



2013 Summer Camp Manual

Camp G.L.O.W. Ukraine
Gender and Development (GAD) Council

Table of Contents

I. Information for Directors	Pages 4-6
a. About Camp G.L.O.W.	4
b. History of Camp G.L.O.W.	4
c. Location	4
d. Dates	5
e. Grant Writing	5
f. Transport	5
g. Staffing	5
h. Sustainability	5-6
i. Camp Planning Calendar	6
II. Preparing for Camp G.L.O.W	Pages 7-8
a. Fundraising	7
b. Bringing Students to Camp	7-8
c. Traveling with Students Under 18 years	8
d. Suggested Packing List	8
III. Camp G.L.O.W. Schedule	Pages 9-12
a. Camp G.L.O.W. 2013 Schedule	9-11
b. Elements of the Schedule	11-12
c. Chaperones at Camp	12
IV. Logistics	Pages 13-15
a. Description and Division of Counselor Roles	13-14
b. Safety and Security of Campers	14
c. Camper Discipline	14-15
d. Sticker-Point System	15
V. Lesson Plans	Pages 16-53
a. Day One Lessons (Monday, July 22 nd)	17-20
1. <i>How to G.L.O.W./ Role Models</i>	17-20
b. Day Two Lessons (Tuesday, July 23 rd)	21-27
1. <i>Leadership</i>	21-22
2. <i>Self-Esteem</i>	23-24
3. <i>Gender Stereotypes/Women in the Workforce</i>	25-27
c. Day Four Lessons (Thursday, July 25 th)	28-38
1. <i>Body Image</i>	28-29
2. <i>Tolerance</i>	30-34
3. <i>Sexual Health I: Are you Ready?</i>	35-37
4. <i>Sexual Health II: Abortion</i>	38
d. Day Five Lessons (Friday, July 26 th)	39-50
1. <i>Human Trafficking</i>	39-43
2. <i>Women in the Media</i>	44-47
3. <i>Gender Violence and Healthy Relationships</i>	48-50
VI. Camp Songs	Pages 51-53
a. Traditional Camp Songs	51-53
VII. Camp Activities	Pages 54-61
a. Name Games and Icebreakers	54

b. Team Building Activities	54-56
c. All-Camp Activities	56
d. Evening Activities	56-58
e. Reserve Activities	58-61
VIII. Team Video Project	Page 62
IX. Appendices	Pages 63
a. PCV Application	63-64
b. Camper Application	65
c. Camper Scholarship Form	66-67
d. Camper Permission Slip (Ukrainian & English)	68-69
e. Camp G.L.O.W. Chaperone Form	70
f. Camp G.L.O.W. Flyer	71-72
g. Sample Donor Letter	73-74
h. Camper Evaluation	75
i. PCV Evaluation	76
j. Camp G.L.O.W. Certificate	77

I. Information for Directors

This manual was created to provide a guide for future G.L.O.W. /T.O.B.E. summer camps generate activity ideas for future weekend G.L.O.W. /T.O.B.E. programming. It includes schedules, logistics, lesson plans, activities, and other resources. This manual is a work in progress and updates and revisions are encouraged each year.

a. About Camp G.L.O.W.

Every summer, the Gender and Development (GAD) Council of Ukraine conducts a youth empowerment camp for young women: G.L.O.W. (Girls Leading Our World). This camp is designed to train girls in leadership and project design and management as well as educate campers about gender-related issues, including human trafficking, HIV/AIDS, domestic violence, sexual health, etc.

G.L.O.W. campers are typically between the ages of 14 years (or entering the 9th form) and 18 years, and are chosen from various regions of Ukraine, based on their leadership potential. Participants do not need to be fluent in English, but a mid- to high- intermediate English level is encouraged.

All G.L.O.W. Counselors (Peace Corps Volunteers), Ukrainian counterparts, and campers are women in order to ensure a fun, safe camp environment, and to promote exposure to respectful, positive role models of the same sex.

b. History of Camp G.L.O.W.

G.L.O.W. Ukraine has been an annual project of the GAD Council since the early 2000s. These camps have taken place in different locations over the years and are primarily staffed and populated by GAD Council members and their pupils. Every year the G.L.O.W. /T.O.B.E. Subcommittee of the GAD Council is responsible for overseeing the planning and execution of the camp. Funding primarily comes from a Partnership (PCPP) Peace Corps grant with all GAD Council members helping spread awareness and actively fundraising. Additional funding has come from the International Organization for Migration (IOM) and PEPFAR grants.

c. Location

In the past, G.L.O.W. has typically been held in one location, often at or near a Peace Corps volunteer and GAD member's site. In past years, camps have been held in Ivano-Frankivsk, Lugansk, Vinnitsya, Crimea, and Cherkasy. Although using volunteer site placement to determine the location of G.L.O.W. each year can make planning easier for volunteers, experience has shown that it is not sustainable for G.L.O.W. Ukraine.

It is encouraged that a permanent location for G.L.O.W. is utilized in the future, to ensure solid local partnerships and camp sustainability. This location should be able to accommodate over 100 individuals, since G.L.O.W. intends to expand from 40 to 60 campers next year and hopes to combine with our partner program T.O.B.E (Teaching Our Boys Excellence), further increasing our numbers.

d. Dates

G.L.O.W. is typically held in July. Working together with counselors, Ukrainian counterparts, and venue staff to determine the dates well in advance is crucial. Many venues would prefer to have final dates as soon as possible, as summer schedules fill up early and quickly. Additionally, counselors, and campers will need to have this information in advance so summer plans can be arranged and participants can be set.

e. Grant Writing

Due to funding restrictions, camps are not eligible for SPA funding. Therefore, most camps and most working groups rely on Partnership Grants (PCPP) for funding. Anyone on the GAD Council can write the PCPP Grant, but it is highly recommended that one of the G.L.O.W. directors take on this responsibility. Working with GAD staff liason, Zhanna Hrytsenko and Nastia Riznyk of the grant department will help move the grant writing process along smoothly, as well as using the previous year's PCPP Grant for reference.

f. Transport

According to Ukrainian law, one Ukrainian adult over the age of 18 must accompany up to 15 children to and from camp and provide supervision at camp (for more information on this policy, see Peace Corps Ukraine Summer Camp Safety and Security manual). During the camp planning and application process, potential Ukrainian counterparts should be identified to help transport children and if possible, actively participate in camp. Typically, they do not have to pay for their lodging, only for their transport.

g. Staffing

Due to limited space, not everyone who wants to attend camp is able, both volunteers and campers. During the camp planning process, directors should identify subcommittee members who are actively contributing to the project (i.e. writing grants, updating curriculum, etc.) and give them priority as counselors. In addition, it is important to keep certain factors in mind when choosing counselors, such as seniority (if a volunteer will COS before the next camp) and whether he/she is bringing campers and/or Ukrainian counterparts. It is also useful to consider the transition of experience and knowledge by spacing out counselors from varying groups.

h. Sustainability

Sustainability of the camp program has been an ongoing issue over the years. Given the inevitable turnover in volunteers and the difficulty in creating lasting partnerships with Ukrainians on national-level projects, GAD has a long way to go in making G.L.O.W. Ukraine sustainable without heavy Peace Corps volunteer involvement.

To encourage sustainability for these important camps, we are continuing to make the effort to bring Ukrainian counterparts to camp, not only in accordance with Ukrainian law, but as a way to encourage their active participation in the program. Additionally, we would like to invite G.L.O.W. alumni to return the following year as Ukrainian staff (Junior Counselors and/or Chaperones). We could then provide them with the training and updated materials and

resources needed to conduct G.L.O.W. (in their community or at a national level) without heavy Volunteer involvement.

i. Camp Planning Calendar

September GAD Meeting – Camp Staff and Subcommittee Debrief GAD Council on G.L.O.W.; subcommittee determines the directors for the coming year and discusses any changes to be made (grant, activities, lessons, etc.)

October-December – Directors secure location and determine dates and capacity for G.L.O.W.; camp staff prepares pieces for GAD awareness (articles for NuShcho, From the Field, GADfly, etc.)

December-January – One director writes Partnership Grant and submits it to Nastia Riznyk for processing

January-February – Directors update camp applications, permission slip, advertisements (fliers and brochure), and have them translated for distribution

February GAD Meeting – Directors update GAD Council on progress, finalize staff, emphasize need for all to help fundraise, distribute camp documents, and sets deadlines for application process

February-April – Pupils apply for camp; outreach to find Ukrainian counterparts, FLEX alumni; fundraising continues; directors work on camp schedule and activities

May GAD Meeting – Directors update GAD Council on progress; directors review and accept campers, and encourage everyone to continue to fundraise; directors update camp curriculum

May-June – Partnership grant should be fully funded by the middle of May to ensure timely deposit of money; camper tuition is collected; transport logistics are worked out with camper's chaperons and PCV; materials are prepared; site visits and trainer logistics are finalized; directors work on summer camp documentation for Peace Corps and submit it to RMs

July – Camp conducted; alumni information collected, thank you letters written and sent out to donors

August-November – Camper projects (if applicable)

II. Preparing for Camp G.L.O.W.

a. Fundraising

Camp G.L.O.W. counselors are *required* to help fundraise for Camp G.L.O.W. Without counselor support and fundraising efforts, Camp G.L.O.W. will not happen. Fundraising for Camp G.L.O.W. should start as early as possible in order to ensure that there is money in the spring to pay for the campsite.

Fundraising can be difficult and it is often uncomfortable to ask the same people for money repeatedly. So, please feel free to think outside of the box when it comes to fundraising. Here are a few possible fundraising ideas:

- E-mail friends and family (see appendix E for a sample letter)
- Put it on Facebook, Twitter, Pinterest, etc.
- Join our Facebook, Twitter and Tumblr page and invite others to join as well
- Post about Camp G.L.O.W. on your blog (and often)
- E-mail RPCV groups from your hometown (even if they don't advertise grants, they may be able to help out.)
- Get a newspaper article published in a local hometown newspaper (see the appendix F for a sample)
- Contact church or youth groups
- Get in touch with any former sororities and fraternities that you were a part of
- E-mail women's/ gender groups from your hometown (you never know.... they might be able to help out!)
- Know a local business owner? Get them to post flyers and advertise! Or get them to match donations.
- Contact hometown volunteer groups/clubs (such as Rotary Club)
- Have family and friends run mini fundraisers with donations going to Camp G.L.O.W

If you have other great ideas, please let us know!

b. Brining Students to Camp

PCV counselors are highly encouraged to bring students to Camp G.L.O.W. Bringing students is a great way to see your students outside of the classroom or club setting and allow them to use their English in new and exciting ways. Many students who attended Camp G.L.O.W. last summer went back to site both educated and excited to share this knowledge with others. A fair amount of past Camp G.L.O.W. campers have also gone back to their sites and started projects of their own, both with and without the help of PCVs.

Campers should have a good level of English and be between the ages of 15 years (or entering 10th form) and 18 years. They should be able to understand an entire lesson in English, and be able to communicate their ideas and opinions on the topic at hand. You know your students English level best and we trust you to be able to decide if this student has a good enough level of English for this camp. If you have any questions about this please feel free to contact either of the directors.

Camper Applications will be released in mid-April and due no later than May 13, 2013. Shortly after the due date, we will review all applications and get back to both campers and PCVs about our decision. If students under the age of 18 years are accepted they will need to fill out both a permission slip and have a designated Ukrainian chaperone that will be accompanying them to the camp.

c. **Traveling with Students Under 18 years**

Ukrainian Law does not allow PCVs to travel with campers, as we cannot legally be liable for the life and health of children in Ukraine. This means that all campers under the age of 18 **MUST** be accompanied by a chaperone. Designated guardians are those Ukrainian adults (age 18 or over) who agree to serve as a chaperone. They must sign a form that acknowledges that they are responsible for the health and safety of the campers that they are chaperoning. This form can be found in appendix D.

Up to fifteen students can travel with one chaperone. In order to try to minimize the number of chaperones at Camp G.L.O.W., it would be best to try and bring groups of students from both your school and other schools in the oblast if possible.

d. **Suggested Packing List**

This packing list should help prepare both counselors and campers get ready for camp. Camp G.L.O.W. is a casual setting and therefore comfortable clothing is recommended. High heels and expensive items such as jewelry should be left at home.

What to Pack!	
Clothes	<ul style="list-style-type: none"> • The general rule is comfortable clothing. We will be sitting in places that might be quite warm and playing active games (heels are not recommended). • Casual summer clothes for each day of camp (shorts, t-shirts, tank tops, etc.) • Sweatshirt or jacket and pants (for a cool nights) • Some clothes that can get dirty • Swimsuit • Underwear • Tennis Shoes • Sandals (without heels)
Other	<ul style="list-style-type: none"> • Documents (passport or photocopy of birth certificate) • Hat • Sunglasses • Toiletries (toothbrush, toothpaste, shampoo, etc.) • Personal Medications • Beach Towel • Sunscreen • Bug Spray • Camera • Do NOT bring expensive jewelry

III. Camp G.L.O.W. Schedule

a. Camp G.L.O.W. 2013 Schedule

Camp G.L.O.W. 2013 Schedule			
(Page 1)			
DAY 1		DAY 2	
MONDAY, JULY 22nd		TUESDAY, JULY 23rd	
7:00 – 12:00	Camper arrival & Check-in	7:00 – 8:00	Morning Exercises
12:00 – 13:00	Opening Ceremony	8:00 – 9:00	Breakfast / All-Camp Meeting
13:00 – 14:00	Lunch	9:00 – 10:00	Leadership Team 1 Self-Esteem Team 2 WIW/ Gender Stereotypes Team 3
14:00 – 14:30	Icebreakers	10:00 – 10:15	Break
14:30 – 15:00	Creation of Teams	10:15 – 11:15	Leadership Teams 3 Self-Esteem Team 1 WIW/ Gender Stereotypes Team 2
15:00 – 15:30	Team Introductions	11:15 – 11:30	Break
15:30 – 16:30	How to GLOW/Role Models Team 1 Team 2 Team 3	11:30 – 12:30	Leadership Team 2 Self-Esteem Team 3 WIW/ Gender Stereotypes Team 1
16:30 – 16:45	Break	12:30 – 13:00	Team Activity
16:45 – 17:45	Group Leader Activities	13:00 – 14:00	Lunch
17:45 – 19:00	Photo Scavenger Hunt	14:00 – 15:00	Guest Speaker #1
19:00 – 20:00	Dinner	15:00 – 15:15	Break
20:00 – 20:30	Evening All-Camp Meeting	15:15 – 16:30	Hip-hop Dance Lessons
20:30 – 21:30	Post-It Note Activity	16:30 – 18:00	Beach Time
21:30 – 22:30	Journal Activity	18:00 – 18:15	Break/Back from Beach
22:30	Lights Out	18:15 – 19:00	Teambuilding Activity
		19:00 – 20:00	Dinner
		20:00 – 20:30	Evening All-Camp Meeting
		20:30 – 22:30	<i>Video Project</i>
		22:30	Lights Out

Camp G.L.O.W. 2013 Schedule (Page 2)

DAY 3 WEDNESDAY, JULY 24 nd		DAY 4 THURSDAY, JULY 25 rd	
7:00 – 8:00	Morning Exercises	7:00 – 8:00	Morning Exercises
8:00 – 9:00	Breakfast / Morning All-Camp Meeting	8:00 – 9:00	Breakfast/ Morning All-Camp Meeting
9:00 – 9:30	Team Building Activity	9:00 – 10:00	Body Image: Team 1 Tolerance: Team 2 Sexual Health #1 Team 3
9:30 – 10:30	PEPFAR (Part I)	10:00 – 10:15	Break
10:30 – 10:45	Break	10:15 – 11:15	Body Image: Team 2 Tolerance: Team 3 Sexual Health #1 Teams 1
10:45 – 11:45	PEPFAR (Part II)	11:15 – 11:30	Break
11:45 – 12:00	Break	11:30 – 12:30	Body Image: Team 3 Tolerance: Team 1 Sexual Health #1: Team 2
12:00 – 13:00	PEPFAR (Part III)	12:30 – 13:00	Team Activity
13:00 – 14:00	Lunch	13:00 – 14:00	Lunch
14:00 – 16:00	PEPFAR (Part IV)	14:00 – 15:00	Guest Speaker #2:
16:00 – 17:00	Beach Time/Free Time	15:30 – 15:15	Break
17:00 – 19:00	<i>Video Project</i>	15:15 – 16:15	Sexual Health #2
19:00 – 20:00	Dinner	16:15 – 16:30	Break
20:00 – 20:30	Evening All-Camp Meeting	16:30 – 17:00	Team Activity
20:30 – 22:30	Station Rotation Activity	17:00 – 18:00	Group Leader Activates
22:30	Lights Out	18:00 – 19:00	Beach Time/Free Time
		19:00 – 20:00	Dinner
		20:00 – 20:30	Evening All-Camp Meeting
		20:30 – 22:30	Movie Night
		22:30	Lights Out

Camp G.L.O.W. 2013 Schedule (Page 3)

DAY 5 FRIDAY, JULY 26 nd		DAY 6 SATURDAY, JULY 27 rd	
7:00 – 8:00	Morning Exercises	8:00 – 9:00	Breakfast
8:00 – 9:00	Breakfast/ Morning All-Camp Meeting	9:00 – 11:00	Wrap-up Activities
9:00 – 10:30	Human Trafficking: Team 1 Women in the Media: Team 2 GV/ Healthy Relationships: Team 3	11:00 – 12:00	“Thank You” Notes
10:30 – 10:45	Break	12:00 – 13:00	Lunch
10:45– 12:15	Human Trafficking: Team 2 Women in the Media: Team 3 GV/ Healthy Relationships: Team 1	13:00	Departure
12:15 – 12:30	Break		
12:30 – 13:00	Group Leader Activities		
13:00 – 14:00	Lunch		
14:00 – 15:30	Human Trafficking: Team 3 Women in the Media: Team 1 GV/Healthy Relationships Teams 2		
15:30 – 15:45	Break		
15:45 – 16:15	Teambuilding Activity		
16:15 – 16:30	Break		
16:30 – 18:00	Guest Speaker #3 – A21		
18:00 – 19:00	Beach Time/Free Time		
19:00 – 20:00	Dinner		
20:00 – 20:30	Evening All-Camp Meeting		
20:30 – 22:00	Camp Competition		
22:00 – 22:30	<i>Video Projects</i>		
22:30	Lights Out		

b. Elements of the Schedule

All Staff Morning Meetings (Note: Not Written on the Schedule)

Each day, near the end of breakfast, all camp counselors will be required to gather for a brief staff meeting. This will be a time where we can all discuss the day’s activities, talk about any problems that may be occurring, divide up tasks, and so on.

