolyn Keller, Ed. Prentice Hall Regents, 1992.

> Collection of readings on cooperative learning written by well-known names in the field. Explores curriculum concerns, small group work, integration of language and content (mathematics, science, social studies), the role of the teacher, and teacher training.

Enriching the Curriculum Through Service Learning. Carol W. Kinsley and Kate McPherson, Eds. Association for Supervision and Curriculum Development (ASCD), 1995.

> Introduces service learning concepts integrated within and across the curriculum.

ESL Through Content-Area Instruction. JoAnn Crandall, Ed. Center for Applied Linguistics, 1995.

> Introduces integrated language and content instruction to content and ESL teachers. Chapters identify the need for teacher collaboration across disciplines. Sample transcripts of students engaging in language/content learning activities and sample lesson plans with math, science, and social studies content are included.

Health Into Mathematics. Peter Gibbs and William Mutunga. Longman Publishing Company, 1991.

> Provides sample mathematics lessons that integrate health topics.

How to Integrate Language and Content Instruction: A Training Manual. Deborah J. Short. Center for Applied Linguistics, 1991.

> Manual for teachers and teacher trainers who want to integrate language and content into their lessons. Topics include strategies and techniques, assessment issues, lesson planning, materials adaptation, program design, and training. Examples are drawn from several content areas: science, mathematics, social studies, and health.

Integrating Language and Content Instruction: Strategies and Techniques. Deborah J. Short. National Clearinghouse for Bilingual Education, 1991.

> Discusses the approach to integrating language and content instruction at the school and classroom level. Specific activities are described, including developing student background knowledge, meeting students' cognitive needs, and adapting ESL techniques to the content lessons. Includes sample lesson plans.

Language and Culture in Conflict: Problem-Posing the ESL Classroom. Nina Wallerstein. Addison-Wesley, 1983.

The Learner-Centered Curriculum. David Nunan. Cambridge University Press, 1988.

> Useful guide shows how teachers plan, implement, and evaluate language courses. Promotes the concept of a negotiated mode. Stresses the value of collaboration between teachers and learners.

Life Planning Education. The Center for Population Options, 1992.

> Comprehensive manual to prepare teenagers for the world of work and parenthood.

Math Matters Plus, Books A and B. Gerry Price, Joyce Chester, and Eon Harper. Longman, 1991.

> Aims to enhance the mathematical knowledge of 14- to 16-year-olds by applying mathematics to real-world situations. The learning material is based on real-world situations, with scenarios that offer opportunities for discussion, problem solving, and developing process skills. (Teachers' books and copy masters available.)

The New Circles of Learning: Cooperation in the Classroom and School. David W. Johnson, Roger T. Johnson, Edythe Johnson Holubec, and Patricia Roy. Association for Supervision and Curriculum Development, 1984.

> Discusses the importance of cooperative learning and provides guidelines for implementing cooperative skills. Addresses basic questions and myths about cooperative learning.

Pedagogy of Hope. Paulo Freire. The Continuum Publishing Co., 1994.

> Pay special attention to Chapter 4.

Performance and Portfolio Assessment for Language Minority Students. Lorraine Valdez Pierce and J. Michael O'Malley. National Clearinghouse for Bilingual Education, 1992.

>   Describes performance assessment procedures and a portfolio assessment framework for monitoring language development. Provides examples of performance and assessment tools and procedures.

Rainwater Harvesting: The Collection of Rainfall and Runoff in Rural Areas. Arnold Pacey and Adrian Cullis. Intermediate Technology Publications, 1986.

Rapid and Participatory Rural Appraisal Notes, No. 21 – Special Issue on Participatory Tools and Methods in Urban Areas. Sustainable Agriculture Programme-IIED, 1994.

>   Describes practitioners' experiences using participatory methodology in the urban context. Provides urban-based projects with a framework for participatory project work. Brings Volunteers up to date on development methodology in the urban environment.

Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture. Hilary Sims Feldstein and Janice Jiggins, Eds. Kumarian Press, 1994.

>   A collection of field examples of gender-related research focusing on agricultural projects. Provides concrete examples of important ways gender can be taken into account in project design, implementation, and evaluation.

Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender Into Sustainable Resource Management. Barbara Thomas-Slayter, Andrea Lee Esser, and M. Dale Shields. Clark University, 1993.

>   Presents methods for gathering data and examining men's and women's roles in natural resource management. Information illustrated with brief examples of projects in different developing countries. Useful materials for pre-service training of Volunteers.

For posts that wish to order non-PC publications, write to:

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