Peace Corps/Ukraine

Youth Development Project

Summer Camps 2005



Starter Kit



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**Planning basics: five key questions**



When planning a camp, there are countless things a camp director or organizer (you!) has to think about and plan for. This list includes everything from buying supplies to knowing what to do in case of an injury. The following five questions will help you organize your planning and ensure that you haven’t omitted something important.

1. **WHY?** This is very important: is there interest from your local community? Is your site willing to support you and your coordinator? What does the community hope to achieve at camp—why do they want to do this? What do you hope to achieve?
2. **WHO?** What is your target audience: younger children, 9-11 formers, local orphans, college/university students? Will you invite other PCVs to help out? Other Ukrainians? What role will your coordinator have? Who will do what? Following are some helpful hints from the *Camp Big Bang Manual* (PCVs Pat Coyle and Melanie Harrison, TEFL 25):
* First, you need to decide how many volunteers the camp needs in order to run smoothly…You need at least one PCV teaching each class, but things would certainly be better and more interesting with two…As PCVs often begin to plan their summers in the winter months, you should…send out a mass email with details of the camp, positions, and responsibilities. Volunteers responding to the mass email are then assigned to positions, preferably ones that they requested. They then should be given a fuller description of their responsibilities and asked to prepare for their position…Besides their primary responsibilities, [you can ask] other volunteers to contribute in many other ways to the camp experience—the more you include them in the planning of your camp, the better result you will get from them during the camp…Accept whatever help is offered, and don’t be afraid to ask for more.
1. **WHAT**? What do you want to focus on at camp (conversational English, sports/recreation, healthy lifestyles, environment)? Will you have lessons, or will camp be more discussion-based? From the *Camp Big Bang Manual*:
* A very important step is deciding what age and level of students you want. If you have such serious topics as AIDS awareness and gender issues, you will want your campers to possess the level of maturity needed to discuss these subjects. In this case, certainly it would make more sense to work with older students with a higher level of English; that way they can fully utilize the information they learn at camp. If your camp is more directed toward simply improving students’ communication skills in English, perhaps the opposite is more suitable. Whichever way you choose, it is recommended that you get the best idea possible of the level of your campers’ English. Therefore, you may want to include a short questionnaire with your application forms answering questions that you deem relevant to your camp (see the sample application form). It should be something that makes the students write something in English (i.e. What is the largest problem in your town? If there were one thing in the world you could change, what would it be? Why do you want to study English? etc.). Of course, with others perhaps helping fill out this questionnaire, it is not fool-proof, but is certainly better than nothing.
1. **WHEN**/**WHERE?** These are logistical questions: will you have camp at your school or youth center? Or is there a park nearby you could go to? Do you have to get a permit from anyone to use the facilities you want? When will your students be in town, and when will your coordinator be around? Don’t forget to make a timeline for yourself, outlining al the important steps between ‘now’ and ‘then;’ this way, you will be able to stay on track without forgetting something important! From the *Camp Big Bang Manual*:
* There are a lot of activities that go on during the summer, for both children and adults and you must take that into consideration when scheduling your camp. Ninth and eleventh formers have their exams during June and eleventh formers have their graduation exercises. Many 11th formers also take their university entrance exams in July. Ukrainian teachers, if you chose to include them in your camp, may also be working in June, and you and other PCVs may have responsibilities at school. You should also check with Peace Corps to make sure that there are no big conferences or trainings planned for the time you choose to have your camp. [For a day camp], most likely you will then be using whatever resources you have at your school (i.e. classrooms, gyms, fields, cafeterias, etc). If this is the case, it is important that you are able to make clear to your school exactly what will be needed on each exact date. Again, the more time you give them, the better chance you will have of getting what you need. But remember to continue to follow up on everything, making sure that plans are not changed without your knowledge. Patience will most likely be a very useful asset.
* [If you use a venue you are not familiar with], you must go to the campsite/park/school and see the location in order to decide where classes will be held. This helps determine what materials are needed: is there a blackboard? Is there an electrical socket? Can an extension cord be used? Etc. We solved the problem of outside classes by hiring a local worker to make easels out of wood. We also used extension cords to bring electricity outside. Make sure the volunteers know what the facilities will be like.
1. **HOW?** How will you advertise your camp? Flyers, announcements, etc? How will you decide who gets to participate—will you make it open to anyone from the community who wants to come, or will you have an application process? Will you ask students to pay a small camp fee to cover materials and supplies?

**Sample Camp Schedules**

Feel free to modify or change these, depending on your needs, but remember a few important points:

* Moving students between large group activities and classes takes some time; allow a few minutes to get everyone in the same place.
* Remember that your classes might run over the allotted time if discussion gets interesting.
* Ukrainian kids are used to eating frequently and many of them will bring a snack; be sure to give them at least a small break mid-morning.
* If you schedule back-to-back classes, give students a five minute break in between. You don’t want to overwhelm them by switching gears too quickly, but you also don’t want them to lose concentration.
* Remember to schedule some time for explaining logistics and establishing rules on the first day of camp—this will help things run a lot more smoothly during the remainder of the week.

# Half day

9:00-9:30 Students arrive; ice-breakers and warm-ups until everyone arrives

9:30-10:15 First class

10:15-10:30 Teambuilding games

10:30-11:15 Second class

11:15-11:45 Snack/break

11:45-12:30 Third class

12:30-14:00 Sports and games

14:00 Home

# Full day

9:00-9:30 Students arrive; ice-breakers and warm-ups until everyone arrives

9:30-10:15 First class

10:15-11:15 Arts and crafts, teambuilding, or yoga

11:15-12:00 Second class

12:00-13:00 Sports and games

13:00-14:00 Lunch (at home or students can bring their own to camp)

14:15-15:00 Third class

15:00-16:00 Sports and games

16:00 Home

Materials/Supplies List

The following materials and supplies will be useful even for the smallest camp:

* folders/“papkas”
* A4 Paper
* pens/pencils
* markers/paints
* chalk
* flipchart paper/wallpaper
* nametags
* copies of handouts
* string, beads, and safety pins for friendship bracelets
* sports equipment (football, soccer ball, jump rope, volleyball)
* a camera and film
* old magazines or newspapers
* balloons/water balloons

If you need help paying for them, consider the following options:

-asking students to bring their own supplies from home

-asking your school or organization if they can spare extra supplies

-charging a small camp fee (15-20 UAH) to pay for supplies

-soliciting donations from local stores and businesses in your town

-asking your friends and family in the US to make small (unofficial) donations ($5-10)

-having a fundraising event in your community (a disco, dance, or concert) and charging admission or collecting donations from participants

-having a bake sale at your school or organization (remember those from Student Council?)

-having a raffle

# http://www.theodora.com/flags/united_states_flag_files/us-s.gif             Державний Прапор України - стяг із двох рівновеликих горизонтальних смуг синього і жовтого кольорів.

# Summer Camp 2005

For 5 days, students between the ages of 14-16 will take part in a summer camp that will include lessons on:

* Civics and Citizenship Skills (Leadership trainings, student projects, volunteerism)
* Healthy Lifestyles (nutrition, HIV prevention, anti smoking/drugs/alcohol education)
* Journalism
* Gender equality (stereotypes, dating, trafficking)
* Recreation (sports, arts and crafts, music)

**For more information and/or an application, please see:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Літній табір 2005

Протягом 5 днів учні віком 14-16 років візьмуть участь у літньому таборі, який може включати:

* Розвиток громадянської свідомості (тренінги по лідерству, студентські компанії, заохочення волонтерства);
* Навчання здоровому способу життя (правильне харчування, запобігання ВІЛ/СНІД, профілактика згубних звичок, таких як паління, вживання наркотиків та алкоголю);
* Журналістику;
* Гендерну рівність (стереотипи, побачення, торгівля людьми);
* Відпочинок (спорт, мистецтво, музика).

**Для отримання та/чи подання анкети звертайтесь будь-ласка до: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Application for Participation in Summer Camp 2005**

1. Name and form/age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. School/orphanage

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1. Parents’ names and telephone number (if you have one)

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1. Identify a problem in your community that you would like to see changed. Write 4 sentences describing this problem and how you would help to address it.

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1. If you could have lunch with a famous person, who would it be and what would you talk about?