Morning and Evening All-Camp Meetings

Every day, there will be two all-camp meetings. These will take place in the mornings and in the evenings. The meetings are a time when all campers and counselors either get pumped for the day ahead or reflect on the day's activities. At each meeting there will be announcements, camp songs, and more. In addition:

- a. Morning meetings may include a recap of the previous day's lessons with questions asked by the Head Teachers.
- b. Head Teachers will work together to select a camper that has excelled throughout the day and present them with a camper of the day award at the evening meeting.
- c. A question box will be available for campers to put questions that they do not feel comfortable asking in front of the group. These questions will be answered at either the morning or evening meeting.

All-Camp Activities

All-camp activities are fun and highly active activities that occur during the middle of the day. They can range from field activities, relay races, sports, all-camp games, and more.

Teambuilding Activities

Teambuilding activities are 30-minute activities that occur throughout the day. They are used as a way to get campers moving between lessons. But, their primary purpose is to build a closer relationship between campers, while developing leadership and cooperation skills.

Evening Activities

Evening activities occur after the evening all-camp meeting. They are usually less active and more creative than the all-camp activity that occurred during the middle of the day. They may include movie night, campfire songs, dance lessons, discos, etc.

Beach Time

Team Leaders are responsible for making sure that their team members make it to and from the beach. Leaders should be at the beach with their teams and know where members are at all times. If a camper does not wish to go to the beach, a few staff members will remain at the campsite and be responsible for these campers. A small alternate activity may be offered to these campers or they may simply have free time.

c. Chaperones at Camp

While at Camp G.L.O.W., chaperones are more than welcome to attend camp classes and activities. If chaperones choose not to attend camp activities, they should let staff know if they leave the camp ground so that they can be contacted if a problem occurs.

IV. Logistics

a. Description and Division of Counselor Roles

Each volunteer has been carefully selected based on a number of factors and every volunteer plays a crucial role in the success of the camp. Each counselor has a specific task that they are assigned to and are expected to stick to these tasks and help out in other areas when they are not busy.

There is always something to be done at Camp G.L.O.W. so we expect our counselors to be busy at all times. We expect you to be proactive and jump in when and where needed, if for some reason you cannot find something to do please find one of the directors and we will be happy to assign you a task.

2013 Camp G.L.O.W. Staff			
Directors	Head Teachers	Team Leaders	Media Tech
1. Sveta Sobova	1. Kali Sutton	1. Molly Rivkin	1. Julie Daniels
	2. Vanessa Morales		
2. Rachel Occhiogrosso	3. Elisia Morgani	2. Sandra Joy Russell	
	4. Maria Corriher		
3. Caitlin Coggeshall	5. Elizabeth Walsh	3. Katherine Donner	
	6. Kristen Mientka		

Head Teachers will be responsible for co-teaching one lesson to different teams of campers three times a day. Teachers should employ creative methods and be passionate about what they teach. Lessons will (mainly) be taught in the mornings leaving teachers with the option to use afternoons or evenings to prepare for the next day's lessons. When not busy teaching or preparing lessons, head teachers will be pre-assigned to a team with whom they will assist on projects, skits, relay races, and other fun camp activities.

Lessons & Head Teachers			
Monday, July 22nd	How to GLOW/ Role Models All Head Teachers		
Tuesday July 23rd	Leadership Kali Sutton & Vanessa Morales	Self-Esteem Elisia Morgani and Maria Corriher	WIW/Gender Stereotypes Elizabeth Walsh & and Kristen Mientka
Wednesday, July 24th	PEPFAR Training No Head Teacher Lessons		
Thursday, July 25th	Body Image Maria Corriher & Vanessa Morales	Tolerance Elizabeth Walsh & Elisia Morgani	Sexual Health #1 Kali Sutton and Kristen Mientka
	Sexual Health #2 All Head Teachers		
Friday, July 26th	Human Trafficking Kali Sutton & Vanessa Morales	GV/Healthy Rel. Elizabeth Walsh & Elisia Morgani	Women in the Media Maria Corriher & Kristen Mientka

Team Leaders will be responsible for knowing where their assigned teams are at all times. They will take their teams to lessons and make sure that they are present at all events. In-between and after lessons, team leaders will lead icebreakers and leadership activities with their teams. During team time, leaders will help their teams plan small projects that they will present in front of the entire camp. During the lessons, while campers are busy, they will help to prepare and later run afternoon and evening activities. Team leaders should be able to motivate students, manage team dynamics, and possess a wonderfully positive and enthusiastic energy on a consistent basis.

Camp G.L.O.W. 2013 Teams		
Team 1 – Blue	Katherine Donner	Kali Sutton & Elizabeth Walsh
Team 2 – Purple	Sandra Joy Russell	Vanessa Morales & Elisia Morgani
Team 3 – Green	Molly Rivkin	Maria Corriher & Kristen Mientka

Media Tech will be the person in charge of taking photos, creating a slideshow at the end of camp, burning DVDs of camp photos for all campers and counselors, helping out with the discos, and all other media related things.

b. Safety and Security of Campers

The safety of our campers is of the utmost importance. It is important to remember that this camp will be held in a public place with lots of other people around. Campers will have nametags that relate to the color of the team they are on and they are required to wear these nametags at all times. This should help all staff to identify campers and know where they are supposed to be. If for any reason a camper would like to leave the camp grounds, they need the permission of both their team leader and one of the directors.

Two counselors will be paired together every day to conduct morning and evening rounds. In the mornings, these two counselors (see chart below) will be responsible for doing a morning wake-up call. This wake-up call will occur ten minutes before breakfast at 7:50 am to make sure that everybody is awake and ready to start the day,

In the evenings, after all the daily activities are finished, campers will have free time until 10:30 pm when they are required to be in their rooms. Each night, two counselors and directors will be in charge of reminding campers to be in their rooms by 10:30 pm and checking each bunk to make sure that no campers are missing. A list of the rooms and the campers inside of them will be provided to all counselors on the first day of camp.

List of Rounds for Counselors	
Monday, July 22 nd (evening only)	Kali Sutton & Vanessa Morales
Tuesday, July 23 rd	Elisia Morgani & Maria Corriher
Wednesday, July 24 th	Elizabeth Walsh & Kristen Mientka
Thursday, July 25 th	Molly Rivkin & Katherine Donner
Friday, July 26 th	Julie Daniels & Sandra Joy Russell
Saturday, July 27 th (morning only)	Kali Sutton & Vanessa Morales

c. Camper Discipline

If a camper is misbehaving or breaking camp rules, camp counselors need to make sure that the directors are aware of this issue. The camp directors will work together with the camper's

team leader to choose an appropriate punishment. Punishments can vary from a simple warning to the camper missing out on fun evening or nighttime activities. In extreme cases, a camper may be sent home.

d. Sticker-Point System

A sticker-point system will be used at Camp G.L.O.W. in order to reward (and penalize) both camper and team behavior. These stickers will be awarded and taken away from each team daily. Individual behavior can affect the points for the whole team.

Each team’s stickers will be placed on a specific sheet of paper that a team captain will be in charge of carrying with them at all times. At the end of day, the total number of points received by each team will be added to a chart located in the main meeting area. On the final day of camp, all of the points will be tallied and the top three teams will receive special recognition and a small prize.

Sticker-Point Values	
Awards	Deductions
<ul style="list-style-type: none"> • A maximum of 10 stickers per lesson can be awarded by head teachers to each team • In all-camp activities, a first place (15 stickers), second place (10 stickers), and a third place (5 stickers) will be awarded • “Students of the Day” will be announced at evening all-camp meetings and will earn an additional 5 points for the team • One point per camper will be given to campers who participate in healthy lifestyle activities before breakfast • Directors can give additional points when and where they feel fit 	<ul style="list-style-type: none"> • 2 points will be deducted from the team each time a student is late • 5 points will be deducted from the team when a member of that team is found out of their room after 11pm. • 10 points will be deducted from teams for major behavioral issues (cigarettes, alcohol, leaving camp without permission, etc.) • Anyone caught stealing stickers from either camp counselors or other teams will lose ALL stickers for that day.

Example Sticker-Point Chart						
	July 22nd	July 23rd	July 24th	July 25th	July 26th	July 27th
1. Green Team						
2. Blue Team						
3. Purple Team						

V. Lesson Plans

The following lessons were written or revised by Peace Corps Ukraine volunteers for Camp G.L.O.W. 2013. While the lessons in this manual can serve as a blueprint for future work, they are first and foremost the tools of this summer's volunteers. They are unique to their authors and thus, though the formatting is largely similar for the sake of the manual, certain individual details were preserved so those teaching could easily recognize their own work. Lessons should be revised on an annual basis to maintain new and relevant information, particularly statistics, as well as to allow newer volunteers the opportunity to offer their own creative approaches.

Lessons & Head Teachers			
Monday, July 22nd	How to G.L.O.W. / Role Models All Head Teachers		
Tuesday, July 23rd	Leadership Kali Sutton & Vanessa Morales	Self-Esteem Elisia Morgani & Maria Corriher	WIW/ GS Elizabeth Walsh & Kristen Mietka
Wednesday, July 24th	PEPFAR Training No Head Teacher lessons		
Thursday, July 25th	Body Image Maria Corriher & Vanessa Morales	Tolerance Elizabeth Walsh & Elisia Morgani	Sexual Health #1 Kali Sutton & Kristen Mientka
Thursday, July 25th	Sexual Health #2 All Head Teachers		
Friday, July 26th	Human Trafficking Kali Sutton & Vanessa Morales	GV/ Healthy Rel. Elizabeth Walsh & Elisia Morgani	Women in the Media Maria Corriher & Kristen Mientka

a. Day One Lessons (Monday, July 22nd)

1. How to G.L.O.W. / Role Models

Objective: Participants will understand what it means to “G.L.O.W.” (or be their best) and how to identify positive role models in their lives.

Materials: Flipchart paper ‘What Does it Mean to Glow’, markers, descriptions and pictures of role models

Warm-Up:

What does it mean to GLOW?

Introduce the session: discuss why we are all gathered together as women. Show on flipchart paper, “What does it mean to GLOW?” Have the group brainstorm ideas.

Ask, who are some women you think GLOW? What are their positive qualities?

Activity 1: Defining Role Models

Have the students divide into groups of 2 or 3 and brainstorm a definition for “Role Model.” When all groups are ready have the girls share their definitions with the class and work together to create one definition describe what a role model is. (Who can a role model be? What do they act like? Is it *someone you know* or it is someone famous?)

After you are finished defining what a role model is, ask the students if they think you can have good a bad role models? Make a chart on the board dividing the attributes of a good role model and a bad role model. Discuss how each type of role model affects people and discuss some examples of good and bad role models.

Activity 2: Who is Your Role Model?

Give the students a piece of paper, and ask them to write about their role model. Who is it? What do they do? Why are they your role model? What attributes do they have? Are they famous? Are they a family member, a friend? Then once the girls are finished have volunteers present their role models to the class.

Activity 3: Positive Female Role Models

Tell the students that we will be looking at biographies of positive female role models. Next, divide the class into groups of 2. Hand each group 2 of the “Strong Women” photos and biographies as well as a piece of flipchart paper. Tell the students they will read each of the biographies then present the class with two things:

Each group will summarize their biographies to the class and list on the flip chart why each of these women is a positive female role model, and

Ask a team to decide which of these women is their favorite role model and why.

Give students about 10 minutes to look over their biographies, create a poster, and then have them present to the rest of the group.

As the other team presents, ask the viewing group:

- What makes these women strong?
- Why do you think this team chose this person as a role model?
- Do you agree that these women are strong role models?
- Who was your favorite role model among these four women?

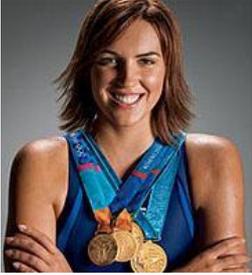
Wrap-Up:

Reiterate that role models and mentors are strong women who take action. Ask girls to hang the posters in the room somewhere visible. Ask, “Where do you think you can find role models in your community?” Discuss different places where you can find people/inspiration.

Materials for “How to G.L.O.W. / Role Models” Lesson

<p><i>Michelle Obama</i></p>		<p>Michelle is of course famous for being First Lady to President Barack Obama, but this lovely lady is not one to stand in someone else’s shadow; she is a powerful force on her own. She accumulated extensive experience as a lawyer after attending Princeton University and Harvard Law School. As First Lady, she is even more active, and has led impressive campaigns to raise awareness about poverty and healthy eating.</p>
<p><i>Amelia Earhart</i></p>		<p>Amelia Earhart was both a best-selling author and a pioneer in the field of aviation. She set many records in aviation, the best remembered of which was her solo flight across the Atlantic Ocean. She also formed an organization of women pilots called The Ninety-Nines and was a member of the National Woman’s Party. Amelia disappeared in 1937 over the Pacific Ocean in an attempt to travel around the globe.</p>
<p><i>Angela Merkel</i></p>		<p>Angela Merkel is the current Chancellor of Germany and has been called the world’s most powerful woman. This is for good reason, too! She is the first female Chancellor of Germany and has played a very important role in managing the financial crisis not only in Europe, but also internationally throughout the world. She has also made many efforts for health care reform and problems concerning future energy development.</p>
<p><i>Indira Gandhi</i></p>		<p>Indira Gandhi was elected as Prime Minister of India in 1966. She was a powerful leader for India in a time of many troubles. For about two decades, she helped her country through a recession, famine, and civil war that led to the creation of the new state, Bangladesh. This was able to happen under her careful guidance. Unfortunately, she was assassinated in 1984. Until this point, she was the world’s longest-serving female Prime Minister.</p>

<p><i>Helen Keller</i></p>		<p>Helen Keller contracted an illness when she was only 19 months old that made her both deaf and blind. She was the first deaf blind person to receive a Bachelor of Arts degree. Although nobody expected her to amount to much of anything, she became an author, political activist, and lecturer. She supported women’s rights, women’s suffrage, and workers’ rights.</p>
<p><i>Coco Chanel</i></p> 		<p>Coco Chanel was born in poverty in Saumur, France. For work, she was a Cabaret singer and later opened a hat shop. This led to the creation of a new clothing style that revolutionized Fashion in the early 20th century. Coco Chanel passed away in 1971, but Chanel is now a multi-billion dollar company and is known around the world.</p>
<p><i>Lilia Podkopyeva</i></p>		<p>Lilia Podkopyeva was a Ukrainian gymnast and was the 1996 all-around champion and is known and one of the best gymnasts in history. She has both the technical skills and artistic expression that drew in worldwide audiences. Currently, she is the Ukrainian United Nations Goodwill Ambassador for HIV/AIDS. Podkopyeva is also a judge for current gymnastics competitions and works in Ukraine and the U.S.</p>
<p><i>Ani Lorak</i></p>		<p>Ani Lorak is a famous Ukrainian pop singer, songwriter, actress and entrepreneur and has been called one of the most powerful and influential women in Ukraine. She came in second at the Eurovision concert in 2008. Since then, she has opened a successful restaurant in Kiev and started a travel agency called “Holiday Travel.” Lorak also promotes Oriflame makeup and has her own fragrance. She is not only a singer, but a business women and one of the wealthiest women in Ukraine!</p>

<p><i>Yana Klochkova</i></p>		<p>Yana Klochkova is a Ukrainian swimmer who has won five Olympic medals during her career! She has won over 25 titles between 2000 and 2007. In 2003 she was awarded the ‘Hero of Ukraine’ medal. Currently, she advertises for different social projects (some with Andriy Shevchenko) and implements her own sporting projects.</p>
<p>Kseniya Simonova</p>		<p>Kseniya Simonova is a performance artist and currently one of the most well-known Ukrainian artists. After her business collapsed in the financial crisis 2008, she trained herself to draw with sand and won the 2009 Ukraine’s Got Talent. Her sand animation was viewed over 25 million times that year! She has now made over 200 sand stories to raise awareness for cancer, Anti Human Trafficking, Chernobyl victims. She is a philanthropist (филантроп) and has a charity called “Живи, Солнышко!” which assists ill children, women, young mothers and orphans. She uses her talents not only as artistic expression, but to help those in need.</p>
<p><i>Maria Efrosinina</i></p>		<p>Maria Efrosinina is a Ukrainian television show host. She studied English and Spanish before becoming involved in media. She has co-presented for Eurovision Song Contest 2010 and also for the UEFA Euro 2012 draw for Football In 2010. In 2010 she was placed in the top 100 most influential females in Ukraine by Focus magazine.</p>

b. Day Two Lessons (Tuesday, July 23rd)

1. Leadership

Objective: Participants will be able to identify leadership qualities in themselves and others and will know how to differentiate between good and bad leaders.