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**Заява батьківської/опікунської згоди**

Я,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, надаю мою згоду щодо участі мого сина/моєї доньки/дитини, що знаходиться під моєю опікою, в літньому таборі. Я усвідомлюю, що навчальна програма може включати:

* Навчання здоровому способу життя (правильне харчування, запобігання ВІЛ/СНІД, профілактика згубних звичок, таких як паління, вживання наркотиків та алкоголю);
* Розвиток громадянської свідомості (тренінги по лідерству, студентські компанії, заохочення волонтерства);
* Журналістику;
* Гендерну рівність (стереотипи, побачення, торгівля людьми);
* Відпочинок (спорт, мистецтво, музика).

Дата\_\_\_\_\_\_\_\_\_\_\_\_ Підпис\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Discipline and Working with Children**

Adapted from the Lviv Youth Employment Center’s Youth Leadership Program training manual

*I. Introduction to Discipline and Working with Children*

In any group, a trainer [or teacher] wants to create a sense of cooperation, sharing and fun. It is important that participants enjoy while they learn. They will be more eager to participate and remember what they are told if it is done in a positive way.

However, that does not mean that rules are not considered. A group gathering usually has a goal and that goal cannot be reached if there isn’t an understanding about what the rules are. Basic rules about behavior and cooperation protect the rights of each participant, prevent the group from being distracted, and keep the work on schedule.

…Trainers need to support participants and help them to meet their goals in a healthy way. However, rules and structure allow creativity to prosper by giving all the opportunity to participate in a safe and supportive environment.

*II. Creating Rules*

When thinking about rules for a group, try to identify the major ways that teamwork and cooperation can be undermined, such as not letting participants speak, allowing small groups to form which do not want to work with one another, or negative competition. Also try to understand the ways in which the focus of the group can be distracted such as tardiness, poor scheduling, or cell phones ringing and being answered.

The best way to combat distractions and problems is to set rules from the very beginning, identify the punishments, and enforce consistently. Do not make up rules later on unless you find a real problem that needs to be attended to. Do not make a rule but change the punishment each time, and do not enforce the rules for some participants but not others. By following this example, the group will understand the rules and begin to enforce it independently. Also, don’t put yourself above the rules!

Some helpful rules for working in groups can be:

* No tardiness
* No absence without excuse (such as sickness)
* No cell phones
* No talking while others are talking (unless it is a group activity)
* No saying “right” or “wrong” but “agree” or “disagree” instead

Some helpful punishments for participants who break the rules can be:

* Singing
* Paying money
* Removing distraction (cell phone, games, toys)
* Restriction of privileges (such as participating in a disco or group event)
* Standing in a corner or just standing (when everyone else is sitting)
* Asking the person to sit alone and think about what they have done

There are many ways to set rules and maintain order. The above are just some basic ideas. Try to be creative so that the punishment somehow reinforces the goals of the group. One example would be to make a late person recite some facts or give an anecdote.

###### III. Creating a Supportive Environment

While rules are very important, there is also the support that a trainer [or teacher] gives that can help a participant feel that their ideas are important and that they are a valuable member of the group. Using [positive reinforcement of good behavior in a group] encourages participants to speak their minds and take an active role in the group.

Also, being friendly and open with the group allows the trainer/teacher to develop a personal relationship with the participants and develop a bond. If rules and support are fair, together they will encourage respect and hard work within the group.

**Activity – Short Phrases**

There are many things that we can do to strengthen our interpersonal relationships yet the most effective involves the saying of just three words. When spoken or conveyed, especially to young people, they can change a negative relationship into a positive one. [When establishing the rules for your club, group, or camp, you may wish to do the following activity with participants.] Participants should take turns reading the following phrases and their descriptions.

*I’LL BE THERE*

If you have ever had to call a friend in the middle of the night, to take a sick child to hospital, or when your car has broken down some miles from home, you will know how good it feels to hear the phrase, “I’ll be there.” Being there for another person is the greatest gift we can give. When we are truly present for other people, important things happen to them and us. We are renewed in love and friendship. We are restored emotionally and spiritually. Being there is at the very core of civility.

*I MISS YOU*

This powerful affirmation tells others they are wanted, needed, desired and loved. Consider how ecstatic you feel, if you received an unexpected phone call from a friend just to say, “I miss you.”

*I RESPECT YOU*

Respect is another way of showing love. Respect conveys the feeling that another person is a true equal. If you talk to your children as if they were adults, you will strengthen the bonds and become close friends.

*MAYBE YOU ARE RIGHT*

This phrase is highly effective in stopping arguments. The other side to saying “maybe you are right” is the humility of admitting, “Maybe I am wrong.” When you have an argument with someone, all you do is confirm the other person’s point of view. Saying “maybe you’re right” can open the door to further explore the subject in which you may then have the opportunity to get your view across in a more rational manner.

*PLEASE FORGIVE ME*

Many broken relationships could be restored and healed if people would admit their mistakes and ask for forgiveness. All of us are vulnerable to faults, foibles, and failures. A person should never be ashamed to own up to the fact that he was wrong, which is saying, in other words, that he is wiser today than he was yesterday.

*I THANK YOU*

Gratitude is a wonderful form of courtesy. People who enjoy the companionship of good, close friends are those who don’t take daily courtesies for granted. They are quick to thank their friends for their many expressions of kindness. On the other hand, people whose circle of friends is severely constricted often do no have the attitude of gratitude.

*YOU CAN DEPEND ON ME*

A friend is one who walks in when others walk out. Loyalty is an essential ingredient for true friendship. Those that are rich in their relationships tend to be steady and true friends. When trouble comes, a good friend is there indicating “you can depend on me.”

*LET ME HELP*

A good friend sees a need and tries to fill it. When they spot a hurt, they do what they can to heal it. Without being asked, they pitch in and help.

*I UNDERSTAND YOU*

People become closer and enjoy each other more if they feel the other person accepts and understands them.

*I LOVE YOU*

These are perhaps the most important words that you can say. Telling someone that you truly love them satisfies a person’s deepest emotional needs: to belong, to feel appreciated and to be wanted. Your family, your friends and you all need to hear those three little words, “I love you.”

**Building Social Skills in Young People**

Young people – not matter what their age – need to develop social competencies. Here are ideas on how to build the five social-competency assets for children and youth at different ages.

Ages 0 to 1: Give babies new toys and safe objects to touch and explore. Infants learn a lot about how to deal with people by first interacting with objects. Encourage children to experiment with sounds. It will help them develop language later on.

Ages 1 to 2: Give children at least two equally appealing choices whenever possible. Encourage children to express their feelings, but give them guidelines on appropriate and inappropriate ways to act on their feelings

Ages 3 to 5: Encourage children’s new skills such as drawing, walking backward and learning how to cut with scissors. Encourage families to start having periodic family meetings in which children have input in decision making. Let children make simple choices on their own, such as whether to wear white socks or black socks.

Ages 6 to 11: Encourage children to use words – rather than just actions – to communicate. Encourage children to develop more skills in areas that interest them. Find ways for children to spend time with people who look, act, think and talk in different ways.

Ages 12 to 15: Help young people use healthy coping skills when difficult situations arise. Be gentle and supportive in how you respond to young people’s fluctuating emotions. Help young teenagers find ways to deal with conflict without fighting

Ages 16 to 18: Slowly begin to allow teenagers more freedom to make their own decisions. Ask teenagers about their dreams for the future and help them plan how to achieve them. Encourage teenagers to practice healthy responses to situations where they might feel pressured or uncomfortable such as being offered drugs by a friend or being challenged to fight.

*IV. Conclusion to discipline and working with children*

Whatever the age group, participants in a group setting need to be encouraged and supported in their ideas. If the group has a goal, having happy participants is the best way to achieve that goal. Rules help participants stay focused on their goals and protect their rights within the group.

**Ice-Breakers**

Making students (and staff) feel comfortable on the first day of camp is essential for setting the tone for the rest of the week: camp will certainly be different from school, but should be structured nonetheless. It will also create an atmosphere of comfort that will allow more honest discussion of some of the “touchier” issues in the camp curriculum (HIV, self-esteem, sexual health).

Keep in mind that, even if you are working with students from only one school, they might not all know each other and they will obviously not know the Peace Corps Volunteers involved in camp. Additionally, they may be shy about speaking English around other students, or around native speakers, so your ice-breakers should include both communication activities and team building activities (see next page).

###### Ice-breakers

**Two Truths and a Lie:**

In a circle, ask each student to share three sentences about herself; two of these must be true and one should be a lie. The group tries to guess which is the lie.