Materials: blind folds, obstacle course materials, flip charts, printer paper, tape, scissors, markers/crayons

Warm up:

Blindfold Leads Ice Breaker (10 minutes): Students get into pairs. One partner is blindfolded and led by the other partner who is sighted. There will be four rounds, 5 minutes per round.

- Round 1: Leaders will be leading with physical contact only in a straight line.
- Round 2: Leaders will lead with physical touch and voiced instructions in a straight line.
- Partners will switch roles.
- Round 3: Leaders will be leading with physical contact only through the obstacle course.
- Round 4: Leaders will lead with physical touch and voiced instructions through the obstacle course.

Lead discussion with questions: Ask students how they felt in each round. Which was better; with or without vocal instructions? Were there different leading methods? (i.e. Both hands? Hands on shoulders?) What were the good or not so good methods of the leaders? Tell the students to keep all this in mind for the next activity.

Activity 1: Good leader vs. Bad leader (10 minutes)

Have the students break up into groups of three. Pass out a flip chart to each group. Ask half of the groups to draw a picture of a good leader and the other half to draw a picture of a bad leader. They must include characteristics of that leader, by labeling it on the body. (i.e.: ears for listening; heart for passion etc.). At the bottom they must write a definition of leadership. Then have each group present their drawings.

Discussion: Make a list of the good and bad characteristics from the presentations on the board. Add any characteristics that students might have forgotten and discuss it.

Activity 2: Action in Ukraine and in the World (15 minutes)

Divide the group into two. Ask one group to list 10 positive things about Ukraine, and ask the other group to list 10 negative things about Ukraine. After three minutes, have each group present their list to the whole group.

Discussion: Ask the students how the comments made them feel. What did they notice about the two lists? Do they feel overwhelmed or discouraged?

Explain that leaders do not only take action: they also have a positive attitude. The two groups were speaking about the same real place and saw it for either its possibilities or its deficiencies. Leaders are visionaries who inspire and change people's feelings of despair to hope. Tell students that they can be motivated by this discussion to change the things that

they dislike about their country. Give them time to think of ways they can make a difference. Brainstorm solutions to a couple of the problems as a class.

Activity 3: Helping Hands (15 minutes)

Pass out paper and instruct students to trace their hands and cut it out. Tell them to write on one side of the hand one thing they would *most* like to change IN UKRAINE specifically. On the other side of the hand, have them write one way to change it IN THEIR COMMUNITY (locally). Select a few individuals to share with the group what they have written. (NOTE: Solutions will be hard to think of.)

Discussion: After each person has finished ask the group: How many people wrote the same thing on the front and the back of their hands? Have them raise their hands-usually very few or no participants have written similar things. Finally, ask: Why do so few people believe it is possible for them to change the one thing they most want to change?

Explain to students: One of the most important characteristics of leadership is that they believe finding solutions to problems is possible and that they have the power to make these changes. Leaders take action because they really care about positive change, because they believe positive change to be possible and because they know that they represent the possibilities themselves! Add to GOOD LEADER LIST, “believes in possibility and creates it.”

Example: Maybe one person cannot solve the global problem of HIV/AIDS, but one person can start a peer education project so that more people become educated and thus curtail the spread of HIV/AIDS. (Additional examples).

2. Self-Esteem

Objectives: Participants will be able to understand the meaning of self-esteem, identify the causes and characteristics of high and low self-esteem and will be prepared to support high self-esteem in themselves and others.

Materials: questions, buckets of water, balloons and sewing needles, computer, paper, markers, post-its

Warm-Up:

A. Define Self-esteem (5 minutes):

- Ask each girl to write down a short definition. Then work together to make one cohesive definition.
- What are causes for low self-esteem? How does low self-esteem affect you and others around you?
- What are causes for high self-esteem? How does high self-esteem affect you and others around you?

B. Questions: (5 minutes)

- Do you think you have to "prove yourself" in some way in order to deserve high self-esteem?
- Do you have to be great at something?
- Do you have to be super-popular or part of the "in-crowd?"
- Do you have to be terrifically good-looking?
- Is there any reason why someone should not be entitled to have good self-esteem?

Activity 1: **Bucket of Water** (10 minutes)

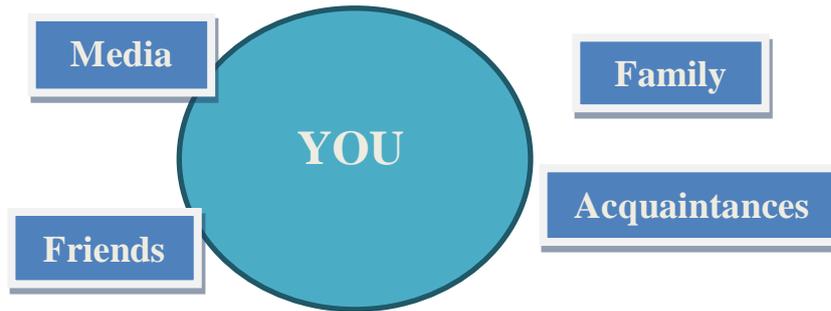
Self-esteem has been compared to a balloon with water. It starts out full when we're born, but whenever we develop negative beliefs about ourselves, it's like poking little holes in that balloon and our self-esteem leaks out. Have the group brainstorm a list of things we do or say to ourselves or to others that pokes holes in the self-esteem balloon. Put this list on the wall to serve as a constant reminder. Give everyone a balloon and a needle and have them go around poking small holes and say what lowers their self-esteem.

Activity 2: **Self-Esteem Bubble** (15 minutes)

It is important to help girls differentiate between positive and negative self-esteem influences in their lives. The point of these exercises is to demonstrate that a variety of influences can send mixed messages to girls daily and how one influence may have a positive impact one day and a negative impact on another day.

Ask girls to identify their individual self-esteem influences, using existing influences as a guide, i.e. "Media, Family and Friends," and list them on the board. Ask girls to label the positive ones with a (+) and the negative ones with a (-).

Then have the students write the positive ones within the circle (shown below), and the negative ones outside the circle (examples: television, magazines, school, books, music, relationships, boys, coaches, church, role models, etc.).



How can they recognize negative influences on their self-esteem and reject those influences?

Ask the girls to imagine themselves inside their own bubble and talk about how the bubble protects them from negative influences. In form the girls that they have the power to select influences they want inside their bubble, i.e. they can choose the messages they hear!

Activity 3: Personal Attributes (20 minutes)

Have students fold a piece of paper in half lengthwise. On one side, ask them to list all the things they don't like about themselves. On the opposite side, have them list the things they like about themselves.

- Ask the students to compare the two lists. Ask them which list it was more difficult to create. Why?
- If the girls feel comfortable, ask volunteers to share some of the things they wrote on their lists and explain why.

Wrap Up: I Promise (5 minutes)

On a piece of paper, have each girl write 1 or 2 promises (“I promise to believe in my own beauty, rather than what I see in the magazines,” “I promise to support my friends and give them positive feedback,” etc. [Ukrainian/Russian/English]). Then, have the girls keep their promises to look at whenever. Tell them to put the paper in place where they will see it often.

Reserve:

Self-Esteem Debate (10-15 minutes)

Split the girls into two groups. Have them debate an issue relating to self-esteem. Use some of the issues from Easy A as a starting point, such as lying about having sex already as a way to boost your self-esteem/change how people look at you. <http://www.youtube.com/watch?v=VOchlyRIEyo>

3. Gender Stereotypes and Women in the Workforce

Objectives: Students will be able to understand the meaning of stereotypes, will understand male and female societal gender roles, will comprehend the effects of these gender roles on women and will have the capacity to question traditional stereotypes in order to determine their own future.

Materials Needed: photos & questions, statistics chart, markers, A4 paper, “Follow Your Heart” cards

Warm up: Brainteaser (10 minutes)

Write the following riddle on the chalkboard or on a flipchart, without offering any introduction about the topic of the lesson. Ask students to read it aloud and then write their answers on a piece of paper *without talking to each other*. Collect answers and read them aloud (students don’t have to put their names on their papers).

A man and his son are traveling 150 kilometers an hour in a blue Lada when their car hits an icy patch in the road, spins out of control, and flips over into a ditch. They are both taken by ambulance to the hospital. The boy is rushed into an operating room for emergency surgery.

But the surgeon looks at the boy and refuses to operate on him. When the nurse asks why, the surgeon says, “Because he is my son.” HOW IS THIS POSSIBLE?

After reading students’ responses, you can share the correct answer with them:

The surgeon is the boys’ mother!

Ask students if the riddle was difficult or if the answer was obvious—are they surprised at the answer? Discuss with students why the answer wasn’t immediately obvious to everyone.

Activity 1: Defining Gender Stereotypes

- A. Explain that one reason the answer to the brainteaser may not have been obvious is that it defies traditional gender stereotypes. Define the word stereotype for students (a generalization or an idea about a group of people that is not always true) and ask students to come up with some stereotypes for different groups of people (examples: Russians like to drink vodka, Ukrainians like salo, Americans are all fat and like McDonald’s, old people are boring, etc.)
- B. Define gender stereotypes or gender roles: ideas about the way men and women “should” act. These roles are a set of values or ways of behaving that we learn from our society from the time we are very young—we are not born with them. Explain that this lesson is about examining gender stereotypes in Ukraine (and around the world), and then exploring how they can be limiting and harmful.

Activity 2: Gender Stereotype Brainstorm (15 minutes)

Divide the girls into 2 groups and give each group a piece of paper with two columns: “Stereotypes of Women” and “Stereotypes of Men.” Ask the girls to take a few minutes and write down stereotypes of men and women in general, and specifically about men and women’s *role* in society. Come back together as a group and quickly review each group’s ideas. Make sure everyone is more or less on the same page about stereotypes, and then set the papers aside.

Tell the girls that in this lesson, we will specifically be discussing working women.

Activity 3: Career Woman Statistics (15 minutes)

Present the girls with the following chart about women in the workforce. Only show one column at a time. As the girls to read the first statistic, then guess the underlined value. When they guess it, write it in onto the table with marker. The following is an idea of how the chart should look:

<p>- In developed countries, more women than men are now finishing school and university. In the USA, for example, only <u>42%</u> of university students are boys.</p> <p>- On average, girls receive better marks than boys in school; and they finish university faster than boys.</p>	<p>Something happens, and then...</p>	<p>- Women hold only <u>17%</u> of seats in national governments around the world.</p> <p>- There are 196 countries in the world. Only <u>33</u> have had a woman president, and only <u>20</u> currently have one now.</p> <p>And...</p> <p>- Men occupy <u>80-95+%</u> of the top decision-making positions in politics, business, religion, culture, media, military, and the entertainment industry.</p>
<p>Girls ROCK!</p>		<p>Where did all the smart girls go?</p>

- Once the girls have completed the table, ask them for their reactions. How do they feel?
- Tell them that during this lesson, they will be discussing what happens in the middle column. And ask them to think about what happened to all of these smart, talented women as the lesson goes on.

Activity 4: Photo Analysis (15 minutes)

Divide the girls into 2 groups and give each group one of the following photos and the subsequent questions. Allow the groups to discuss the photos and questions together for about 10 minutes, then come back together as a group and ask the girls to share their photo and thoughts.



Questions:

1. What do you see in this photo? Do you agree or disagree with the message?

2. Do you think women can be good mothers and good career women at the same time? Or should they choose?
3. Do you feel like you should be married at a specific age? To have kids by a specific age?
4. What do women sacrifice to be mothers?
5. Is being a mother a job?



Questions:

1. What do you see in this photo? Do you agree or disagree with the message? Why?
2. Is work a “man’s world”?
3. Do women need to “act like a man” to be successful at work? Is it bad to “act like a woman” at work?

Wrap-up: Discussion & “Follow Your Heart” Cards/Oath (5 minutes)

Ask the girls to relate these photos to the stereotypes that they brainstormed earlier. *Ask them what influence stereotypes should have on people.* (Being diplomatic, make sure all girls feel comfortable—don’t make it seem like being a mom is a bad thing, etc.)

Wrap up conversation by saying that stereotypes aren’t laws, and they can’t physically stop you from doing what you want to do.

In other words, if you’re passionate about being a _____ and a mother, you can do that. If you want to just be a _____ or just a mother, that’s okay too.

Present girls with their own “Follow Your Heart” card (or do this activity simply as an oath). On one side, the card will say, “Follow Your Heart,” and the side will say: “I, _____, believe in myself, and I know that I can be anything I want to be. I am a smart, talented woman, and I can do it all.” Then have them sign their cards.

c. Day Four Lessons (Thursday, July 25th)

1. Body Image

Objectives: Students will be able to understand the meaning of positive body image, distinguish between real and manufactured beauty, comprehend limitations of beauty in the media, and recognize their own beauty.

Materials Needed: “Dove: Campaign for Real Beauty” video, <http://www.youtube.com/watch?v=lnOSZX4tpOA&feature=related>, computer, list of statements for ice breaker, “Spot the difference photos”, paper, colored pencils, advertisements/ magazines, large poster paper, markers

Warm-Up: Stand-Up Ice Breaker (15 minutes)

Everyone stands in a circle. A series of statements will be read and whoever the statement is true for must take a step inside the circle. This will allow the girls in the room to discover what they have in common with each other. The volunteer will read the following statements:

- Step into the circle if you have a brother
- Step into the circle if you like borsch
- Step into the circle if you sing in the shower
- Step into the circle if you like English
- Step into the circle if you have a dog
- Step into the circle if you listen to American music
- Step into the circle if you play an instrument
- Step into the circle if you like to play sports
- Step into the circle if you’ve ever had trouble deciding what to wear
- Step into the circle if you like to use the internet
- Step into the circle if you like to dance
- Step into the circle if you like oranges
- Step into the circle if you’ve ever had a bad hair day
- Step into the circle if you’ve ever felt bad about your weight
- Step into the circle if you’ve ever looked in the mirror and thought you were beautiful
- Step into the circle if you’ve ever been nervous to talk to a boy
- Step into the circle if your parents have ever been mad at you
- Step into the circle if someone has ever hurt your feelings
- Step into the circle if you have a best friend
- Step into the circle if you’ve ever been told you’re beautiful

When the activity is finished, remind the girls about the key take-always from this exercise, including:

- It is unfair to judge another person without getting to know them.
- You may have a lot more in common with someone than you think –even if you seem different on the outside.
- It is important to challenge yourself to look at other girls as allies, not competition.

Activity 1: Real vs. Manufactured Beauty (15 minutes)

Ask the girls if they think that the women in the advertisements are real. Are they edited? Show the girls the “Dove: Campaign for Real Beauty” video), then ask them the following questions:

- Did you know that the companies do this to the people in their advertisements?
- Is this type of beauty attainable for ordinary people?

Show the girls the before/after images from the PowerPoint and ask them to “Spot the Difference.” Ask them:

- What are some of the differences you see in the pictures?
- Who determines what is beautiful and not beautiful?