**Have You Ever/I Have Mail For:**

Thegroup stands in a circle and each student marks her or his spot with a piece of chalk (or you can do this with a circle of chairs). The facilitator stands in the middle of the circle and explains the activity. The person in the middle must ask a question, e.g.. “Have you ever ridden a horse?” or another variation, “I have mail for anyone who has ever ridden a horse.” Those people who have ridden a horse must run to a now vacant spot in the circle. The person in the middle can only ask something that she or he has done, e.g. they must have ridden a horse. Students cannot run to the spot immediately to their right or left. (Sometimes kids can get excited and this can get a bit violent, so be careful).

**Line up:**

Students must line up in order of height, shortest to tallest, with eyes closed and without speaking (you might also want to use blindfolds, since kids like to cheat!). Variations of this game include lining up according to birthdays without speaking, and one game in which students must line up according to the size of an animal they have chosen. With the animal variation, only animal sounds are allowed.

**True/False**:

This game will help students get more comfortable speaking and thinking in English (this is important even for camps that are not explicitly TEFL-related). Divide the group into two teams and have each team make a single-file line. Place two chairs, one labeled “true” and one labeled “false” at the far end of the room/playing field. Explain the rules: when it’s your turn, a counselor will read/say a statement (for example, “the sky is red.”), and the idea is to run and sit in the chair that corresponds to the statement (in the example, of course, “false.”). Whoever sits in the correct chair first gains a point for her team. Make very clear to campers that there is to be no pushing or tripping, and that once someone is sitting in the chair, you may not push him out of it so you can sit down yourself; if you do any of these things, you will lose a point.

Name Games

**Sudden Death:**

The group sits/stands in a circle. Everyone starts by introducing themselves (names only). Then the facilitator says her name, and the person to the facilitator’s left should repeat the facilitator’s name and add his own. Each person should repeat the names of everyone else who’s come before him and add their own at the end. If someone forgets a name, they are “out.” Continue until you have a winner. Other, more advanced, variations include adding an object/animal/food that begins with the same letter as your name (for example, “My name is Linnea and I like lollypops.” “This is Linnea and she likes lollypops; my name is Margaret and I like mangos”).

**Quick Thinking:**

Make sure everyone knows each others’ names before you start. Divide participants into two teams and have them stand on either side of a blanket that two counselors hold up (make sure you can’t see through the blanket, and that heads or feet are not visible to the person on the other side). One person from each team should come forward to the blanket and when the counselors drop it, the first person to say the other person’s name gains a point for his team (or you can have the ‘losing’ person join the team of the ‘winning’ person). Play until one team reaches a certain number of points; or until all the players are on one team.

Team building

One of the purposes of camp is to get students used to working together in groups and supporting each other; additionally, if you build a sense of community with your campers, they are more likely to respect each other’s opinions during class discussion and activities. So, no matter if you have 10 campers or 50, you should always schedule some time for team building activities.

If you have enough students (and PCVs or Ukrainians to be team leaders), you can divide your campers into teams; this makes it easier for the staff to keep track of them. The first day of camp, team leaders should welcome their team members and help campers create a team name, symbol, and team cheer. Team cheers can be used every morning and then during the Camp Olympics, if you decide to have one.

The following list of team building activities can be used with groups of any size.

**Trust Fall:**

Participants form two lines facing each other, standing shoulder to shoulder. They stand in a “spotter’s” stance, one foot in front of the other, knees slightly bent. Forearms are held out, bent at elbow at waist level, alternating arms with the person across from them (like a zipper). Palms are facing up. Each person should reach the elbow of the person opposite of her or him. Arms should not be connected.

One participant will fall from a platform into the group’s arms (you can also do this on the ground). When falling backwards, feet are together, body stiff (to distribute weight evenly), and arms must be held tightly against her or his chest.

**Lap Sit:**

Participants begin in a circle, standing shoulder to shoulder. Participants turn right, so they are facing the back of the person in front of them. Next they should step in towards the center of the circle until everyone's toes touch the heels of the person standing in front of them. Hands should either be on the shoulders or waist of the person standing in front of them. On the count of three, everyone should slowly sit down on the knees of the person behind them.

\*Safety: A domino fall is possible. If people feel that they may fall, they should stand up and the group can begin again. Variations include walking while sitting, or sitting with no hands.

##### Rain Dance

This activity stresses unity, and is therefore a good activity for last day of camp. All participants stand in a circle. A leader will explain that together, the campers can create their own rain storm. During this activity, everyone should remain completely silent. Each person is instructed to copy the actions of the person on her or his left side. The dance starts with the leader rubbing his hands together. As she or he begins, the action passes around the circle, each following the person next to her or him. When everyone is rubbing their hands together, the leader begins to snap her or his fingers. The action continues around the circle as before. Then the leader pats her or his thighs, then stomps her or his feet. After that, the actions are done in reverse order: stomping, patting, snapping, and rubbing, then stopping all action, until the circle is in silence once again.

**River Crossing:**

Objectives: Using the resources provided and handicaps designated (half of the group is blindfolded), the group must get from one side of the river to the other. The river is approximately 8 meters wide.

Materials: Chalk (or something to mark the shores of the river with). Moveable 1.5 x 1.5 ft. Squares (pieces of cardboard or baseball bases work well).

Safety: A “slighted” person must be paired with a blind person and assist him/her at all times. If you begin to fall and cannot catch yourself, it is better in the game to sacrifice yourself rather than falling and potentially injuring yourself and the person you are paired with.

Set-up: Your group is in the jungle trying to escape from a tribe of cannibalistic pygmies. You come across a raging river infested with man-eating creatures (have participants think of what creatures might be living in the river: anacondas, piranhas, the Swamp Thing, etc.). Fortunately, there are eight large rocks on the shore, which you can use to get your group across. The pygmies are close on your tail, so you have very little time. Unfortunately, along the way, half the group ate some poisonous berries, which have blinded them temporarily. The cure is on the other side of the river. Also, the current of the river is very strong, and if a foot is not on the rock, the rock will be washed away.

Rules: As the group crosses the river, an individual will get chomped by those evil river-dwelling creatures if his or her foot extends more than halfway off the rock. If a person gets chomped or falls in, the whole team must start again with time still running. Also, participants cannot slide the rocks across the river with their feet. Once placed, the rock can be moved only an individual picks it back up again with their hands. The team has 45 minutes to complete the task followed by a debriefing (see “questions for team challenge”).

**Sherpa Walk:**

Objective: Conduct a blind trust walk using a new language.

Materials: Blindfolds for all participants, obstacles to maneuver around (water basins)

Set up: Two team members are designated as “guides” for the rest of the group. The two members are shown the potential route selected by the trainer that includes a few obstacles to negotiate. The guides, off by themselves, are given three minutes to make up a language consisting of several words (the dialect isn’t very complex), which they will teach to the rest of their team. Using ONLY this language, they will guide the blindfolded team along the chosen route. Because locals would take offense if any other language were spoken, the team can ONLY speak the local language. The guides have three minutes to teach their team the language. After that, the team puts on their blindfolds and follows the guides.

Scenario: Your team is touring a foreign country when your bus breaks down. You can reach your destination after a short walk but first you must traverse the security zone of a militarily sensitive area. The natives are highly suspicious of foreigners. After a number of heated phone calls to the capital city, the authorities have agreed to let you cross the area instead of waiting several days for the bus to be repaired. However, they have set two conditions: Everyone in your group must wear blindfolds and speak only the local dialect while they are traversing the sensitive area.

Rules: Guides must stay in ONE spot while guiding the team through. Team members may not form a chain or touch any other team member or guide. If anyone touches an obstacle (the electrical fence around the zone), touches another team member, OR if a team member or guide uses a word from a language other than the local dialect, one person must go back and start again. Participants have 45 minutes to complete the team challenge, followed by a debriefing (see “questions for team challenge”).

**Questions for team challenge**

1. Looking back, would you have done anything differently? What?
2. As a team, how do you think you communicated with each other? Was it effective?
3. What is a leader, in your opinion? A follower? Were there any leaders or followers in this activity?
4. Why were these roles important in this activity?
5. How did it feel to be pressured for time? Did it make it more difficult to concentrate on the task?
6. Were everyone’s ideas considered?
7. Do you think you were successful in this activity? Why or why not?

Camp Olympics

The last day or afternoon of camp is a great time to have a field day or Camp Olympics. You can use the teams you established the first day, or break kids into new teams. A field day promotes healthy competition between teams, and encourages sportsmanship both in winning and losing. You can do most of these activities with a minimum of equipment.

# Dizzy Bat

Five students from each team get in single line. When a counselor says “go” each student one at a time runs to a baseball bat (or similarly shaped item), taking the bat, pressing one end to his forehead with the other touching the ground, and spins around in a circle ten times. Counselors are near the spinning students to count each time the student circles the bat. After the student has finished his rotations he begins to run back to the starting line, stumbling and falling all the way. The first team with all five students successfully finishing the race is the winner.

# Orange Pass Relay

Five students from each team separate themselves at opposite sides of a designated area: 3 at the starting line and 2 on the opposite side. When a counselor says, “go” one student places an orange underneath his chin, pressing it against their neck. Without using their hands or dropping the orange each student must walk to the opposite side of the designated area and pass it to the next teammate. If the orange is dropped at any time, the students must go to the spot where her began and start over. A team wins when all of its members have successfully finished the race.

# Holly’s Human Bridge Race

All members of each team get in single file, touching the ground with both their hands and feet with their butts in the air. When a counselor says “go” the student at the far end of the line alternately climbs over and under his teammates until he is at the end of the line. After he has successfully reached the end of the line the next student begins to do the same thing. When every member has completed the race the team with the quickest time is the winner.

# Longest Rope

Each team has five minutes to tie as many items that they are wearing or have on them together to create the longest rope. After time runs out the team with the longest rope wins.

# Egg Toss

Two members from each team in a designated area stand across from each other. When a counselor says “throw” the student with an egg must toss the egg to his other partner without the egg breaking. If the egg breaks the team is out. After each successful toss and catch each students takes one step back and throws again. When only one pair is left, they are the winner.

# One-legged Wrestling

Two members from each team participate in the tournament. Within a designated area two students place their hands behind their back and stand on one leg. When a counselor says, “go” each student must attempt to knock the other of balance. When one student falls, puts his leg down, or uses his hands the other student is the winner. Each student must win 2 out of 3 times. The tournament continues until only one student is left: she is the winner.

# Balloon Distance Blow

One member from each team is given a balloon. Each student can blow three times to send the balloon as far as possible. The student with the furthest distance wins.

# Wheel barrel Race

Six members of each group separate themselves on separate sides of a designated area. One student stands and holds the feet of the other while the other student supports himself with his hands. When a counselor say “go” each pair must run to the other side. The next pair runs to the other side, and when each pair of a team is finished the race is over. The team with the fastest time wins.

# Tug o’War

Each member of two teams stands in single file on either side of a rope. Each team grips the rope. When a counselor says, “pull”, each team attempts to drag the other team past a designated spot in the middle of the field. The team that succeeds wins. After all teams have competed, the last team is the winner of the contestant.

# Dance Marathon

Each member of each team stands in a designated area. When music begins all students must dance as creatively as possible. After a brief “grace period”, counselors should begin wandering through the crowd and eliminating students who aren’t as creative as the others. Each song should be completely different than the preceding one. When there are only ten students remaining, a dance off begins. The music is started again and while the music is playing each student must demonstrate to the counselors, who are judging and awarding points from 1 – 10 to each student, their creative dancing abilities. After the music stops, Counselors tally their points, and the student with the most points wins.

**Other ideas from the *Camp Big Bang* Manual:**

[Field day competitions included]: Frisbee toss (for both distance and precision), 3-legged race, wheelbarrow race, water balloon toss, soccer penalty kicks, tug of war, and a scavenger hunt. Some of these competitions were held simultaneously so that more kids could be involved. The scavenger hunt was held throughout the competition so those who were not participating in the individual competitions could help with this. The scavenger hunt included: bug repellent, a volunteer’s nametag, a written poem about a volunteer, a proposal of marriage to a volunteer, dressing someone up as an animal, find a volunteer’s mom whose name is …., find a volunteer who has lived in 4 countries, etc. This competition served perfectly as a last day event. It was an excellent way for students and volunteers to run around once more.

**Evaluations**

A camp evaluation is a good way to see in which areas your camp has succeeded, and how it could be improved for next year. Depending on the size and complexity of your camp, you will want to include different questions, but following is an example to give you some ideas.

**Camp 2005**

**END OF CAMP EVALUATION**

1. What was your favorite session/activity during camp and why?
2. If you could change anything about camp, what would it be and why?
3. What is the **most** important or interesting thing you learned?
4. What is the **least** interesting?
5. How did you feel about the level of English?

a. No problem b. Sometimes difficult c. Very difficult

1. Do you think this camp should be in Ukrainian/Russian? Why or why not?
2. Please tell us your honest opinion about camp: rate it from 1-10 (10 is the best; 1 is the worst). Why?
3. Other comments or suggestions.



Civics

In recent years, the Ukrainian government has expressed its commitment to building a democratic, transparent, civil society; however, the government cannot hope to accomplish such a huge feat without support from its citizens. Building a democracy requires the involvement of citizens who are educated about their government and how they can take an active role in improving it.

In this series of lessons, students will examine their role in Ukraine’s emerging democracy. Since issues of citizenship and civic awareness are so new to many Ukrainians, this unit begins with a basic introduction (Lesson #1: Introduction to Civics and Democracy), and moves on to address the balance between the rights students have according to the Ukrainian constitution (Lesson #2: Your Rights in a Democracy) and the responsibilities they hold for ensuring that future generations enjoy the same rights they do nowadays (Lesson #3: Your Responsibilities in a Democracy). The last two lessons (Lesson #4: Leadership and Lesson #5: Volunteering and Community Activism) focus on how students themselves can take action to improve their communities by leading their peers and using advocacy strategies in community development.

## Lesson #1: Introduction to Civics and Democracy

1. **Objectives:** Students have a basic understanding of the concept of democracy, why it is important, and the reasons we study it.
2. **Materials:**
	1. Chalkboard or flipchart paper
	2. Paper and pens/pencils
3. **Procedure:**
	* 1. Warm-up: Acrostics

Have students make up acrostics using the letters in the word *democracy*. For example,

**D**emanding **D**

**E**veryone  **E**

**M**aking **M**

**O**pen **O**

**C**ritiques **C**

**R**egarding **R**

**A**nything **A**

**C**oncerning **C**

**Y**ou **Y**

* + 1. Pop-quiz!

Ask students the following three questions, and have them write down their answers *individually*. After, discuss as a group.

* What is civics?

*Civics is the study of what it means to be a citizen of a nation: it’s about the relationship between the GOVERNMENT, the COMMUNITY, and the INDIVIDUAL. It is different in every country, and different to every person. The word civics comes from the Latin* civis*, meaning "citizen." The meaning of this word has changed since the ancient Romans first used it many hundreds of years ago. At that time, only a small group of wealthy people who owned property could be Roman citizens. Today, almost everyone is a citizen of a nation.*

* What is a democracy?

*The 16th President of the United States, Abraham Lincoln said, "Democracy is a government for the people and of the people." At the most basic level, democracy follows the principle of equality of rights, opportunity, and treatment. This principle must characterize any society calling itself democratic.*

* Why is it important to study?
* What does civics have to do with my life?

*The importance of being a responsible citizen cannot be stressed too much. As a citizen of Ukraine, there are many reasons to take pride in your nation. It is a land of great natural beauty and of hardworking, creative people. Ukraine has taken on the ideals, or beliefs, of democracy*.

* + 1. Starfish story
* To impress upon students why it’s important for them to take an active role in improving their own government, share with them the following story:

One day a man was walking along the seashore. He noticed that during the night many seashells and starfish had washed upon the shore. Thoroughly enjoying the morning sun, the man strolled for miles along the sand. Far off in the distance, he saw a small figure dancing. The man was joyous that someone was celebrating life in such a grand way. As he drew closer, however, it became apparent that perhaps the figure was not dancing but repeatedly performing some action. Approaching the small figure, the man saw that it was a child. The little girl was methodically picking up starfish from the shore and tossing them back into the surf. The man paused for a moment puzzled and then asked, “Why are you throwing those starfish?” “If I leave these starfish on the beach,” she replied, “the sun will dry them and they will die. So I am throwing them back into the ocean because I want them to live.” The man was thoughtful for a moment, impressed with the child, but then he motioned to the miles and miles of beach and said, “There must be billions of starfish along here! How can you possibly expect to make a difference?” The young girl pondered the man’s words for a moment, then she slowly leaned over, reached down and carefully picked up another starfish and threw it back into the water. She turned to the man smiled and said, “You may be right, but I made a difference for that one!”