Explain to girls that features of beauty change across time and culture, so true beauty is staying true to yourself.

Activity 2: Media “Bodies” (20 minutes)

Draw an outline of a person on the ground. Using magazines, have the students put down images, slogans, etc. that identify how men and women should look, think, dress, act or feel. Ask some questions once the collage is complete:

- What are these magazines saying to you?
- What assumptions does this ad make about you?
- How do they make you feel?
- Do you match their stereotypical imagery?
- Would you be most vulnerable to this ad if you had high self-esteem, or low self-esteem?
- Why do advertisers use them?

Wrap-up: “I Love My Body” Exercise (5-10 minutes)

Label a large poster paper “I Love my Body Because...” Write your own end to the sentence on the paper. For example:

- Because I couldn’t play volleyball without it!
- Because it’s beautiful.
- Because it’s mine.
- Because it’s unique.
- Because I like to skateboard.
- Because I like to give hugs...

Give the students time to think of their own responses and add them to the poster.

2. Tolerance

Objectives: Students will understand the following by the end of class: (1) Assumptions can lead to stereotypes and unfair judgments about individuals and groups (2) Stereotypes and biases affect our tolerance of other people, and negatively impact our community (3) to recognize how they feel in different situations, how their actions effect the emotions of others, and how to recognize these different emotions in others, and how this relates to decreasing prejudice and increasing tolerance

Vocabulary: stereotype, prejudice, discrimination, tolerance, fairness, understanding, racism, race, unique, multicultural, assumption, generalize, opinion, community, bullying

Materials: profile cards of airline passengers, markers, and flipchart paper, small pieces of paper, piece of rope

Warm-up: Flight 427 Activity (10 minutes)

Don't tell students you will be discussing "stereotypes" and read out the following scenario:

You are a passenger on Flight 427 and the pilot has just announced that you will be making a crash landing. Most likely everyone will perish in the crash, but there is one functioning parachute on board. You have the opportunity to choose who survives using the parachute from a group of four passengers.

Provide students with very basic description of the four passengers. Divide the students into small groups (4-5) and ask them to discuss the information that has been presented and reach consensus on which they would like to save. Each group presents their decision and reasoning to the whole class. Provide students with the additional information on the four passengers. After you provide them with this information, ask them if they would like to change their mind regarding whom they want to save. Why?

Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgment about someone or something is difficult. This influence on judgment is called a "bias."

Explain that categorizing things or people is a natural human inclination; however, people often make assumptions about groups of people they don't even know. It is a natural function of our brains to organize incoming information (from our senses) into categories to make sense of our world. For example, when we hear the word "bird," we are more likely to think of a robin than a penguin. It is helpful to organize bits of information in our mind when thinking of "things." However, when we are thinking in terms of people, stereotypes are harmful.

Ask students, "Why are stereotypes harmful?" Possible answers may include: they prevent us from seeing people, events or issues as they really are; they may prevent potential from being realized; they may prevent creative solutions to problems.

Emphasize the importance of addressing people as individuals being unique in their thoughts and actions. Refer back to the Flight 427 Activity. Whether we agree or disagree with others, we must recognize their right to be an individual and to be heard.

Activity 1: Stereotype-Listing Activity (15 minutes)

Ask the class to brainstorm categories that are used at school to group people. Categories could include labels such as "jocks" or "brains." Write each category the class generates onto the board and then have students narrow that list down to five major categories.

Write these major categories onto five separate pieces of flip chart paper and post these around the room. Split the students into 5 groups and give them 5-10 minutes to write adjectives down describing the people on the lists. Have the students briefly present some of the adjectives on their lists and then ask the students the following questions:

- How do the stereotypes recorded by the class make you feel?
- Do any of you identify with any of these groups, or have you been told you ever been called a "jock", or a "geek"?
- What do you notice about the stereotypes listed? Be aware that the students may have listed good and bad adjectives, many stereotypes for different groups, or the same stereotypes for different groups.

Directly teach students that prejudice (feeling) is based on stereotypes (thoughts) and that acting on stereotypes and prejudice results in discrimination (actions). (Draw this diagram on board).

Now connect the meaning of stereotypes to prejudice and tolerance. Teach students that when we form positive or negative opinions based on preconceived stereotyped images or thoughts rather than accurate and complete information, it is called "prejudice." Learning to treat people fairly and justly by overcoming these prejudices is what we call "tolerance"

Ask students, "Why is prejudice harmful?" Possible answers may include: It may cause hurt or angry feelings; it may lead to hostile actions; It may prevent relationships from forming; It may prevent open-minded and tolerant thinking.

Activity 2: Emotion Motions Activity (15 minutes)

Explain to students that learning to recognize our own emotions, as well as the emotions of others is an important first step in overcoming prejudices and becoming more tolerant of others.

Hand out a dozen blank pieces of small paper and one marker to everyone. For the first half of this activity, students will write down a word on a piece of paper for how they would feel if... for each scenario here. Challenge the group to come up with one or two different words for each scenario, if possible. "How would you feel if..." After each scenario, ask for one student to share a feeling word.

Scenarios:

- Someone made fun of you because of the way you looked?
- You won a prize or a competition?
- You were picked last when choosing sides for a volleyball game?
- You were told you were good at doing something?
- Someone called you a bad name?
- Someone helped you solve a problem?
- No one wanted to go out walking with you?
- Someone invited you to join their game?
- You had no food and had to beg on the street?
- Someone held your hand or gave you a hug when you were scared or lonely?

Collect the feeling word cards and delete any words that are not feelings. Shuffle the cards and divide into groups of five feeling cards, being sure that one group of five does not repeat the same feeling word. These are now your “Emotion Motions” feeling cards. Divide the large group into small groups of five. Have the groups line up facing you so that the person at the head of the line is five or six feet away from you. Put a stack of the five feeling cards in a line at your feet for each group, being sure to keep the stacks separate.

This will be a relay race of sorts. When you say “Go!” the person at the head of each line will run to the Emotion Motions cards at your feet, pick up one card, run back to their group, then act out the feeling word written on the card. The rules of charades apply—no talking and no spelling out words with your hands. Once the group has guessed the feeling correctly, the next person in the group runs to the cards, picks one, and returns to the group, then begins to act out the feeling. When a group has guessed all five feeling words they should sit down. Give each group a few minutes to decide the order in which they will go. When everyone is ready, say “Go!” and continue playing until every group is seated. Congratulate everyone for their skill in communicating feelings! Bring the large group back together.

Briefly explain that this activity shows us that all humans, despite their race, ethnicity, age, gender, athletic ability, intellect, etc. all have the same feelings. Being able to communicate our feelings effectively and recognizing how other people show their feelings is the first step in becoming a more understanding and tolerant person. The next activity will demonstrate this in even greater detail and how differences can sometimes be used to divide us.

Activity 3: Power Shuffle (15 minutes)

Line up all the students along one side of a line you place on the ground, facing the line. Explain how to do the activity:

“It’s best to do the activity we’re about to do in complete silence. You have some strong feelings during this activity—sadness, anger. So we need to be very respectful and caring to one another. No laughing or talking, so we can all feel safe. Tears might come up in this activity. Remember, all our feelings are important. It’s OK to feel sad.

I’m going to call out a group and if you belong to that group, please cross the line and turn around to face the campers on the other side of the line. If you do not feel comfortable crossing the line, even though you are part of that group, that’s okay. You can stay right where you are.”

When you tell the group that crossed the line to return, they will return to their original places on the other side of the rope, so that the entire group is standing together once more.

Important Facilitation Note:

After each of the “cross the line” categories, you will 1) pause until the campers who have crossed the line have turned to face the other campers; 2) then you will say:

“Now notice how it feels to cross the line and notice how it feels to watch other people cross the line (pause). Look who is with you (pause). Look who is not with you (pause)”

Read the following text. Read slowly and allow time for people to understand the prompt, think about it, and make a decision about whether to cross.

Prompts for crossing the line:

- Cross the line in silence if you've ever been teased or called a bad name or made fun of.
- Cross the line if you've ever been picked last in games or sports or felt left out or excluded from an activity altogether.
- Cross the line if you've ever been called a mean name or put down just because you're a girl.
- Cross the line if you've ever been teased because of your religious background.
- Cross the line if you've ever been judged or teased because of the color of your skin.
- Cross the line if you've ever been teased about your accent or your voice, or told that you couldn't sing.
- Cross the line if you or any one of your family members or any friend of yours has a disability that you can or can't see.
- Cross the line if you've ever seen someone else being teased or called a bad name or made fun of.
- Cross the line if you've ever been told you shouldn't cry, show your emotions, or be afraid.
- Cross the line if you've ever felt alone, unwelcome, or afraid.
- Cross the line if you've ever been teased or made fun of for wearing glasses, braces, a hearing aid, or for the clothes you wear, your height, your weight, your complexion, or for the size or shape of your body.
- Cross the line if you've ever been told you're a bad, ungrateful, no-good, or worthless kid.
- Cross the line if you've ever been yelled at, slapped, or hit or if you've ever seen someone else be yelled at, slapped, or hit.
- Cross the line if you've ever felt pressure from your friends or an adult to do something you didn't want to do and felt sorry or ashamed afterwards.
- Cross the line if you've ever felt ashamed for speaking from your heart or sharing your worries, fears, or secret hopes and dreams with someone.
- Cross the line if someone's ever been mean to you and you've been reluctant or too afraid to say anything about it.
- Cross the line if you've ever stood by and watched while someone was hurt and said or did nothing because you were too afraid.
- Cross the line if you've ever wanted to speak out because you thought something was wrong but were too uncomfortable, shy, or afraid to say something.

Discuss the activity/summary: In groups of 4-5 students, have campers debrief for 5 minutes:

- What are some feelings that came up for you during this activity?
- What was the hardest part for you?
- What did you learn about yourself? About others?
- What do you want to remember about what we've just experienced?
- What, if anything, do you want to tell others about this experience?

Wrap Up (5 minutes)

Have the students come back together as a large group and sum it up:

“When you crossed the line, this didn't make you any less deserving of respect and care. In fact, many of those times were probably when you needed respect or caring the most. For many of us, it takes courage to cross the line. If you noticed, lots of us crossed the line many times. Everyone here knows what it feels like to get hurt, or to see someone be hurt and not stand up for them. But maybe we forgot that hurt because we pushed it inside. If we can remember what we've shared here today - that we've all been hurt - hopefully we can teach others about tolerance and try to make sure no one else gets hurt these ways again.”

Ask students if they have any additional questions, or want to add any additional comments.

Materials for Tolerance Lesson

Stereotypes Profile Sheet

Name: Desmond

Information Provided Before Discussion: Desmond is a 15 year-old student from Nigeria

Information Provided After Discussion: Desmond has been an orphan for three years, after both of his parents, as well as his younger brother, passed away from AIDS. Since then, Desmond has been living with his aunt and uncle in Belgium. He is an excellent student, speaks five languages, and has been working with the United Nations to help bring anti-retroviral medication to people living with HIV in rural areas all over the world. Desmond is HIV positive, but is taking medication.

Name: Catherine

Information Provided Before Discussion: Catherine is a 54 year-old CEO of a major pharmaceutical company in Germany

Information Provided After Discussion: Catherine is a hard worker, who has never taken “no” for an answer, and as a result, she rose quickly to a position of leadership within a company she helped to start. Catherine has never been married and has no children, or close family. Evidence was recently revealed that Catherine participated in many corrupt business practices over the years, which her company benefitted from financially.

Name: Tyler

Information Provided Before Discussion: Tyler is a 25 year-old athlete from Australia

Information Provided After Discussion: Tyler is a Paralympics athlete, who recently competed in the 2012 Olympic games as a sprinter, where he was the first physically disabled person to ever participate in the Olympic games. He won a silver medal during the games. Despite his professional success, Tyler is a heavy drinker and often when he drinks too much he hits his girlfriend and calls her “fat” and “ugly”.

Name: Hyun Jin

Information Provided Before Discussion: Hyun Jin is a 33 year-old single mother from the U.S.

Information Provided After Discussion: Hyun Jin is the single mother of two children, one of whom is severely mentally handicapped. Hyun Jin spends much of her time volunteering in the United States for organizations working with children with mental handicaps. Her father owned a successful restaurant business in the United States, and as a result, Hyun Jin is very well off financially and is friends with many famous and wealthy people where she lives, in California.

3. Sexual Health I – Are you Ready?

Warm-up: (10 minutes) — Discuss friendship, attraction, and love.

- What is friendship? Що це “дружба”?
- Can there be friendship between boys and girls? Може бути просто дружба між хлопців і дівчата?
- What is attraction? What is love? Що це “закоханість”? Що це “кохання”?
- What's the difference between attraction and love? Яка різниця між “закоханість” і “кохання”?

Activity 1: Pressure (15 Minutes)

- What is pressure?
- What are the different types of pressure and where do they come from? Examples of pressure can include: the pressure to have a boyfriend/girlfriend; follow a certain fashion; be attractive; drink/smoke/do drugs; to get certain grades; intimacy/sex, etc. *We are going to discuss sex and the pressure to have sex from different influences in our lives:*
- Split campers into five groups and assign each group a sector of influence on sex (church/religion; family; media; friends; boyfriend or girlfriend). Have the groups develop a list of what each sector says about sex (their influence). Next, discuss as a large group each sphere of influence and how they affect our personal decision to have sex.

Activity 2: Sexual Desire, Love and Affection (15 Minutes)

- What is self-sexual desire? Explain to campers that it is natural for boys and girls to have the desire to be physically close to another person. Create a list of what happens when we feel sexually attracted to another person. Example of feelings can include: “butterflies” in the stomach; rapid heartbeat; tingly feeling in the body; blushing; warmth in sexual organs; aroused (hard) penis and nipples.
- What are ways of sharing attraction or love? Make a list of these things. Examples include: holding hands; kissing; hugging; cuddling; long conversations; sex; touching
- To want vs. to be ready. Discuss and make a comparison list of how do you know you want to have sex vs. how do you know you are ready to have sex? Next, compare these lists and have each camper write their own list of what is important in their decision-making process of if they are ready to have sex. Examples of to want to have sex include: being in love; feeling sexually aroused; being close to someone sexually; knowing what sexual intercourse feels like; to share something in common with your sexually active friends. Examples of being ready for sex include: discussing the issue with your partner; getting checked for STI (sexually transmitted infections such as HIV/AIDS, Chlamydia; etc.); knowing how to properly use a condom (and purchasing them); thinking it through and knowing that you not regret your decision.

Activity 3: How to Deal with Pressure (15 minutes)

Girls should be split into groups of 3 or 4. They will read the scenarios and decide together how the girl could deal with the situation. After they have given their answer, the rest of the group can add in. It is, of course, important to remind the girls that there is no “right” answer.

Examples of scenarios:

Scenario 1: Oksana has been with her boyfriend for six months. He thinks that they are ready to have sex, but Oksana is not ready. When she tells her boyfriend that she is not ready, he

said that all their friends have already done it and if she doesn't want to, he can look for a new girlfriend.

Scenario 2: Katya and Olexander have been together more than a year. Three months ago, they decided together that they were ready to have sex. Now, Olexander no longer wants to use a condom and he said sex would be better without one. Katya know that without a condom she can get pregnant or an infection, but she wants to please her boyfriend. What should she do? How can her friends help?

Scenario 3: Vika is on a stroll with her friend Marina. Marina told Vika that she wanted to wait to have sex until marriage but her boyfriend doesn't want to wait. Vika has already said “no” five times, but after that, when he didn't listen, she stopped saying “no”. Marina said that she thinks that girls need to do what guys say. Vika disagrees. What advice can you give them?

Scenario 4: Sasha and Misha have been dating for almost a year. They have not had sex, but Misha has been telling Sasha for a few weeks that he would like to have sex with her. Sasha does not want to have sex just yet, but Misha keeps telling her that if she really loved him, she would do it. Sasha does love Misha, but she does not feel ready for sex.

Scenario 5: During a night out at the disco, Katia meets Alex, a cute boy from the neighboring village. They dance all night and then Alex walks Katia home. Katia invites Alex up to her flat for some tea, and they start to make out. Alex tells Katia that he is really attracted to her and that he would love to have sex with her. Though Katia has had sex before with her ex-boyfriend, she does not want to have sex with Alex since they just met. Alex tells Katia that he has a condom and he knows they will have a good time, so there is no harm in just doing it.

Scenario 6: At lunch Lena and her friends are talking about their boyfriends and sexual relationships. All of Lena's friends have had sex with their boyfriends, and tell Lena that their relationships have gotten better since they started sleeping with them. Recently Lena and her boyfriend Andriy have been fighting a lot, and her friends tell her it is because she has not had sex with him yet. Andriy, too, has told her that he thinks if they sleep together they will not fight as much, but Lena does not know if she is ready.