## Lesson #2: Your Rights in a Democracy

1. **Objectives:** Students will have a basic understanding of why citizens have rights in a functioning democracy. They will discuss how these rights are not always so clear-cut, how occasionally people’s rights infringe on each other, and how a healthy democracy seeks to create a compromise in which everyone’s rights are upheld.
2. **Materials:**
3. Handout: excerpts from the Ukrainian constitution
4. Flipchart/handout: Branches of Government in the USA
5. Chalkboard or blank flipchart paper
6. Paper and pens/pencils
7. **Procedure:**
8. Introduction: What is Government?
* Brainstorm:
* What is a government? Who makes up a government?
* What governments do you know? (Ukraine, France, USA)
* What symbols do they have? (flag, song, etc.)
* What makes each country different? (language, culture, LAWS)
* Post chart of US government (see next page) and explain the branches of a democracy (in most countries):
* Executive (President, his Cabinet)
* Legislative (Congress or other lawmaking body, such as Parliament)
* Judicial (Supreme Court)
* Make comparisons to Ukraine, Great Britain, Russia, other governments.
* While it is very important, the government cannot do everything in a democracy (this would cost a lot!). Sometimes citizens must help make their village, town, or city better for everyone. This is why citizens in a democracy have more responsibilities (and more rights, usually!) than citizens in other forms of government.
1. Your Rights
* Discuss with students: What is a right? Why is it important for people in democracies to have rights?
* Ask students what are some rights they believe Ukrainians should enjoy. Have them write five rights they believe should exist in a democracy. Share with group.
* Hand out excerpts from the Ukrainian constitution (handout). Students should read in small groups and list five rights that they enjoy every day.
1. Activity: Rights Dilemmas

Divide students into two equal groups. Choose one of the following dilemmas and read it to students, then ask one team of students to be for side of the issue and the other group to take the opposite point of view. They should have equal time to prepare and then debate the issue.

* + **Dilemma #1: Search and Seizure:** At Hopetown University there is a large problem with illegal drug use. Students are coming to classes high and under the influence of drugs. Drug use is affecting their studies and academic performance. The administration of the University has started searching students and their bags as they enter the buildings where classes are taught. Students are becoming very upset by the violation of their privacy, since they don't like authorities going through their personal things.
	+ **Dilemma #2: Censorship:** At Hopetown University, the students have been publishing a weekly newspaper about student activities and issues at the University. They have published several articles about the suspected corruption and bribery going on at the University. Several teachers have become very upset about being accused of unfair practices. The administration of the University wants to control the content of the newspaper and demands to review and censor controversial articles. The student newspaper opposes this decision.

**Handout: Excerpts From the Ukrainian Constitution**

Chapter I, Article 1

* Ukraine is a sovereign and independent, democratic, social, law-based state.

Chapter II, Article 21

* All individuals are free and equal in their dignity and rights. The rights and freedoms of the individuals are inalienable and inviolable.

Chapter II, Article 24

* Citizens have equal Constitutional rights and freedoms are equal before the law.
* There shall be no privileges or restrictions based upon race, color of skin, political, religious, and other beliefs, sex, ethnic and social origin, wealth, place of residence, on the basis of language or other characteristics.
* The equality of women and men is guaranteed.

Chapter II, Article 27

* Every person has the inalienable right to life.
* No one person may voluntarily deprive a person of his life.

Chapter II, Article 28

* Every person has the right to have his dignity respected.
* No person shall be subjected to torture, violent, inhumane, or degrading treatment or punishment that violates his personal dignity.
* No person shall be subjected to medical of scientific experiments without his free consent.

Chapter II, Article 29

* Every person has the right to freedom and personal inviolability.
* No person may be arrested or held in custody except pursuant to a court order and based only upon reasons and according to procedures established by law.
* At any time, every detained person shall have the right to challenge his detention in court.
* Relatives of an arrested or detained person shall be informed immediately of his arrest or detention.

Chapter II, Article 30

* Every person is guaranteed the inviolability of his domicile.
* Entry into a domicile or other personal property in order to conduct an examination or search is prohibited except in cases where so ordered by a court.

Chapter II, Article 31

* Every person is guaranteed privacy of mail, telephone conversations, telegraph, and other messages. Exceptions may be established only by the courts in cases, foreseen by law, with the purpose of preventing crimes or to determine the truth in conducting investigation of criminal cases, if it is impossible to obtain the information by other means.

Chapter II, Article 34

* Every person has the right to the right and freedom of thought and speech, to the free expression of his views and convictions.
* Every person has the right to freely gather, use and disseminate information orally, in written form, or by other means – at his choice.
* The realization of these freedoms may be limited by law in the interests of national security, territorial integrity, or the public order with the purpose of preventing disturbances to crimes, to protect the health of population, to protect the reputation or rights of other individuals, to prevent the publication of information received confidentially, or to support the reputation or impartiality of justice.

Chapter II, Article 35

* Every person has the right to freedom of conscience and religion.
* The execution of this right may be limited by law only in the interests of the protection of the public order, the health and morality of the population, or for the protection of the rights and freedoms of other individuals.
* The Church and religious organizations in Ukraine shall be separate from the State, and schools – from the Church. No religion may be recognized as mandatory by the State.

Chapter II, Article 36

* Citizens of Ukraine have the right to freely associate in political parties and public organizations for the realization and protection of their rights and freedoms and for the satisfaction of their political, economic, social, cultural, and other interests…
* Political parties in Ukraine promote the formation and expression of the political will of citizens…
* Citizens have the right to membership in professional unions in order to protect their employment and socioeconomic rights and interests.
* No person may be forced to join any public association nor have his rights restricted for membership or non-membership in any political party or public association.

Chapter II, Article 38

* Citizens shall have the right to participate in the administration of state affairs, in all-Ukrainian and local referenda, to freely elect and to be elected organs of state authority and organs of local self-government.
* Citizens enjoy the equal right of access to state service…

Chapter II, Article 39

* Citizens have the right to assemble peacefully, without arms, and to conduct assemblies, meetings, processions, and demonstrations, following the timely notification of organs of state authority or organs of local self-government.
* Restrictions of the exercise of this right may be prescribed on the basis of a court decision according to the law and only in the interests of national security or public order…

Chapter II, Article 41

* Every person has the right to control, use, and manage his property, as well as the results of his intellectual, creative work.
* The right to private ownership is obtained according to the procedure prescribed by law.
* No person may be illegally deprived of the right to ownership.
* The forced taking of private property may occur only for reasons of a societal necessity, for reasons and according to the procedure prescribed by law, and on the condition of the previous and full compensation of its value.
* The forced taking of private property with subsequent full compensation is permitted only under conditions of martial law or an emergency situation.

Chapter II, Article 44

* Those who work have the right to strike for the protection of their economic and social interests.
* No person may be forced to participate in or not participate in a strike.
* The prohibition of a strike is possible only on the basis of the law.

Chapter II, Article 45

* Every working person has the right to rest.
* This right is ensured by the provision of weekly rest days, and also annual paid vacation time, the shortening of daily business hours for certain professions and industries, shortened work hours at night.
* The maximum number of working hours, the minimum duration of rest and annual paid vacations, as well as non-working days and holidays, and other conditions for exercising this right shall be prescribed by law.

Chapter II, Article 46

* Citizens have a right to social security which includes their right of provision, in case of illness, partial or complete disability, loss of the provider, unemployment under circumstances unrelated to their fault, and in old age, and in other instances foreseen by law.
* Pensions, and other state expenditures and assistance, which are the primary sources of income, shall provide a standard of living not lower than a minimum living standard established by law.

Chapter II, Article 47

* Every person has a right to housing. The State creates the conditions for each citizen to have the opportunity to build housing, purchase, or lease it.
* No person can be forcible deprived of housing in any way other than by court decision on the basis of law.

Chapter II, Article 49

* Every person has the right to health protection, medical care, and medical insurance.

**Branches of Government in the USA**


## Lesson #3: Your Responsibilities in a Democracy

1. **Objectives:** Students will discuss the balance between citizen’s rights and their responsibilities in a civil society. They will discuss how these responsibilities contribute to the improvement of society, and how responsibilities should be shared between a government and its citizens.
2. **Materials:**

Flipchart/handout: “Responsibilities of the Perfect Citizen”

Flipchart/handout: “The Search for the Perfect Citizen”

Role-play cards for “How can I help?” activity

Chalkboard or blank flipchart paper

Paper and pens/pencils

1. **Procedure:**
	1. Review: Citizens’ rights
* What are some rights you enjoy in Ukraine? Why is it important to have rights as a person?
	1. Your Responsibilities
* As we discussed yesterday, members of a democracy enjoy certain rights; however, democracy is not the same as anarchy—along with the rights we enjoy comes the responsibility to take an active part in our governments, to ensure that future generations will enjoy the same rights as we do nowadays.
* Brainstorm with students what are some responsibilities they have as Ukrainians (paying taxes, voting, caring for the environment, etc). Then show the handout/flipchart “Responsibilities of the Perfect Citizen” and ask students to match the duties with the reasons they are important. Discuss.
* Brainstorm all the ways a “perfect citizen” can participate in her democracy. Then show the handout/flipchart “The Search for the Perfect Citizen” and complete the activity with students.
	1. Activity: How can I help?

Pass out the following role-play situations (written on cards or sheets of paper), and have students read in groups and find as many different solutions to the problem as they can. Whom in the government can they ask for help? Where else can they go besides the government—are there other responsible citizens who can help?

* You are a mother in Ukraine. Your friend is very poor and cannot buy carrots and potatoes for soup. How can you help your friend?
* You are a student in Ukraine. Your village does not have an English teacher. How can you get a teacher for your school?
* You are a businessman in Ukraine. There are no lights on your street, and it is very dark when you and your family walk home. How can you get lights on your street?
* You are a teacher in Ukraine. There is nowhere at your school for students to play. How can you create a playground or play area for students to safely play?
* You are a student in Ukraine. The streets are very dirty in your town and there is a lot of trash in the park. How can you clean up your town?

# Handout: Responsibilities of the Perfect Citizen

Match the duty of a citizen with the explanation as to why it is important. Write the matching letter in the blank before the duty.

|  |  |
| --- | --- |
| **Duty** | **Why is this important?** |
| 1. Obey Laws | a. The government needs money to pay for services (for example, police and military protection). |
| 2. Vote | b. If there is a war, the military will need soldiers to protect the country. |
| 3. Pay Taxes | c. In a representative democracy, all citizens should vote to choose good people as leaders. |
| 4. Register/Serve in the Military | d. Laws protect people. A basic right for all people is protection. |

# The Search for the Perfect Citizen

Compare your list from the brainstorming section to the one below. Then decide which ones every citizen **should** do and which they **could** do? Put a “S” for should, and a “C” for could.

a. Become informed

b. Educate others about issues and leaders

c. Debate issues

d. Work in the community is support of a particular cause or to protest/support government action

e. Form or join political parties or other community organization

f. Attend political or community meetings

g. Become a leader of a political party, labor organization or community organization

h. Vote in elections

i. Campaign for those running for office

j. Run for office

k. Pay taxes

l. Serve in the military

m. Use legal channels to challenge official action such as meeting with senior government officials, taking cases to court, etc.

n. Lobby public officials

o. Protest by demonstrations, boycotts, strikes, etc.

p. Respect the rights of other citizens

q. Be a productive member of society

## Lesson #4: Leadership

1. **Objectives:** Students will define leadership and why it is important in a democratic civil society. They will examine qualities of a good leader, and will assess how groups can work together more effectively to accomplish their common goals.
2. **Materials:**

Blank flipchart or A4 paper

“Group Interaction Play” script (for six students)

“Group Interaction Play” handout (for each student)

1. **Procedure:**
2. Introduction: What is leadership?
* Have students individually complete the sentence: “Leadership is…” Then share with them this quote: “Leadership is the process of persuasion and example by which an individual induces a group to take action that is in accord with the leader’s purposes or shared purposes by all.” – John W. Gardner (you might need to paraphrase for younger/less advanced students. Be sure to check for comprehension!)

2. Why are good leaders important?

* As we discussed in the previous lesson, the government can’t do everything in a democracy—we have responsibilities, too. One of the most important responsibilities of a citizen in a democracy is to be willing to make changes in your own community. But no project is productive if it doesn’t have a leader involved.
* Being a leader doesn’t mean you boss everyone around and tell them what to do while you have a coffee in your office—it means helping people use their talents and strengths in order to accomplish something you *all* think is important.
1. *What* is a good leader?
* In groups, students should make a list of as many characteristics of a good leader as they can think of. Why is each of these things important? Are there any characteristics of a bad leader?
1. *Who* is a good leader?
* You, of course! In a democracy, everyone (even kids!) can pitch in and improve things. The following exercise will show you how *you* are a leader (students should work individually).
* On a blank sheet of paper, draw yourself while abstractly completing the following instructions (again, check for comprehension while reading these directions to students).
* Begin by drawing a simple representation of yourself.
* Draw an object in your hand that represents you.
* Where have your feet taken you?
* Where do you want your feet to take you?
* What makes you really want to listen?
* What can you see in yourself that others cannot?
* What is something that others usually see about you?
* Where is the most peaceful place for you to be?
* What is your heart set on?
* Now, show and discuss pictures in small groups. First, the object you drew in your hand:
* What is the object in your hand?
* Why is it important?
* Why does it represent you?
* What relevance does it have to your past or future?
* Are there any similarities in your group’s objects?
* Next, the other questions:
* Where are your feet taking you?
* What can you see in yourself that others cannot?
* What is something others usually see?
* What do you have your heart set on?
* Are there any group similarities?
1. *What* does a good leader do?
* Hand out copies of the “group interaction play” scenario to six students. They should read it as a role-play for their classmates and then everyone should complete the exercise that follows and discuss.

**Group Interaction Play (script)**

Six members of a school club (Vanya, Oleg, Lena, Natasha, Kostya, and Zhanna) have agreed to plan a program for an open house to attract new members. They have decided to meet at four o’clock on Monday. It is now that time and five of them are there, sitting around a table in a small classroom.

|  |  |
| --- | --- |
| Vanya: | Okay, it’s four-ten. Let’s start. |
| Oleg: | But wait. Zhanna isn’t here yet. |
| Vanya: | Too bad. She knows the meeting’s at four—she’s late! |
| Lena: | I think we ought to wait for her. I’m sure she’s coming. |
| Vanya: | Well, where is she then? |
| Lena: | I don’t know. |
| Natasha: | Look, why don’t we wait five minutes, and then if she isn’t here. let’s start. |
| Oleg: | That’s fine with me. |
| Natasha: | How about you, Kostya? |
| Kostya: | (sleepily) What? |
| Natasha: | Should we wait five minutes? |
| Kostya: | I don’t care. |
| Lena: | Well, I think we should wait until she gets here. Otherwise, we’ll just have to repeat ourselves. |
| Vanya: | (impatiently) Oh, all right! |
|  | (Zhanna enters) |
| Zhanna: | (breathlessly) Hello, everyone. Am I late? |
| Vanya: | Yeah. We were about to start without you. |
|  | (Zhanna goes over and sits by Oleg) |
| Oleg: | (enthusiastically) Hey, Zhanna. How are you doing? |
| Zhanna: | Fine. (Looks towards the others) I… |
| Oleg: | You’re looking great. |
| Zhanna: | Thanks. |
| Vanya: | (impatiently) Come on, come on, let’s go! |
| Zhanna: | Right. (Excitedly) I’ve got the greatest idea for the program. I… |
| Vanya: | Wait a minute. Listen to this. Did you know there’s a whole bunch of Arnold Swarzenegger films we could borrow from the library? We could organize a film festival to get people interested in the club. |
| Natasha: | Swarzenegger? |
| Zhanna: | But listen. I… |
| Vanya: | Yeah, films. I was telling Oleg about this before the meeting and he liked the idea too, didn’t you, Oleg? |
| Oleg: | Yeah, sounds good. |
| Natasha: | I love Swarzenegger. |
| Zhanna: | But… |
| Vanya: | We can rent a VCR. Show movies. |
| Oleg: | Yeah. |
| Lena: | But do you think movies would be the right thing for this? |
| Vanya: | Sure, why not? |
| Lena: | Well, I thought we were supposed show that we were serious, hard-working students. |
| Oleg: | Yeah, like me! (laughs) |
| Lena: | No, really. We don’t want them to think we’re just another party group, do we? |
| Natasha: | Well, we do have parties. |
| Vanya: | (to Lena) So you don’t like the movie idea? What else have you got in mind? |
| Lena: | I was thinking we could get Polishchuk or somebody to come and give a talk. |
| Natasha: | Who’s Polishchuk? |
| Lena: | She’s that philosophy teacher everybody says is so interesting. |
| Oleg: | Yeah, I’ve heard of her. She’d be great! |
| Vanya: | Wait a minute, Oleg. You just got through saying you liked the movie idea. You’re not going to change your mind, are you? |
| Oleg: | Well, I like your idea, but I like Lena’s too. |
| Vanya: | Who’s going to want to sit around and listen to some boring lecture? We get enough of that in school. |
| Oleg: | That’s for sure. |
| Lena: | She doesn’t really lecture, from what I’ve heard. It’s more of a discussion. |
| Natasha: | Oh, that lady. I’ve heard of her! |
| Vanya: | Well, anyway, I don’t think many people would be interested in that kind of thing. On the other hand, everyone likes movies. |
| Oleg: | True. |
| Vanya: | What do you think, Kostya? |
| Kostya: | Huh? |
| Vanya: | What do you think of the movie idea? |
| Kostya: | Doesn’t make a difference to me. |
| Vanya: | Wouldn’t you rather have a movie than a boring lecture? |
| Kostya: | I guess so. |
| Vanya: | See! Kostya likes the movie idea! |
| Natasha: | Why don’t we take a vote? |
| Oleg: | That’s a good idea. |
| Lena: | But we haven’t heard all the ideas yet. (looking suddenly at Zhanna) In fact, you were going to say something, weren’t you, Zhanna? |
| Zhanna: | (sullenly) It doesn’t really matter. |
| Lena: | Zhanna, I’m sorry you got interrupted. And you were all excited, weren’t you? Come on, tell us your idea. |
| Zhanna: | Well, my father is really good friends with – |
| Vanya: | Oh no! Not another speaker idea! |
| Lena: | Let her finish. |
| Zhanna: | (discouraged) Never mind. It was just another speaker idea. Someone my father knows. |
| Vanya: | See what I mean? Nobody else can think of anything but having these people nobody’s heard of come and speak. Everyone’s heard of Swarzenegger. |
| Oleg: | That’s for sure. |
| Lena: | Zhanna, who’s your father’s friend? |
| Zhanna: | Arnold Swarzenegger. |