Scenario 7: Galia and Dima are getting intimate. Things are really heating up and they are almost completely naked. Dima tells Galia that he is going to get a condom for sex, but Galia decides that she does not want to have sex. Dima tells her it is too late, since they are both sexually aroused and if they do not have sex he will have serious problems with his penis.

Scenario 8: Tania and Vlad are getting intimate. They both want to have sex, and Tania hands Vlad a condom. Vlad tells Tania that he does not want to use a condom because sex does not feel as good with one, and he promises to pull out his penis before he ejaculates so she will not get pregnant.

Wrap-Up: (5 Minutes)

Wrap up the lesson by reminding the girls only they can know when they are ready to have sex. Stress it is okay to have sexual desires and feelings, and it is okay to act on them. But it should be their decision and nobody else's!

Reserve Activity

Discuss: Do you think you are more prepared now to talk with your partner when the time comes, if it hasn't already? Do you feel comfortable talking with an adult in your life about your feelings and helping to decide if you are ready? Do you know where in your community to buy condoms or other forms of birth control/prevention for when you are ready?

4. Sexual Health II – Abortion

Activity 1: Abortion Statistics (10 minutes)

Before that activity, write out on strips of paper information about abortion statistics in Ukraine, leaving blanks for the numbers. Working together, students will match up the correct numbers with the statistics.

Activity 2: Discussion of Abortion and Safety (20 minutes)

Working in small groups, ask participants to come up with three reasons that influence the safety of an abortion.

1. How long a woman has been pregnant (як довго ви були вагітні)
2. The quality of medical care (якість вашого лікаря)
3. Your age (Ваш вік)

Working in the same small groups, ask participants to discuss:

1. The emotional and psychological reasons why a woman would choose to have an abortion.
2. How do men and women's responses to abortion differ? Why?
3. How is abortion viewed in Ukraine?

Activity III: How to Help Your Friends (20 minutes)

Scenarios: Have participants work in new small groups. Give each group a scenario and ask them to discuss what they think their friend should do. Have each group share. If they only list what their friends should do, have them think of ways they can help their friends emotionally but without sharing her opinion (hugging her, spending time with her, listening to her, etc.)

Wrap Up (5-10 minutes)

Ask groups to write down 3 new things that they learned and share with the group. Remind them that it is their bodies and their choice: when to have sex, what contraception to use, and what to do if they get pregnant.

d. Day 5 Lessons (Friday, July 26th)

1. Human Trafficking

Materials: three word puzzles, flipchart, A21 video, Exit: Inhuman Lives video, copies of “Real Stories”

Activity 1: Puzzle Pieces (10 minutes)

Divide students into 3 groups and give the students each of the following statements, distributed in a word puzzle so that they have to arrange the words in order to create an accurate statement. As a large group, they then arrange the sentences into a paragraph.

"Human trafficking is a form of slavery. After drug dealing, trafficking of humans is tied with the weapons trade as the second largest criminal industry in the world, and it is the fastest growing. There are an estimated 27 million people entrapped in slavery around the world. Victims of human trafficking are young children, teenagers, men, and women: anyone can be a victim."

Ask students to identify five different forms of human trafficking:

1. in the sex industry;
2. as forced labor in factories, restaurants, or agricultural work;
3. as a servant, housekeeper, or nanny;
4. as a bride;
5. of organs

Activity 2: True or False (5 minutes)

Read the following statements and have the students decide whether they are true or false:

1. Ukraine is a country of origin and transit – not destination – for trafficking in human beings (FALSE, it is a country of origin, transit, and destination).
2. Trafficking in persons is the third most profitable crime worldwide after narcotics and weapons smuggling (TRUE).
3. The U.N. estimates that 1 to 4 million people are trafficked worldwide each year (TRUE)
4. Most traffickers (recruiters) are men. Only 10% are women (FALSE, 57% of traffickers are women).
5. The average age of victims of trafficking is 26.4...the youngest was 3 and the oldest 73 (TRUE).
6. There are no organizations in Ukraine that can help victims of trafficking (FALSE, over 60 NGOs and civil society organizations work within IOM's Partner Network in all oblasts).

Activity 3: Pie Graphs, Statistics and Flipcharts (5 minutes)

Ask the students the following questions and write the statistics on a flipchart:

1. Who are the victims? 20% have university degrees, 30% have graduated from school, 50% have finished 11th grade.

2. Who are the traffickers? 65% strangers, 12% friend, 2% business contact, 2% partner, 1% relative, 20% other; 57% female, 43% male; Ukrainian 60%, Russian 10%, Polish 5%, Turkish 2%, Lithuanian 2%, Other 21%.
3. How are people recruited? Personal contact 85%, newspapers 12%, family 1.5%, Internet .5%, kidnapping .5%, other .5%
4. Where are they recruited? Bars, bazaars, border stations, bus stops, clubs recruitment firms, orphanages, shops, stations, travel agencies.
5. Which jobs are offered? Agriculture, au pair, models, dancers, domestic workers, manual labor, salesmen, sex work, study abroad, waitress, etc. 70% of those trafficked become sex slaves.

Activity 4: Video (10 minutes)

Watch “Natalia’s Story” from the A21 resource page. Discuss:

- What do you think Natalia could have done differently? *Always let someone know where you are going, never leave a drink unattended (no matter what situation), have a friend/sibling meet you, check the persons VK/Facebook page, get to know the person you are meeting, meet during the day time, always be aware of what is going on around you.*
- What do you think Natalia’s life is like now, after being trafficked?
- Were there any facts that shocked you?
- Why didn’t Natalia try to escape? *We will examine this further in the next activity.*

Activity 5: Is Escape Possible? (5 minutes)

Explain that once someone is sold into slavery, it is very hard to escape. Ask why this might be so and write the answers on a flipchart. Possible answers include:

- Debt bondage
- Isolation
- Confiscation of passports, visas, and/or identification documents
- Use of threat of violence toward victims and their families
- Blackmail using the victims' illegal status
- Control of the victims' money
- Use of alcohol or drugs to control the victims (dependency)

Activity 6: Video and Discussion (35 minutes)

Watch the MTV film *Exit: Inhuman Lives* (Parts 1, 2, 3, 6), in English, Russian or Ukrainian. Break the students up into three groups. Assign each group one of the stories: Anna, Ludmila, or Tatiana. Ask students to recall their assigned woman's story and think about what the women could have done differently to prevent their outcome. Have each group present to the group at-large.

Activity 7: What Happens Next? (10 min)

If these women were all rescued and brought home, what are some of the outcomes?

- Victims of trafficking are often victimized for a second time after they escape their captors. Women are sometimes deported as prostitutes, and are returned to their home countries with no money and little prospects.

- Victims of trafficking return home with mental and emotional scars from their ordeal. Many are also affected by substance abuse, STD infections, and post-traumatic stress disorder.
- Victims are sometimes ostracized by their families and communities because of the stigma against prostitution.

Discuss prosecution:

- As we learned in Natalia's story, only 1 in 100,000 traffickers are ever convicted.
- Prosecuting traffickers can be extremely difficult. Many trafficking victims are afraid to testify for fear of violence against them or their families. Human trafficking is also closely linked with organized crime, and government officials can be influenced by these groups. Because of these facts, many traffickers are set free or given very light sentences. In Ukraine, two thirds of convicted traffickers are given probation.
- Recently the Ukrainian government has made some improvement in the prevention and prosecution of trafficking. As of 2005, there were 500 law enforcement officials assigned to trafficking prevention. The government has supported the training of these officers as well as public defenders on how to prevent and prosecute trafficking cases. However, the government still relies heavily on NGO and international organizations to provide the bulk of the protection and reintegration services for victims.

Wrap-Up (5 minutes)

Identify some of the organizations in Ukraine and explain that they:

- Help victims travel home
- Provide emotional counseling and other medical services
- Offer vocational training
- Supply start up business capital for victims; and
- Aid in the prosecution of traffickers

Examples of organizations: A21, IOM and La Strada. IOM hotline - 527.

Remind the students that because they have a high level of English, they may have opportunities to work abroad, and it is their responsibility to protect themselves by checking out such opportunities. Handout IOM cards with the hotline number, which will investigate job opportunities abroad.

Reserve Activity: Real Story (15 minutes)

Spread the stories around the group and discuss the situation and the mistakes the victims made. *Didn't research jobs, gave passport to traffickers, if it sounds too good to be true it probably is, the process for working abroad takes time (if it is fast, it is probably not legitimate),*

Irina's Story

Irina, aged 18, responded to an advertisement in a Kyiv newspaper for a training course in Berlin. With a fake passport, she traveled to Berlin, Germany where she was told that the school had closed. She was sent on to Brussels, Belgium for a job. When she arrived she was told she needed to repay a debt of US\$10,000 and would have to earn the money in prostitution. Her passport was confiscated, and she was threatened, beaten and raped. When she didn't earn enough money she was sold to a Belgium pimp who operated in Rue d'Aarschot in the Brussel's red light district. When she managed to escape through the

assistance of police, she was arrested because she had no legal documentation. A medical exam verified the abuse she had suffered, such as cigarette burns all over her body.

Marina's Story

Marina is a 30-year-old mother from Ukraine who left behind her husband and two young children to take what she was told would be a job in Italy as a cleaner. The recruiters who originally promised her a high-paying salary were men who posed as representatives of a legitimate employment agency. Marina says they gained her trust because they looked professional and persuasive. Marina says her nightmare began after she and the other women arrived in Italy and were met by several suspicious men. They were human traffickers in the illegal global sex industry. "We went there and arrived in one city. They took us to a building on the outskirts of the city and they told us to clean off, to relax from the travel. Later, they confronted us with the fact that we would be providing sex services. It is a shock for a human being. Escape from there was impossible. The windows were barred and there was the constant presence of a guard," Marina said.

Natalia's Story

Like many victims, Natalia said she was desperate when a young woman approached her as she was working in a local market in her hometown. The woman asked if she was interested in working abroad. "She promised good money," says Natalia in a shaky voice, "This woman knew I had no money, no husband, a sick mother and two children and she knew I was desperate." Natalia was told she would work in the home of a family in a Western European nation. It turned out to be a lie. "When I arrived, I asked where the family was, where the washing machine was and all the other things I would need to help around the house. Suddenly a large man dressed in black threw cheap lingerie at me and said I had to work to pay off the cost of my travel, and that's when I knew I had been trafficked. I knew I had been trafficked on the first day." Natalia worked with five other women from Ukraine and Moldova in a small apartment, where she was forced to service up to four men a day, she says. She worked in slave like conditions for six months until she got pregnant and begged to be sent back to Ukraine by one of her customers.

"Katya's" Story

Lured from Ukraine with the promise of a student visa, the young woman believed she was headed to the U.S. to study and to Virginia Beach to work as a waitress -- not to Detroit, where she was forced to dance at a strip club. Using the alias "Katya" to protect herself, the 22-year-old woman spoke publicly for the first time today, describing how she was forced to work at the Detroit club for months until she and another young woman escaped with the help of one of the patrons of the club. "They forced me to work six days a week for 12 hours a day," she said of the men who made her work at Cheetah's in Detroit. "I could not refuse to go to work or I would be beaten." While she was forced to dance at the strip club, she said she was not made to be a prostitute.

Yulia's Story

Yulia said she left her hometown of Donetsk four years ago for a job in one of Moscow's luxurious nightclubs that she heard about through acquaintances, planning to earn money to pay her way through college. But once in Moscow, Yulia's new employer seized her passport and beat her for several days before sending her out to work the Russian capital's streets as a prostitute.

Anna's Story

With her family life destroyed, Anna became desperate. She continued to struggle until someone she had met offered her a job working at a hotel in another country. Anna accepted the position in hopes of finding a better life. Her dreams were dashed, however. After being taken abroad, and after a trip across a desert on a pickup truck, she was locked inside an apartment. There was no hotel job waiting for her, nor was there a hotel. Instead, she was raped up to nine times a day by different men who paid her captors for the sex. Anna had unwittingly become trapped in sex slavery.

2. Women in the Media

Materials: paper, markers, ads, chart with statistics written out, influential women pictures

Warm up: Female Characters in Media (10 minutes)

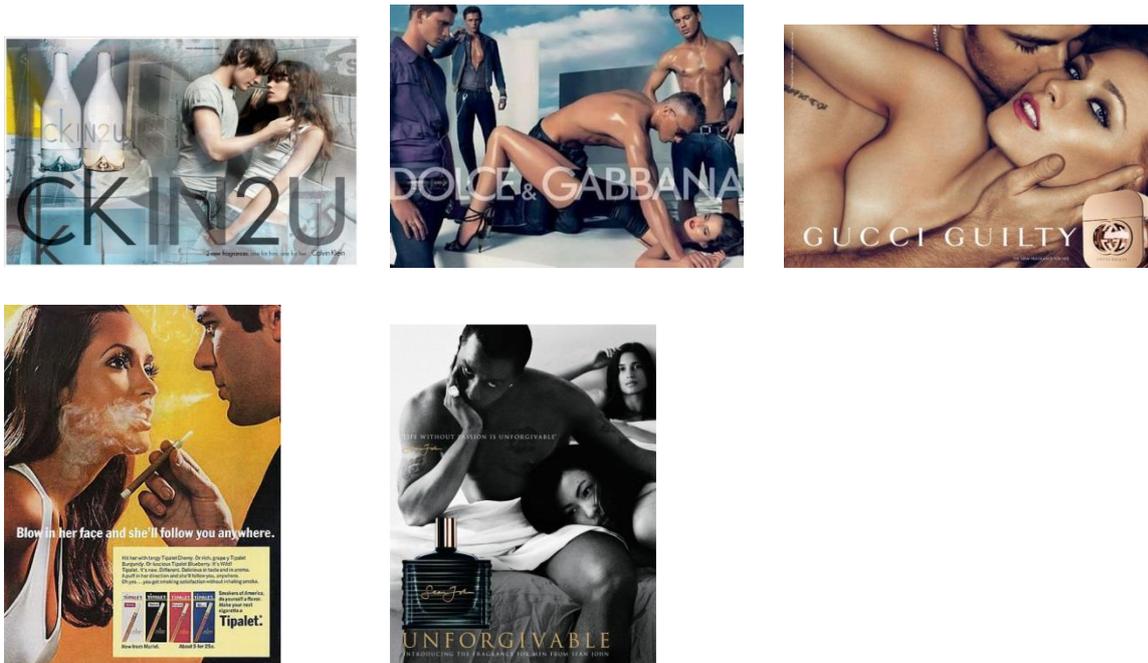
Ask girls to think of their favorite films or TV shows. Have them write down answers to the following questions: Who are the female characters in this film? What are their roles in the story?

Discussion questions:

- How many female characters do you see as heroines in movies and TV shows? How many are girlfriends or wives of the main (male) characters?
- Why do you think there are fewer female than male heroes in movies and TV?
- Introduce the idea of the "Bechdel Test." (A movie passes this test if it has 2 female characters in it, talking to each other about something other than a man.)
- Can you name any strong female characters from movies or TV that you admire? What makes them strong?

Activity 1: Violence Against Women in the Media (20 minutes)

Show some magazine advertisements where sexual violence is implied



Discussion questions

- What is this ad selling?
- Look at the body language of the man and the woman in the ad. What does it suggest?
- Why is this a problem?
- Can you think of some films or TV shows where women are victims of violence? (Give examples if needed)
- Why do you think women and girls in the media are often portrayed as victims?
- Why is it a problem?
- What can we do about it?

Activity 2: Statistics (10-15 minutes)

Present the following statistics with blank spaces where the numbers are. Have the girls guess the statistics.

(For G, PG, and PG-13 movies between 2006-2009 <http://www.seejane.org/research/> and http://www.seejane.org/downloads/FullStudy_GenderDisparityFamilyFilms.pdf.)

Films

- Males outnumber females 3 to 1 in family films
- Females are 4 times more likely than men to be shown in sexy attire.
- Females are 2 times as likely as men to be shown as very thin.
- 70.8% of characters with speaking roles are men, while 29.2% are women.
- Of film characters who are leaders, 17.8% are women.
- 7% of directors are female.
- 13% of writers are female.
- 20% of producers are female.

Newspapers:

- Of those working in a Newspaper Newsroom, 36.9% are women.

TV News:

- 98% of TV stations employ women.
- 30.2% of TV news directors are women.
- Women make up 39.8% of the TV news workforce.

Radio:

- 39.5% of radio stations employ women.
- In 2012, 32.7% of the radio workforce was made up of women.

Literary Magazines:

- 69% of writers in top literary magazines are men.

(Retrieved from http://wmc.3cdn.net/51113ed5df3e0d0b79_zzgm6go0b.pdf)

Discussion questions:

- How do these statistics make you feel?
- Why do you think there are so few women in today's media?