**Group Interaction Play (handout)**

**PART ONE: Effective Group Members**

Your task is to rate the six characters in this play on how effectively they interact with one another. Do their actions help the group accomplish its goal, or do they make it more difficult? You should think about the following things, and rate each person from5 (the best score) to 1 (the worse).

1. How much does each person take personal responsibility for getting the job done? Think about how they:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Present their ideas | Make sure others understand | Stick to the point |
| Vanya |  |  |  |
| Oleg |  |  |  |
| Lena |  |  |  |
| Natasha |  |  |  |
| Kostya |  |  |  |
| Zhanna |  |  |  |

2. How much does each person pay attention to others? Think about how they:

|  |  |  |
| --- | --- | --- |
|  | Listen to others’ ideas | Make sure others understand those ideas |
| Vanya |  |  |
| Oleg |  |  |
| Lena |  |  |
| Natasha |  |  |
| Kostya |  |  |
| Zhanna |  |  |

2. Which of the six group members do you think interacted most *effectively* during this meeting? Why? (Be careful: being the most effective doesn’t always mean being the nicest!)

**PART TWO: Roles in a Group**

Takes notes about the characteristics of each role that comes out when people work as a group. What does each role mean to you? Who do you think filled each role in the play?

Leader

Harmonizer

Blocker

Follower

**Lesson #5: Volunteering and Community Activism**

1. **Objectives:** Students will define civil society and community activism, and will discuss why these are two important facets of a democracy. They will also use the steps involved in community advocacy to create a strategy to deal with a local problem.
2. **Materials:**

Blank flipchart paper

Flipchart: Steps of Advocacy

Flipchart: Advocacy in Action

Handout: Nine Questions for Public Advocacy

1. **Procedure:**
	* 1. Introduction: What is Civil Society?
	* Show students the following quote: “In post-communist countries it has been clear that **civil** **society** is what makes democracy work” (Myers *Discussion* *in* *Democracy*, p. 31).
	* Divide students into small groups and ask them to come up with a definition of civil society (you can provide students with the translation of the phrase, but *don’t* tell them what it means!).
	* Groups share their definitions, and try to synthesize a class definition. If students are having a hard time, you might give them some examples of some groups that exist in Ukrainian civil society: the student political group *Pora*, church groups, school clubs and sports teams, the different groups that rallied together to support Yushchenko during the “Orange Revolution.” What do these groups do? What do they have in common?
	* Once the class has its group definition, add this if necessary: Civil society refers to all organizations or groups that work for or against the government, but are not directly connected with the government; they may be based at school, at work, in church, or other institutions; even families. These are all *volunteer organizations*, meaning that the people who work for them don’t get paid. These people are leaders and activists who do this work because they want to make a change for the better in their communities.
		1. Discussion: Civil Society and Volunteering
* In small groups, students should write/brainstorm answers to the following questions, and them discuss with the class:
* What is the advantage of having non-governmental groups in civil society?
* What are some problems facing your community?
* Could they be solved by volunteering or forming another organization? Describe how.
	+ 1. Advocacy:
* All of the groups we’ve talked about in civil society use a process called *advocacy* to help them achieve the changes they desire to make.
* The process of advocacy looks like this (show “Steps of Advocacy” flipchart):
	+ One or more people have a concern or problem.
	+ They gather facts about that concern *(find facts).*
	+ They find others who share the concern *(identify allies).*
	+ Together these people find a solution to their problem, and ways to arrive at that solution *(develop an action plan).*
	+ The final steps are to take action to arrive at the solution *(take action)*, and then to evaluate what worked, and what did not along the way *(evaluate)*.
		1. Advocacy in Action:
* Let’s look at a real-life situation. Imagine you do not like the fact the brook behind your house is filled with trash. You might clean it up yourself, but chances are, someone is going to put trash in it again. But if instead of tackling the problem alone, you used the tools of advocacy, you might:
* *Find facts*: Start gathering information about why there is trash in the brook.
* *Identify allies*: Ask around in your village to see who else is disturbed by the trash in the brook.
* *Develop an action plan and take action*:
* Maybe you discover that one reason people put trash in the brook is because garbage disposal is expensive. Maybe a recycling program would also reduce the amount of trash the village produces would help eliminate the problem. And the recycling program might bring in enough revenue to not only support itself, but also provide some revenues.
* Or perhaps people put trash in the brook because they don't think they have any responsibility for public space. Your group might want to begin a public educational campaign to teach people to take ride in public space. This campaign might be brought into the village school so that children could learn from an early age to take pride in their environment and to condemn littering and illegal dumping.
* Or perhaps the village mayor seems uninterested in the problem. She says she can't do anything about it. Your group might gather signatures on a petition supporting a particular solution. You would then request a meeting with the mayor and village council to present the petition and press for changes. And, in addition to one or more of the above actions, you and your group might decide to hold a clean up day. You could ask for someone to donate bags to hold the trash, and for people to donate food and drink for a celebration after the brook has been cleaned up.
* *Evaluate* what you did and decide on future activity: What worked? What didn't? Do more people now think it is important to keep the brook clean? Does the village hall feel more responsibility for helping the public keep the brook clean?
* By using the tools of advocacy, you were able to spread concern for the status of the brook to a wider group. You were able to determine whose opinion and behavior you wanted to change. Together, you came up with ways to clean up the brook and to keep it clean. Finally, you were able to establish a group of fellow residents who are not only concerned about a common problem, but who are willing to work together to develop and implement solutions to the problem.
	+ 1. Advocacy in Our Community:
* Have students work in small groups, or if your class size is small, all together. Ask them to brainstorm at least five problems in your community and explain that you will use community advocacy to come up with some solutions.
* Once they have identified the problem they want to tackle, in their groups they should answer the questions on the handout in writing (they will most likely only answer the first five questions, since the second set is for use once the project has been initiated. However, you should review it with students so they are aware that the evaluation phase is an important part of advocacy.)
* Groups can present their solutions to the class.
	+ 1. Wrap-up:
* Why is working with a group of people who have common concerns more effective than trying to do something all by yourself?
* Why does a democracy need concerned citizens and volunteers?
* What is the most important thing you think we need to remember about democracy and our role in it?

Handout: Nine Questions for Public Advocacy

FIRST: Identify the problem. Describe it here in three or four sentences.

NEXT: Look ahead:

1. What do you want to make happen?
2. Whom do you want to affect? Whom do you want to change? Who is your audience?
3. What message do you want the audience to hear?
4. Who will send the message?
5. How do you want to deliver the message?