Activity 3: Scene (30 minutes)

Split the girls into groups of 4 or 5. Have them come up with a short movie scene that would pass the Bechdel Test. Present these scenes to the group.

Activity 4: Most Influential Women in Media (10 minutes)

Show and discuss the pictures below.

http://www.forbes.com/2009/07/14/most-influential-women-in-media-forbes-woman-power-women-oprah-winfrey_slide_2.html



Oprah: Has an Emmy-winning talk show hostess, successful magazines (*O*, *The Oprah Magazine* and *O at Home*), and an XM satellite radio show. She is an international media phenomenon.



Diane Sawyer: First female co-anchor on *60 Minutes*, reported from Ground Zero after 9/11, and interviewed George W. Bush after Hurricane Katrina. “One of the most important female news reporters of our time.”



Barbara Walters: 79 years old. Appears on *The View* and leads ABC specials. She has interviewed a number of celebrities, including Michelle Obama, Farrah Fawcett, and the Jonas Brothers.



Ellen DeGeneres: Host of a 25-time Daytime Emmy award-winning show since 2003, and advocate for her social interests (animal welfare, gay rights), DeGeneres is a well known name in media entertainment and news.



Tyra Banks: Has a hit model reality show (*America's Next Top Model*), hosts a daytime chat show, targeted at a younger audience than Oprah, and works with Warner Brothers to produce *True Beauty*, an “inner beauty” contest series on ABC.

Discussion:

- Do you know these women?
- How did they become famous in media?
- Was it because of their looks?
- What other women in media do you know of who've become famous for their achievements?

Wrap-Up: I am valuable (15-20 minutes)

Have girls brainstorm things for which girls/women can be valued. Have them write examples that include themselves (e.g. “I am _____” or “I am good at _____”).

3. Gender Violence and Healthy Relationships

Materials Needed: blank paper, pens, printed copies of the different skit, copies of advertisement, copies of words and definitions. *Everything that needs to be printed can be found at the end of this document.*

Warm up: Introduction (5min)

Begin by introducing the topic. Tell them that in this lesson we'll be talking about something called Gender/Domestic Violence. Ask for a definition for the word violence.

Remind students that this may be a difficult lesson for some of them. Violence of any form is a serious topic. Those people who have witnessed or experienced violence may be seriously affected by this lesson. Encourage students to talk, to be comfortable and open. Remind them that this is a safe space. However, also remind them that if they do not feel comfortable, they do not have to share more than they want. Remind students that if they want to talk to someone after the lesson, all of the teachers are available whenever they need.

Why is this relevant? "Around the world, at least one in every three women has been beaten, coerced into sex, or otherwise abused by a man in her lifetime."

Show Atmosphere's music video "Last to Say"

What do you think gender violence might be after watching this video?

Activity 2: Icebreaker (10 minutes)

Snowball Brainstorm:

1. Have students sit in a circle and distribute a piece of paper and a pen to everyone, asking them NOT to put their name on the paper.
2. Ask students to write down what they think is a good definition for the term Gender/Domestic Violence. Then have them crumple their paper into "snowballs."
3. Everyone then throws snowballs around the circle for a few seconds, like snow ball fight.
4. Ask everyone to pick a ball that they think is not their own.
5. Go round the circle and ask them to read the definition from the ball they picked up.
6. Discuss the definitions. Do they think these are accurate definitions? Lead the conversation around to the next activity. After hearing everyone's ideas, create what we think might be the best definition for the terms Domestic or Gender Violence. Write this definition up on the board/flipchart.

Activity 3: Defining Different types of Gender Violence (10 minutes)

Explain that there are 4 types of violence; physical (having to do with your physical body), emotional (has to do with feelings), psychological (has to do with fear and threats), and economic (having to do with money or home). Pass out slips of paper that have the names of each type of violence and separate papers that have a definition for each. Read them aloud. Then tell the girls to match the definitions with the correct words:

Physical – This can include hitting, punching, slapping, shoving, grabbing, hair pulling, coerced sex, forcing victim to use drugs or alcohol, and rape.

Emotional- making a victim feel unworthy, telling them it is all in their head, undermining their confidence, calling them names, using insults etc...

Psychological – threatening the victim or their loved ones, threatening to hurt themselves if the victim leaves, threatening to tell victims secrets or to spread lies about the victim.

Economic – refusing to give the victim money for necessary things like food or clothing, using money to control a victim’s behavior (so only giving money if the victim does as they are told), taking the victims money or making the victim buy things they don’t want to.

After reading together the definition for each, be sure to make sure the students understand the differences between each one.

Activity 4: Scenarios (20 min)

Divide class into pairs of partners. Each pair will be given a scenario that they will act out for the class. Give students 5 min to put together a 1-2 minute long skit. Remind the girls that some of them will be playing boys in these skits. After each scenario, discuss:

- Is this a healthy relationship? Why/why not?
- Who is the victim? Who is the bully?
- What can the victim do in this situation?
- Which type of abuse is this?

Number 1

Every time you and your father have an argument he gets very angry. Sometimes he even breaks small things like a cups and plates. Last night he got so angry that he kicked your bedroom door down before he left the house.

Number 2

You and your boyfriend have been having some problems recently. You have been arguing a lot. Sometimes you fight about where to eat, what friends to hang out with, what films you want to watch, and how to spend your time. However yesterday he suggested that tonight you sit down to calmly talk about your problems.

Number 3

Whenever you are out with your girlfriend’s family, or with other friends, she always puts you down. She will tell stories about times you did something silly or make comments about how dumb you are. When you ask her to stop she says that you are over reacting and that she isn't insulting you and it’s all in your mind.

Number 4

Lately you and your boyfriend have been fighting a lot. He finally decides to break up with you but when he told you it was over you say, "I don't know what I would do without you. I would have no reason to live". It made him think that if he left you, you might hurt yourself so he decided not to break up with you.

Number 5

Your husband always has to be in charge. He decides where you go and what you will eat. He has control of your bank account, and he controls all the money you spend. When you make a suggestion he says that he is the man so he should make decisions. If you make decisions, it makes him look "weak," so you always let him decide for the both of you.

Activity 5: Relationships (10 minutes)

Watch Candace Bure, *No One Would Tell*

(<http://www.youtube.com/watch?v=EwEoMGrcYiY>)

Follow up Questions:

- *Why do you think the girl didn't say anything to the coach?*
- *If you saw this happen like the coach did, what would you do?*
- *If you were the girl in this situation would you give him another chance? What would you do if you were her?*

Activity 6: Healthy Relationships (10 minutes)

Print out and cut important relationship statements. Have girls put them under should always and should never.

A. Conflict Resolution in Healthy Relationships 5 minutes

Explain: There is conflict in all relationships. And by "conflict," we specifically mean verbal disagreements and arguments. People disagree and that isn't necessarily a bad thing. In fact, you have the right to a different opinion from your partner. In a healthy relationship, communication is key. When you communicate effectively, you understand your partner better and make your relationship stronger. When you can resolve conflicts successfully, you are developing a healthy, mature relationship.

B. Conflict Resolution in Unhealthy Relationships 5 minutes

Explain: While conflict is normal, your arguments shouldn't have degrading or humiliating comments. If you can't express yourself without fear of retaliation, you may be experiencing abuse. Learn more about verbal abuse and how to draw the line between it and normal disagreements.

Remember, one sign of an abusive relationship is a partner who tries to control or manipulate you. Agree or Disagree: People who you are in a relationship with should not be upset with you if:

- You went to basketball practice instead of spending time with them?
- They checked your phone and didn't like the texts or calls you received?
- You're just hanging out with friends but they think you're cheating?
- You're not ready to have sex?
- You're trying to study but they want to talk?

Wrap Up: Video (5 minutes)

Tell girls we'll finish up by watching a short film. Play. Ask for reactions? Do you agree with what this video is saying?

<http://www.youtube.com/watch?v=AvBKIBhfgPc>

Wrap up the lesson by asking how they feel. Emphasize that being in a violent relationship is not necessary for anyone. There are always options. Also that we don't have to let our friends go through violent relationships either. There are signs to look for, and there are always people to go to for help.

Mention the 386 hotline hosted by La Strada. Tell the girls that we will be calling this number to ask questions. Ask them to think about what questions they might want to ask. Ex. What are some signs of violence? How do you help a friend? Can you trust the police? Where can I go if I am a victim? Show 386 Hotline advertisement.

VI. Camp Songs

Camp songs are a great way to get both campers and staff motivated and energized. They will be performed regularly during the morning and evening all-camp meetings and randomly throughout the camp day. The songs found here are just a suggestion and other ideas are always welcome.

a. Traditional Camp Songs

Baby Shark

(shark mouth with hands connected at wrist)

Baby shark, Doh-doh, doh, doh

Baby shark, Doh-doh, doh, doh

Baby shark, Doh-doh, doh, doh

Baby shark

Continue by replacing “baby shark” with the following lines:

Momma shark *(shark mouth with forearms connected at elbows)*

Daddy shark *(shark mouth with full arms)*

Grandma shark *(same as baby, but with fists instead of fingers to look like no teeth)*

For a swim *(swimming crawl motion with arms)*

Saw a fin *(hand on top of head like shark fin)*

Swimming fast *(fast swimming crawl motion with arms)*

Shark attack *(shark mouth with full arms and fingers as teeth while hands clap together)*

Lost a leg *(hop on one leg to the beat)*

Happy shark *(thumbs up and swaying to the beat)*

Bananas

Bananas of the world, UNITE!

(Teacher should sound very authoritative when saying this phrase. Motion: Slowly raise both arms and clap them above your head.)

Peel bananas, peel, peel bananas

(Then bend one arm down in a peeling motion)

Chop bananas, chop, chop bananas

(Hold your left hand flat and then use your right hand in a chopping motion)

Eat bananas, eat, eat bananas

(Make a motion like you are eating with a spoon)

Shake bananas, shake, shake bananas

(Drop arms and twist and shake body)

Jump bananas, jump, jump bananas

(Jump up and down)

Go bananas, go, go bananas!

(Continue jumping up and down and also wave your arms in the air)

Boom Chick-A-Boom

(person in center shows a dance move) I said a boom chick-a boom

(everyone repeats) I said a boom chick-a boom

(person in center shows a different dance move) I said a boom chick-a boom

(everyone repeats) I said a boom chick-a boom

(person in center shows another dance move) I said a boom chick-a rock-a chick-a rock-a chick-a boom

(everyone repeats) I said a boom chick-a rock-a chick-a rock-a chick-a boom
(person in center) Uh-huh... Ok
(person in center) Uh-huh... Ok
(person in center, pointing at new person) Let's do it.... (name)'s way!
and new person goes to center to lead.

Funky Chicken

I want to see your *funky chicken* (leader)
What did you say? (campers)
I said I want to see your *funky chicken* (leader)
What did you say? (campers)

Chorus:

I said: ooh ahh ahh ahh, ooh ahh ahh ahh
Ooh ahh ahh ahh, ooh, one more time
Ooh ahh ahh ahh, ooh ahh ahh ahh
Ooh ahh ahh ahh, ooh 1234
(Do actions with chorus, ie flop around like a funky chicken)

Repeat verse with other people or things, examples: Babushka, Superman, etc.

Hi, My Name is Joe!

Hi, my name is Joe
And I work in a button factory
I got a wife and dog and a family
One day, my boss said to me and said Hi Joe, are ya busy I said no
So I pushed the button with my right hand
(Make a push gesture with the right hand.)

Repeat the song by adding new body parts to push with and keep doing all actions simultaneously. Body parts: left hand, right foot, left foot, head.

Penguin Song

Chorus:
Have you ever seen a penguin come to tea?
When you look at me a penguin you will see!
PENGUINS ATTENTION! PENGUINS BEGIN!

In between each chorus, add one of the following by calling out the following commands with actions. Each time you call out a new command, you add it to the existing motions.

Right Flipper (*Flap right arm*)
Left Flipper (*Flap left arm*)
Right Foot (*Kick right foot*)
Left Foot (*Kick left foot*)
Bob your head (*bob your head...*)
Stick out your tongue (*stick out your tongue and sing song*)

At the end... it's PENGUINS ATTENTION! PENGUINS DISMISSED!

Jig-A-Lo

Hey (*name*)!

-Hey what!

Can you Jig?

-Jig what?

With my hands up high, and my feet down low

This is how I jigalo

Jig-a-lo, jig, jig-a-looooo

Jig-a-lo, jig, jig-a-looooo

(repeat multiple times)

Wishy Washy Washer Woman

Way down in the valley where nobody goes

There's a wishy washy washer woman washin' her clothes

She goes oh ah (*wash motions; repeat 4x*)

That's how the wishy washy washer woman washes her clothes

Way down in the valley where nobody goes

There's a wishy washy washer woman dryin' her clothes

She goes phoo fa (*drying motions; repeat 4x*)

That's how the wishy washy washer woman dries her clothes

Way down in the valley where nobody goes

There's a wishy washy washer woman foldin' her clothes

She goes clap clap (*folding motions; repeat 4x*)

That's how the wishy washy washer woman folds her clothes

VII. Camp Activities

At Camp G.L.O.W., the counselors strive to emphasize leadership, teamwork, and related life skills through regular lessons, activities, and games. Our hope is that skills gained through such activities will inspire our campers to act as leaders amongst their peers and in their communities. The activities found below are all aimed at developing these necessary skills, specifically team work, leadership, communication, and flexibility.

a. Name Games and Icebreakers

Find Yourself

Time: 20 minutes

Materials: none

The goal of this activity is to get to know the other members of the group. To begin with each person should be paired up with another person, preferably a person they do not know. Each person introduces themselves to their partner, stating their name and three pieces of information about themselves. Once introductions have been made, partners “switch” identities, for example after Anna and Julia finish introductions, Anna becomes Julia and Julia becomes Anna. The activity continues until participants are introduced to themselves.

Questions:

1. What is your name?
2. Where are you from?
3. If you could travel anywhere where would you travel to?
4. What are you most excited to do at GLOW?

Blanket Drop/Face-off

Time: 15-20 minutes

Materials: large sheet or blanket

The goal of this activity is to get to know the names of everyone at camp. Once the group has introduced themselves, divide them into two teams. Form each team into a straight line, front to back, and have the lines face each other, so the two people first in line are eye to eye. Now, two volunteers hold a large sheet between the two lines. The lines may now reorganize themselves, hidden from the other team. When the first person in each line is ready, the volunteers drop the blanket on the count of three. The first person to say the name of the person from the other team wins. The loser joins the winner’s team and play continues until one team has all players.

b. Team Building Activities

Magic Carpet

Time: 30 minutes

Materials: a tarp or blanket

Ask the group to stand on an 8'x8' “magic carpet.” The entire group must be completely on the tarp. The group’s task is to flip the “magic carpet.” But, no one may step off of the carpet during the process. If someone’s foot comes off of the carpet the process starts over.

Blind Maze

Time: 30 minutes

Materials: blindfolds, obstacles

Blindfold all but one of the group members while the non-blindfolded group member looks at the maze. The team member without the blindfold then must figure out how she will guide all of her blindfolded teammates through the maze. The blindfolded team members should make a train by holding onto each other's shoulders. Then, the seeing team member should guide her team mates through the maze without any physical contact, only English instructions. If the team members step out of bounds, on an obstacle, or take off a blindfold, they must take ten steps backward, and then resume play. Once all team members are through the maze the team has finished.

Swamp Island Maze

Time: 20 minutes

Materials: Chalk, map of maze

A grid will be drawn on the ground before the group arrives at the site of the activity. The goal of this activity is to get all team members through the invisible maze as quickly as possible. The team leader will have the "key" to the maze drawn on a piece of paper. The team members must try and figure out the maze. The maze will take them from one side to another, and always to a touching square. The first player should start by picking a square on the grid. If they are correct, they will pick a second square, and continue until they are through the maze. If they are not correct, they must go back to the beginning, taking one member of the team back with them (if possible). This continues until all team members have made it through the maze.

Blind Polygon

Time: 30 minutes

Materials: blindfolds, length of rope

Blindfold all but one member of the group. Give them a length of rope and tell them they must have one hand on the rope at all times. The one member not blindfolded will help give instructions but may never touch the rope. The group must form a square or triangle, asking only "yes" or "no" questions to the non-blindfolded person. When the group believes they are done, instruct them to carefully set it on the ground and remove their blindfolds. Switch roles and begin again with a new shape. You can begin with easy shapes and move to more difficult shapes as the group has practice.

Crossing the River

Time: 30 minutes

Materials: props to act as rocks, chalk (something to mark ends of the river)

Draw two lines opposite one other about 20 feet apart. Line teams up one teammate behind the other. Give the team one "rock" for each member, plus one extra. The team must get each team member across the opposite line without touching the ground and with half of their team members blindfolded. Rules are as follows: once the stones are in play they must be in contact with a player at all times or they will float away down the river and the team will lose them. Stones may not be thrown from one side to the other and they may be brought back by players if need be. If players touch the water they all must start over. All players must make it to the opposite side. If time permits, you may challenge the team to cross the river again, but this time with half as many stones as team members.

Essence Circle

Time: 30 minutes

Materials: box, slip of paper with each person's name written on it

Each person's name should be written on a piece of paper and put into a box. One by one each name will be drawn out of the box. As a name is drawn the person who drew the name

will describe that person's personality, strengths, characteristics, etc. – essence – and the rest of the campers will guess who is being described. It is a great way to leave camp on a positive note.

c. All-Camp Activities

Morning Mail

Time: all week

There will be a box that campers and PCVs can put little notes of appreciation or gratitude to other campers or counselors at camp. Each morning at breakfast the comments in the box will be read.

Secret Friends

Time: all week

Each camper and PCV will be assigned a secret friend that they have to write a note to or give a small gift to each day of camp. At the end of camp, during the camp fire, each person will guess their "secret friend."

Group Leader Activities

Time: one hour

Materials: dependent on leader's activity

Each team leader will prepare a one hour activity to lead the campers in. Each group will participate in each activity in a rotation style. So, instead of all campers participating in one activity together, teams will be paired with a team leader and they will do the activity for one hour. During the next "Team Leader Activity" timeslot, teams will switch activities. This will happen three times, so that all teams attend all activities.

Photo Scavenger Hunt

Time: 1 hour

Materials: camera, list of photos

Each team will be given a camera and a list of items that they must photograph. Teams will have one hour to find photos of everything on the list. Teams will be judged on speed and creativity of photos taken.

Hip-Hop Dance Lessons

Time: 1 hour

Maria will be leading a one hour class on hip-hip dance. The campers will get a chance to learn some new dance moves and practice a short dance together.

"Thank you" Notes

Time: 1 hour

Materials: thank you notes, donor list, scissors, markers, glue, paper

Campers will write thank you notes to individuals who donated to the Camp G.L.O.W./T.O.B.E. 2013 grant. Each camper will get the name on one donor and will then have time to decorate a card and write a personal note thanking them for their donation. Cards will be sent at the end of camp.

d. Evening Activities

Post-it Note Activity

Time: 45 minutes – 1 hour

Each person at camp will have their name somewhere on the wall. Each person should write down five things that others in the room would not know about them on post it notes. Then place all the post it notes on the wall randomly. Throughout the week everyone will have a chance to move the post it notes to the name of the person they think the fact corresponds to. Encourage campers to write down things that people would be able to figure out as you get to know each other.

Journal Activity

Time: 1 hour – 1 hour 30 minutes

Materials: paper, magazines, scissors, glue, markers, ribbon

Each camper and counselor should decorate the cover for their nightly reflection journal. The covers can be decorated in any way the person feels reflects their personality. Each day campers can write in their journal, and will use them every evening during reflection time.

Station Rotation

Each team will rotate from station to station. Each station will be led by a different group of counselors and will doing a different activity. After 40 minutes at a station, the group will move to the next station. If there is free time at a station, campers may talk with each other, or team leaders may lead small group activities until it is time to switch.

Tie-dye T-shirts

Time: 40 minutes

Materials: dye, t-shirts, rubber bands

Each camper will have the opportunity to tie-dye a t-shirt.

Friendship Bracelets

Time: 40 minutes

Materials: thread, beads, bracelet patterns

Each camper will have the opportunity to make friendship bracelets.

Red AIDS Ribbons

Time: 40 minutes

Materials: scissors, markers, red paper

Each camper will have the opportunity to make Red Ribbons that will be send to people affected by HIV/AIDS.

Team Skits

Time: 2 hours

Materials: 5 props per team

Each team will be given 1 hour 30 minutes to write and practice a skit. But, they must use five props given to them by the camp directors. At the end of the 1 hour 30 minutes, each team will present their skits for the other campers and counselors. Teams can choose to prepare a skit based on something they have learned during the week, based on skills they are good at, or they can be completely creative and make something up completely.

Camp Competition: Counselor Puzzle Relay

Time: 2 hours

Materials: activities, puzzle clues

Each counselor will be located in a different area with a different activity for campers to complete. In order for campers to move from activity to activity, they must answer a question about one of the counselors at camp, for example: which counselor has flown a plane? When the campers figure out the answer, they should go to that counselor's station

and complete the task for the next clue. The first team to complete all stations first is the winner.

Group Reflection Time

Time: 30 minutes

Materials: journals, pencil

Mid-way through camp there will be a 30-minute reflection time in teams. This is a time when groups can discuss lessons, questions, highs and lows of camp, etc. The goal is to make sure everyone is comfortable and having fun.

e. Reserve Activities

Team building

Gotchya!

Time: 15-20 minutes

Materials: none

Participants stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching their neighbor's outstretched palm. On the count of three, the volunteer says "go" (or another trigger word) and kids must simultaneously grab the finger in their left hand their right index finger being caught. Repeat several times, building suspense and adding words that sound like the trigger to catch people.

Group Juggle

Time: 15-20 minutes

Materials: throw-able objects

The group starts in a circle formation. Play starts by throwing one object around the circle, so that each person gets the object once (and no more than once). Once you have established a pattern, challenge the group to go through the pattern faster. Then, start adding more and more objects. Have the group set a goal of how many objects they think they can get through the pattern without any falling on the ground or catching the proceeding one in the process.

Warp Speed

Time: 15-20 minutes

Materials: throw-able objects

This game plays out just the same as "Group Juggle," but the goal is speed, not number of objects. The campers must pass the object to everyone in the circle, but not directly to either neighbor (at first, in the circle). Challenge the group to set time goals for themselves. Start them in a circle formation, but see if they can reorganize themselves for the sake of speed. One person cannot hold the object and run past everyone's hands in order. Only one person may touch the object at a time.

Human Taco

Time: 15-20 minutes

Materials: labeled sticky notes

The correct order of ingredients for a taco is: shell, meat, cheese, lettuce, tomato. Label sticky notes with an equal distribution of each ingredient. Stick the notes to each person's back. Players then walk about asking "yes" or "no" questions to find out their ingredient. A volunteer then starts the game by yelling, "I'm hungry! Let's eat! Run for the border!" Without directly saying the ingredient on their back or those of others, participants

must group themselves, in order, to form a human taco as quickly as possible. Substitute any ingredients or food as necessary.

Hula Hoop Race

Time: 20-30 minutes

Materials: hula-hoops

All teammates hold hands. The teammate on the end begins to pass the hula hoop to the other end, but the campers cannot let go of their handholds. Play for speed.

People to People

Time: 20-30 minutes

Materials: none

This game requires an odd number of people. To begin, everyone grabs a partner. The partners should stand side by side forming a circle with the other partners' arms. The person without a partner stands in the middle and begins establishing a rhythm by snapping their fingers and chanting, "People to People, People to People, etc." The rest of the group follows the person in the middle. Once a rhythm has been established, the leader will shout out two body parts that must touch between partners (for example, knee to ear). The leader will go through the chant twice and then shout, "People to People!" At this time, everyone runs into the middle of the circle, grabs a new partner, and runs to the outside of the circle. The last person without a partner is the new leader.

Benches

Time: 30 minutes

Materials: benches (tape or chalk)

This activity requires long narrow benches, about 15 feet in length and 1 foot wide. You can substitute blanks of wood on the ground or simply tape or chalk. Ask the group stand on the bench in a random order. Then ask them to organize themselves by height, age, birthday, or hair color, for example. They must complete this task without any member falling off the bench. If a team member falls off, the volunteer can make them start over or count the number of falls. When the team completes the task, introduce a new order.

Slaps

Time: 15-30 minutes

Materials: none

The group begins by lying on their stomach in a circle with their heads facing the middle of the circle (or the group can sit in a circle). Every participant's right arm goes underneath the left arm of person to their right. The left arm should be over the right arm of the person on the left. One person will be designated to start by slapping the ground once with one of their hands. The person whose hand is to the right will do the same and so on counterclockwise. If someone decides to slap the ground twice, the direction reverses. If a hand messes up by hesitating longer than two seconds, slaps prematurely or out of order, that hand is removed from the game. Once a player has removed both of his/her hands, they are out of the game until the next round. When there are only two people remaining, the game ends.

Drawer, Messenger, Copier

Time: 30 minutes

Materials: markers, paper

Divide the team into two groups. Each group must have one drawer, one messenger, and one copier. The drawer begins to draw while the messenger watches how he/she draws. Then the messenger must go to the copier and relay what he/she observed so that the copier can

recreate the image. At the end, ask: Who had the most difficult job? Remind them that success depends on each member of the team doing their job.

Games

Dragon, Princess, Ninja

Time: 15-20 minutes

Materials: none

This activity is much like “rocks, paper, or scissors.” Divide a group into two teams (more is possible). Make up an action and sound for each role: claws and a roar for a dragon, a crown and a giggle for a princess, or a kick or punch and grunt for a ninja, for example. Teams pick their role in secret and, on the count of three, square off against their opponent. Dragon beats princess, ninja beats dragon, and princess beats ninja.

Elephant, Rabbit, Palm Tree

Time: 10-20 minutes

Materials: none

In this game, campers must work together as quickly as possible to create one animal or object (an elephant, rabbit, or palm tree) using their bodies in designated roles. To begin, the group stands in a circle, with one person in the middle. The person in the middle points to someone on the outside and says, “elephant,” “rabbit,” or “palm tree.” The person on the outside now becomes the middle of the animal or object, with the kids on either side helping to complete the shape. (For an elephant, the person in the middle makes a trunk, while those on the sides make big ears. For a rabbit, the person in the middle holds up two little paws, while those on the sides make tall or floppy ears. For a palm tree, the person in the middle becomes the trunk, and those on the sides the swaying branches. You may substitute any three animals or objects as you or the kids see fit.) If one of the three on the outside is too slow (3 seconds, say) in completing the picture, he/she goes to the middle of the circle and play continues as such.

Human Twister

Time: 15-20 minutes

Materials: different colored pieces of paper, tape

Give each person two different colored cards, and two strips of tape. Ask players to tape the card to two places on their bodies. When everyone has taped on the cards, challenge the group to line up, matching (and touching) their cards to someone else’s of the same color.

Think Fast

Time: 15-20 minutes

Materials: none

One person stands in the middle of a small circle and closes their eyes. The group predetermines a category such as nouns, for example. When the volunteer says so, a small object is passed around the circle. The person in the center may so stop at any moment, choose a letter of the alphabet, and the person holding the object must quickly (5-10 seconds) think of three nouns beginning with that letter. If the person on the outside fails, he/she switches places with the person in the center. If not, play continues.

Sharks and Minnows

Time: 15-30 minutes

Materials: something to mark playing field

Declare a large playing field your area and mark sidelines and safety zones at each end. Start with a small group of volunteers in the center as “sharks.” The campers are the “minnows” and they must cross to the opposite safety zone without being tagged. If they are tagged, they become a shark in the next round. Volunteers may initiate play with a chant like: “Sharks and minnows, one, two, three, swim fishy, swim, swim to me.”

VIII. Group Video Projects

The purpose of this activity is to put into practice many of the ideas and concepts the campers will be learning throughout the week at Camp G.L.O.W.

Warm-up

Review what was discussed in the Self-Esteem/Body Image Lesson:

- “I love my body because...” Poster
- “Dove: Campaign for Real Beauty” Video
- Discuss thoughts and feelings

Introduction

Discuss “Women in the Media” (only a preview, as the lesson will be later in the week)

- How are women generally portrayed in the media?
- How do the women you see in the media affect your ideas about yourself?
- How can different forms of media be used to positively influence people?
- How can different forms of media be used to negatively influence people?
- *“Cause and Effect: How the Media You Consume Can Change Your Life” Video*
- What can you do?

Campaigns

The Dove Campaign for Real Beauty

- The aim of the campaign is to “celebrate the natural physical variation embodied by all women and inspire them to have the confidence to be comfortable with themselves.”
- The Dove Campaign for Real Beauty was conceived in 2004 after market research indicated that only 4% of women consider themselves beautiful. The campaign's mission is to "to create a world where beauty is a source of confidence and not anxiety."
- *“Dove Real Beauty Sketches” Video*

I Am That Girl

- I AM THAT GIRL is building a community that inspires girls to discover their innate worth and purpose.
- IATG seeks “to be the solution” to the state of negative media and its effect on girls around the world. They are working to build a community and provide girls with a space to consume healthy media in order to “silence their crippling self-doubt long enough for girls to think for themselves, discover their voice and speak their truth.”
- Who is that girl? That girl is the best version of each of us. “While she is forever a work in progress, she seeks to be confident in her own skin.”
- “Dear 13 Year Old Me”
- *“That Girl Rocks, Continues...” Video*

Video Project

Each group is going to make their own video. It can be based on what we have seen or can be completely different. The only requirement is that it must be celebrate the beauty in all of us! At the end of the week each group will present their finished video.

- Watch last year’s videos

IX. Appendices

a. Camp GLOW PCV Application

Camp G.L.O.W. 2013

- Counselor Application -

Camp GLOW (Girls Leading Our World) is a six-day leadership summer camp for Ukrainian girls aged 14-18, organized by the Gender and Development Council (GAD). The camp facilitates discussion of gender-related issues such as domestic violence, HIV/AIDS, human trafficking and gender-based stigma and discrimination. Campers will also participate in fun activities and lessons on topics such as leadership, healthy lifestyles, project design and management and more.

We are looking for enthusiastic female PCV's who are interested in working with Ukrainian youth on these critical issues by leading lessons and engaging campers in various team/camp activities. We also require a tech-support staff member/ photographer to take photos, help with video production and create a photo slideshow for campers.

The camp will be held for **6 days**, from **July 22 – 27, 2013** in Central Ukraine (Cherkas'ka or Vinnits'ka Oblast). Counselors will be expected to attend a pre-camp meeting on **July 21st**. The exact dates and location are subject to slight changes. If you are interested in being a counselor at Camp GLOW, please fill out the following application by **January 27th** and send it to: campglowtobeukraine@gmail.com. All applicants will be notified by email by **February 11th**. Thank you.

Name:
Group Number/ Project (TEFL, CD, YD):
Site:
Phone Number:
E-mail:

1. Why are you interested in being a counselor at Camp GLOW?
2. What experience do you have working on gender issues? With youth?
3. What qualities would make you a good camp counselor?
4. Describe some ideas you have for camp activities? (leadership, teambuilding, competitions, etc.)
5. Will you help fundraise for Camp GLOW? How?

6. Are you willing to help revise/update Camp GLOW lessons/ materials?

7. What topics are you most interested in teaching?

8. Are you a member of GAD/ the GLOW/TOBE Subcommittee? If not, are you able to attend the GLOW/TOBE Subcommittee session during the GAD Meeting held in May?

b. Camp GLOW 2013 Camper Application

Camp G.L.O.W 2013

- Camper Application -

Camp G.L.O.W. (Girls Leading Our World) is an exciting English language summer camp organized by Peace Corps Volunteers and the Gender and Development (GAD) Council of Peace Corp Ukraine. We are looking for enthusiastic young female leaders between the ages of 15 (or entering the 10th form) and 19. Campers invited will participate in challenging lessons about important topics like leadership, gender stereotypes, healthy relationships, self-esteem and more.

G.L.O.W. will also be an excellent opportunity to practice and improve your English skills with Americans, and meet other young female leaders from all across Ukraine. Of course, there will also be lots of fun games and American camp activities!

This year, Camp GLOW will take place in Cherkasy, Cherkas'ka Oblast from *July 22-27, 2013*. Participants are asked to pay for their transport to and from camp and 250 UAH for the week. This price includes food, lodging and materials.

To apply, please fill out the following application and email it to the Camp G.L.O.W. directors at campglowtobeukraine@gmail.com by Friday, May 3, 2013. Campers will be notified of their acceptance by June 1, 2013.

Full Name (Family, First, Patronymic):

Birthday (DD/MM/YYYY):

Address:

Phone Number:

E-mail:

Peace Corps Volunteer:

1. Why do you want to attend Camp GLOW?
2. What is your self-assessed level of English? What topics are you comfortable discussing in English?
3. What do you think is the most important issue facing young Ukrainian women today?
4. In any country, good leaders are needed to create positive, societal changes. What is your idea of a good leader? How are you a leader in your community?

c. Camper Scholarship Application

Camp G.L.O.W. 2013 - Camper Scholarship Application -

This year's Camp G.L.O.W. will be in Chapayevka, Cherkas'ka Oblast from July 22nd –27th! Campers will need to pay 250 hryvnias to cover the cost of food and housing during the camp. If this cost is too expensive for you, do not worry – we still want you to apply! Please answer these questions and the Camp G.L.O.W staff will decide how we can best help you attend Camp G.L.O.W. 2013.

Please answer the following questions and return the application to campglowtobeukraine@gmail.com by June 7th, 2013.

For more information, go to www.globeukraine.blogspot.com or you can e-mail us at the above address. Thank you!

Name:
Name of Peace Corps Volunteer (if any):
Age & Date of Birth:
City/Town, Oblast:
Mobile Phone Number (required):
E-mail (required):
Name of Chaperone (if under 18):

1. How many people live in your home?
2. Do you live with one parent, two parents, or other (a grandmother, for example)?
3. How many brothers and/or sisters (not cousins) do you have at home?
4. How many people in your family work? Who works and what is their profession?
5. How much does transportation cost from your town or city to Cherkasy? (We will have

free busses from Cherkasy to Chapayevka.)

6. Does your school or government help you pay for anything else (for example, food at school; music, art, or sports clubs after school; or camps in the summer)?

7. Have you ever been to an overnight camp before? If not, would this be a good new experience for you? Why?

d. Camper Permission Slip

Табір ДКНС 2013

Заява батьків

Табір ДКНС в Черкаси буде проходити з 22 по 27 липня 2013. Учасниками табору будуть дівчата з 9-го по 11-й клас з усієї України. За організацію табору відповідають Волонтери Корпусу Миру та українські вчителі. Учасникам табору буде запропоновано тренінги та заняття, спрямовані на розвиток навичок лідерства, керування та складання проектів. Також діти навчатимуться дискутувати на тему торгівлі людьми, насилля вдома, рівність статей та проблеми СНІДу. Крім того, діти братимуть участь в спортивних змаганнях та інших творчих завданнях.

Всім учням забороняється курити, вживати алкоголь, наркотики у таборі. У разі недотримання правил табору, діти будуть відправлені додому.

Прізвище учасника: _____

Прізвище батьків(ким приходиться учаснику табору): _____

Адреса : _____

Телефон : _____

Додаткові контакти (ким приходиться учаснику табору): _____

Контактний телефон: _____

Я розумію ідею табору, тому я дозволяю моєму/їй сину/донці взяти участь у ньому. Я також погоджуюсь оплатити дорогу свого сина/доньки та надати матеріальну допомогу у розмірі 250 грн. Підписуючи цей документ, я приймаю умови табору щодо поведінки сина/доньки та беру запропоновані витрати на себе.

Підпис батьків, дата

Загода Учасника

Я погоджуюся бути активним учасником табору, виконувати вказівки та поради вихователів. Я зобов'язуюся не пити спиртні напої та не брати участі у жодних заходах, які можуть негативно вплинути на мою роботу у таборі. Після повернення додому, я також погоджуюся брати активну участь в проектах, що розглядалися у таборі.

Підпис учасника, дата

Загальна інформація:

Учні, які цього літа переходять до 9-го, 10-го або 11-го класу та вміють спілкуватися англійською запрошуються прийняти участь у таборі для дівчат «Дівчата, що керують нашим світом (ДКНС)». Керівниками кожного з таборів будуть 8 волонтери Корпусу Миру тієї ж статі, що і група разом з 8 Українськими представниками. Під час проведення табору, ви маєте змогу вдосконалити свої навички лідера та вправного керівника, навчитися складати проекти та вільно дискутувати на теми з торгівлі людьми, насилля вдома, рівність статей та проблеми СНІДу. Більш того, з учнями будуть проводити ігри і досліджувати природу. Вся робота в цілому буде проводитися англійською мовою, що буде сприяти вдосконаленню навичок говоріння дітей. Не втрачайте унікальну

можливість потоваришувати з людьми з усієї України, адже запрошені всі бажаючі з усіх куточків!

Коли : Табір (ДКНС) «Дівчата, що керують нашим світом» Черкаси - липень 22-27, 2013

Де : Черкаси, Черкаська область

Вартість : загальна вартість 250 гр., що включає проживання та харчування (три рази на день) протягом 5 днів. Поїздки обох напрямках здійснюється за рахунок студента. Волонтери корпусу миру будуть раді допомогти дітям скласти проекти, щоб зібрати ці кошти. Інші витрати будуть покриті коштами гранту, отриманими Peace Corps' Gender and Development (GAD) Council. Українське консульство виділяє кошти на екскурсії.

Додаткові запитання: якщо ви маєте будь-які запитання, волонтери Корпусу Миру із задоволенням дадуть відповіді на них. Не забудьте заповнити заяву і віддати вашому волонтеру.

Camp GLOW and TOBE 2013 Permission Slip

Camp GLOW Cherkasy will take place from July 22-27. Campers will include women in the ninth through the eleventh forms from secondary schools throughout Ukraine. The camps will be facilitated and taught by Peace Corps volunteers and Ukrainian counterparts. Campers will participate in lessons and activities, focusing on skill-based topics such as leadership and issue-based topics such as counter-trafficking, domestic violence, gender equality and HIV/AIDS. Other activities include a nature excursion, sports and games, and other creative projects.

All participants will be attending camp at their own risk. All participants have agreed not to smoke, drink alcohol, or use illegal drugs during the camp. Any participants who smoke, drink alcohol, or use illegal drugs will have their parents contacted and be sent home at their own expense.

Participant's Name: _____

Parent's/Guardian's Name: _____

Relationship to Camp Participant: _____

Address: _____

Phone Number: _____

Second Contact in case of emergency: _____

Relationship to Camp Participant: _____

Phone Number: _____

I understand the nature of Camp GLOW and Camp TOBE 2013 and that my daughter/son will be attending. I understand that by signing this permission slip I accept the camp code of conduct and am willing to accept financial responsibility for my daughter's/son's behavior.

Guardian's Signature and Date

e. **Chaperone Form**

Camp G.L.O.W. 2013

I understand that, according to the Law of Ukraine on Health Improvement and Recreation of Children as of January 1, 2009, Peace Corps Volunteers cannot act as designated guardians because they cannot be liable for life and health of children in Ukraine. Therefore, I understand that as a guardian for Camp G.L.O.W. 2013 in Chapayevka, Cherkas'ka Oblast, I am serving as a designated guardian for the Ukrainian children participating in the camp and am personally liable for the life and health of the children.

Name

Date

Згідно закону України про оздоровлення та відпочинок дітей від 01.01.2009р. волонтери Корпусу Миру не виступають в ролі вожатих, так як вони не можуть нести відповідальність за здоров'я та життя українських дітей. Розуміючи це, я виступаю в ролі вожатого табору G.L.O.W. 2013 смт. _____ області та несу особисту відповідальність за життя та здоров'я вихованців свого загону.

Ім'я та прізвище

Дата

f. Camp G.L.O.W./T.O.B.E. Flyer

Read what past donors have to say...

I loved getting the thank you notes, especially the enclosed photos! I put them up in my office and often get comments about them. When I share the story, people find it so interesting and ask good questions like, "where is the Ukraine?" It is a great conversation starter and it makes me feel connected to what is happening in another part of the world.

Cynthia, Sterling, VA

I was unsure if our donation to GLOW would really have an impact. I was very touched to receive a handwritten thank you letter and photo of the girls. It made me feel like it was very worthwhile. I immediately decided to send a donation next year.

Susan, Clinton, NY



Peace Corps Ukraine
Gender and Development Council

Donate to GLOW/TOBE

Camp GLOW/TOBE would not be possible without donors like you. Please consider giving to help us make GLOW/TOBE a reality. All donations are tax-deductible, and every dollar goes directly to camp.

To donate, go to the following link:

<https://donate.peacecorps.gov/index.cfm?shell=donate.contribute.projDetail&projdesc=13-343-024>

Or go to peacecorps.gov and search for "Camp GLOW/TOBE 2013 under "Ukraine" in "Donate to Volunteer Projects."

For more information, to watch videos, and to see photos, visit our sites.

GLOW/TOBE Blog:

<http://globekraine.blogspot.com/>

Facebook page:

<https://www.facebook.com/groups/364164293679015/>

You can also contact us at:
campglowtobeukraine@gmail.com

Peace Corps Ukraine
Gender and Development Council

<http://globekraine.blogspot.com/>
campglowtobeukraine@gmail.com



GLOW/TOBE
Summer Camps 2013

Peace Corps Ukraine
Gender and Development Council

About GLOW/TOBE

The Gender & Development Council (GAD) in Ukraine's mission is twofold: to encourage implementation of grassroots efforts that promote sustainable gender equality in Ukraine, and to work directly with Ukrainian youth to equip them with the capacity to reevaluate gender roles and reduce gender-based discrimination. To further both of these goals, GAD hosts two annual summer camps focused on developing young leaders: GLOW (Girls Leading Our World) and TOBE (Teaching Our Boys to Excel).

Camps GLOW and TOBE are annual leadership summer camps for Ukrainian girls and boys aged 14 to 17, organized by the Peace Corps Ukraine Gender & Development Council. GLOW and TOBE's main objective is to raise awareness of gender issues in Ukraine, particularly those facing youth.

The weeklong program includes lessons, discussion sessions, team-building activities and fun excursions designed to foster a sense of unity and empowerment. All activities are designed to teach respect, responsibility, volunteerism, civic participation, and leadership in a context of gender equality. Following participation in GLOW/TOBE, campers will be given a presentation or hold an event in their own communities or schools, highlighting one of the topics covered during the camp. This is an important aspect of the program, in that it encourages sustainability and gives participants a chance to practice applying the new skills gained throughout the week at camp.

Because we prioritize the development of youth leaders, campers are selected for their leadership potential, open-mindedness, and maturity. We also provide Ukrainian chaperones a chance to demonstrate and develop their skills by leading some of the sessions.

Finally, in order to provide positive role models of the same gender to youth, as well as a comfortable environment to share and grow, the girl's camp has only female counselors, and the boy's camp only has male counselors.

Peace Corps Ukraine
Gender and Development Council



YOUTH EMPOWERMENT

g. Sample Fundraising Letter

Peace Corps Ukraine
Gender & Development Council

Hello Friends and Family!

During my time in Ukraine as a Peace Corps Volunteer, I have become involved with a working group of volunteers called the Gender & Development Council (GAD).

Every summer, GAD, in partnership with local Ukrainian organizations, organizes two summer camps for Ukrainian youth, ages 14-17. **Camp GLOW** (*Girls Leading Our World*) and **Camp TOBE** (*Teaching Our Boys Excellence*) provide a unique opportunity to gather 40 girls and 20 boys from different parts of Ukraine to participate in a camp dedicated to learning about gender issues and developing leadership as well as team building. Camp topics include: *How to GLOW/Excel, How to Design a Volunteer Project, Counter-Trafficking and Human Rights, Domestic Violence, HIV/AIDS Awareness, and Healthy Lifestyles and Body Image*, in combination with fun leadership and team building exercises, and excursions.

This year, GAD and our partnering organizations will offer one GLOW and one TOBE camp. The GLOW and TOBE camps will take place in the central town of Cherkasy. Last year GAD held two smaller GLOW camps and one TOBE camp, and they were all fantastic—this year we can only hope for the same.

We are lucky to be working with Ukrainian partners who are eager to help make these camps a success, but we are still in need of funds to help make these camps a reality. Through the Peace Corps Partnership Program, we are asking friends, family, and local businesses back home to help us cover costs for these camps.

In order to make these camps a reality, we need to raise \$8,000. But your dollar can go a long way here. For example, you could:

- Fund a camper planned and run project—\$50
- Bus 40 kids to their campsite—\$25
- Send a Ukrainian child to camp for **one day**—\$15
- Buy art and work supplies for one camp—\$60
- Pay for a campers camp t-shirt—\$7
- Send a Ukrainian child to camp for **one week**—\$75

Please consider making a **tax-deductible** donation (\$10, \$20 or more) to help us make camp GLOW/TOBE an amazing experience for the Ukrainian youth we work with each and everyday. Every little bit counts!

You can make a donation here:

<https://donate.peacecorps.gov/index.cfm?shell=donate.contribute.projDetail&projdesc=13-343-024>

Or go to peacecorps.gov, and search for **GLOW/TOBE Leadership Summer Camp** under "Ukraine" in "Donate to Volunteer Projects."

Also, visit our blog at <http://globeukraine.blogspot.com> for more photos, videos and testimonials from past campers and counselors.

Please let me know if you have any questions, and thank you for helping us empower the next generation of Ukraine!

Sincerely,

GENDER & DEVELOPMENT COUNCIL
Peace Corps Ukraine



<http://globeukraine.blogspot.com>
campglowtobeukraine@gmail.com

5 Easy Ways You Can Help Raise Funds for GLOW/TOBE

Once you donate, there is still more that you can do! Each and every individual donation counts, so consider donating not just money, but your network to the cause. Here are a few ways you could use your own personal connections to help us make Camp GLOW/TOBE not only a reality, but a smashing success!

1. Forward the fundraising link and materials onto 10 (or more!) friends and family. If we can collect donations of \$10 or \$20 from a larger amount of people, we will reach our goal in no time!
2. Copy the fundraising link and post it in your profile on social networking sites like Facebook, twitter, MySpace or LinkedIn. Here is some quick text that you could copy and paste:

How can you support gender-equality in Ukraine AND empower Ukrainian youth? Give to Camp GLOW/TOBE! You can support one boy or girl at camp for one day for only \$13 (don't forget, all donations are tax-deductible—every little bit counts)! Give a Ukrainian child the chance to have the summer of a lifetime at Camp GLOW/TOBE! Click here to donate:
COMING SOON

3. Print out the GLOW/TOBE pamphlet and take it to your office or workplace. Post it on a bulletin board or community stand. Tell people at work about Peace Corps Ukraine and how only \$15 can send one child to camp for one day! This is also a good idea for parties, family gatherings, religious events or even a dormitory at school. The more places, the better!
4. Hold a fundraiser at your favorite local pub. Ask the owner if they would be willing to give the proceeds of the night's earnings to GLOW/TOBE. Then, invite all of your friends and have a few drinks to support youth empowerment in Ukraine!
5. Contact your local community and civic organizations in your area. Think about Rotary Club, Kiwanis Club or any other organizations that would be willing to give to international causes. Also, contact your local Peace Corps Recruiting office, tell them about this project, and encourage them to send out the information to Returned Peace Corps Volunteers in the area. Or send the link on to your own RPCV friends and let them know that current PCVs need their help!

Thank you for all your help, from the Peace Corps Ukraine Gender & Development Council!

h. Camper Evaluation

Camp G.L.O.W 2013 Camper Evaluation

1. What were your favorite and least favorite things about Camp G.L.O.W.? Why?
2. What was the most important or interesting thing you learned at Camp G.L.O.W.?
3. Grade each lesson from 1 – 5. (1 = not useful ; 5 = very useful)

Leadership		Sexual Health II - Abortion	
Self-Esteem		Human Trafficking	
Gender Stereotypes/ Women in the Workforce		Women in the Media	
Body Image		Tolerance	
Sexual Health I – Are You Ready?		Gender Violence and Healthy Relationships	

4. What was your favorite camp activity? (For example: games, skits, discos, etc.)
5. Do you have any ideas for a project that you can do in your hometown or city? If yes, please explain.

Additional Comments:

i. PCV Evaluation

Camp G.L.O.W. 2013 Counselor Evaluation

1. Did you find the pre-camp meeting to be helpful? Should it be longer/shorter?
2. How did you feel about the scheduling and timing of camp activities?
3. How did you feel about the level of the campers? What changes, if any, should be made here?
4. What were some aspects of Camp G.L.O.W. that you found to be either successful or non-successful?
5. What topics do you think would be helpful for Camp G.L.O.W. in the future?
6. How can Camp G.L.O.W. be made better for both campers and counselors?

j. Camp G.L.O.W. Certificate



Camp G.L.O.W. Directors:

Caitlin Coggeshall, PCV Group 42, Cherkas'ka Oblast
c.j.coggeshall@gmail.com

Rachel Occhiogrosso, PCV Group 42, Cherkas'ka Oblast
rachel.occhiogrosso@gmail.com

Sveta Sobova, Ukrainian Counterpart, Cherkas'ka Oblast
sveta.sobova@gmail.com

Thanks to all the PCVs who have edited lesson plans,
submitted activity ideas, and all together helped to
make Camp G.L.O.W. 2013 possible:

Elisia Morgani, Kirovohrads'ka Oblast

Elizabeth Walsh, Cherkas'ka Oblast

Julie Daniels, Crimea

Kali Sutton, Kharkivs'ka Oblast

Katherine Donner, Odes'ka Oblast

Kristen Mientka, Volyns'ka Oblast

Maria Corriher, Poltavs'ka Oblast

Molly Rivkin, Vinnyts'ka Oblast

Sandra Joy Russell, Volyns'ka Oblast

Vanessa Morales, Ternopils'ka Oblast

Katie Folta, Crimea