THEN: Look back (we will not do this part in class):

1. What have you already achieved? What resources do you have?
2. What do you still need to develop? What are your weak points?
3. How will you begin?
4. How will you evaluate your work? How will you know if your work was successful?

“Nine Questions” from *Public* *Policy* *Advocacy:* *Women* *for* *Social* *Change* *in* *the* *Yugoslav* *Successor* *States*, Meriam Kervatin ed., Zagreb: STAR Project, Delphi International, Strategies, Training and Advocacy for Reconciliation, 1998.

**Civics Glossary**

|  |  |  |
| --- | --- | --- |
| English | Ukrainian | Russian |
| advocacy | за=хист | защи=та |
| advocate (v) | захища=ти | защища=ть |
| ally | сою=зник | сою=зник |
| assemble | збира=тися | собира=ться |
| attain | досяга=ти | достига=ть |
| behavior | поведі=нка | поведе=ние |
| capital | столи=ця | столи=ца |
| censor (v) |  | подверга=ть цензу=ре |
| citizen | громадя=нин, громадя=нка | гражда=нин, гражда=нка |
| civics | громадя=нська спра=ва | гражда=нское де=ло |
| civil | громадя=нський | гражда=нский |
| community | грома=дa | населе=ние |
| congress | конгре=с | конгре=сс |
| could | міг/ могла= би | мог/ могла= бы |
| country | краї=на | страна= |
| democracy | демокра=тія, народова=ддя | демокра=тия, народовла=стие |
| dilemma | диле=ма | диле=мма |
| effective | ефекти=вний | эффекти=вный |
| evaluate | оці=нювати | оце=нивать |
| government | у=ряд | прави=тельство |
| ideal (n) | ідеа=л | идеа=л |
| ideally | ідеа=льно | идеа=льно |
| inalienable | невід'є=мний | неотъе=млемый |
| individual (n) | осо=ба, індиві=д | лицо=, индиви=д |
| interact (v) | взаємоді=яти | взаимоде=йствовать |
| inviolable | непору=шний | неруди=мый |
| leader | керівни=к, лі=дер | руководи=тель, ли=дер |
| leadership | керівни=цтво | руково=дство |
| law | зако=н | зако=н |
| lobby (v) | агітува=ти, лобіюва=ти | агити=ровать, лоббирова=ть |
| parliament | парла=мент | парла=мент |
| president | президе=нт | президе=нт |
| prime minister | прем’є=р-міні=стр | премье=р-мини=стр |
| responsibility | відповіда=льність | отве=тственность |
| revenue | прибу=ток | дохо=д |
| rights | права= | права= |
| search | шука=ти | иска=ть |
| seize | захопи=ти, конфіскува=ти | захвати=ть, конфискова=ть |
| should (I should) | мені= тре=ба | мне на=до |
| society | суспі=льство | о=бщество |
| volunteer | доброві=льно щось роби=ти,(v) пропонував=ти свою= допомо=гу(v), доброво=лець (n) | доброво=льно что-то де=лать,(v) предлага=ть свою= помо=щь(v), доброво=лец (n) |



#### The Environment

All over the world young people enjoy the beauty and tranquility of nature. Especially in Ukraine, young people walk, run, swim, ski, sled, and play sports in natural areas such as forests and mountains as well as near lakes and rivers. However, our environment is not guaranteed. It is a gift that we need to preserve in order for it to exist in the future. Often, large companies and factories hurt our environment by abusing laws and practices that were created to protect nature. However, individuals also have an effect on the environment. Even one person can have an effect. That means that you can hurt or protect your natural environment by your actions. One person can make a difference and that difference can be as small as not throwing trash on the ground or as big as organizing citizens from all over a region to clean up trash and bring their surroundings back to a natural state.

Students should be encouraged to think about how they personally relate to the environment—do they protect the environment, or take it for granted? Additionally, you can use this section to reinforce concepts of leadership by sharing with students the following (from the Lviv Youth Employment Center’s Youth Leadership Program training manual): “A leader is someone who takes action. When speaking about the environment, that means a leader is someone who sets a good example. An environmental leader is someone who takes out of nature whatever he or she brings in. That means at a shashlik or picnic, picking up all your trash and bringing it with you, not leaving it behind or trying to burn it. (\*Remember: plastic and glass do not burn. By putting these types of materials on your campfire, you release dangerous chemicals into the environment—and into your lungs, if you breathe the smoke!. Also, because these items do not break down, you inevitably leave trash behind if you try to leave them on the fire.) An environmental leader might do more. He or she might want to organize others in environmental activities such as trash clean-up days or speaking to children about their environmental responsibilities. By teaching one another that we have responsibilities to keep nature clean and pure, then we are all environmental leaders.”

This section begins by establishing a sense of personal responsibility in dealing with environmental issues (Lesson #1: Why Should I Care? Taking Responsibility for the Environment). It encourages students to see the environment as a group of specific places that have given them the gifts of peace and serenity, and then helps them to examine these places more thoroughly and consciously (Lesson #2: Environmental Awareness). Once students are more consciously aware of the resources that make up their environment (Lesson #3: Natural Resources), they learn about important natural resources (Lesson #4: Water. Water Everywhere) and how pollution and litter can damage those resources (Lesson #5: Litter).

**Lesson #1: Why Should I Care? (taking responsibility for the environment)**

Some material adapted from the Lviv Youth Employment Center’s Youth Leadership Program training manual

1. **Objectives:** Students will examine their relationship to the earth, and will discuss

 reasons they should assume personal responsibility for improving the environment.

1. **Materials:**
2. Flipchart “If the earth were a ball only a meter in diameter…” (See below)
3. Teacher’s text from Alan Gussow (follows lesson plan)
4. Photos/pictures of various environments (seashore, river, forest, mountain, village, large city, etc)
5. Flipchart with questions from Alan Gussow text
6. A4 paper and pens/pencils/markers
7. Copies of the Eco-Quiz (follows lesson plan)
8. **Procedure:**
9. Introduction:
* When students arrive in class, have the following flipchart up (you can also cut up the sentences and make it into a strip story):

If the earth were a ball only a meter in diameter, floating above a field somewhere, people would come from everywhere to gaze upon it. People would walk around it amazed by its big pools of water, its little pools of water and the water flowing between the pools. People would be surprised at the bumps on it and the holes in it and they would marvel at the very thin layer of gas surrounding it and the water suspended in the gas. The people would be fascinated by all the creatures walking around on the surface of the ball and at the creatures in the water. The people would declare the ball precious because it was the only one and they would protect it so it would not be hurt. The ball would be the greatest wonder known to man and people would come to behold it, to gain knowledge, to know beauty and to wonder how it could be. People would love it and defend it with their lives because they would somehow know that their lives, their own completeness, would be impossible without it. If the earth were a ball only a meter in diameter…

* + - * Discuss with students: What does this mean to you? Do you think people value the earth enough? Do they value it as much as they do in this story?
		1. “Places that support our spirits…” (You will work with the teacher’s text for this activity; see following page.)
			- Introduce vocabulary in bold and check for comprehension.
			- Ask students to close their eyes and listen as you read the text. As you are reading, ask them to form a visual image of what you are saying.
			- Introduce the reflection questions to students one at a time; give them sufficient time to think and respond in writing to each one. (If you think students will have a hard time doing this without being prompted, you might show them various pictures of different environments). Then, ask students to share if they are comfortable.
			- Discuss as a group: what was the point of this exercise? Why is it important to think of the environment as something that has given us a gift (relaxation, enjoyment, peace, etc.) instead of just a place we have to live in?
		2. The Eco-Quiz
* Distribute copies of the quiz; students may work in groups if you wish.
* Discuss answers.
	+ 1. Summary

Ask students to complete the following sentence, and discuss as a class. “Caring for the environment is my responsibility because…”

Teacher’s text (from *The Peace Corps TEFL Training Workbook, part I.* Peace Corps/Ukraine 2000)

(suggested vocabulary words to introduce before you read the text are in bold)

There is a lot of talk these days about saving the **environment**. We must, because the environment not only **feeds** our bodies, but also **supports** our spirits. However, our spirits are not **touched** by simply an **abstract** environment, but by **certain special parts** of the environment that we know and love, places that have been touched by our feelings. If we look at the Earth just as a system that supports our lives, then the Earth is only an environment. But, if we look at the Earth as a system that supports the **spirit** of humanity, then the Earth is a **collection** of places. It is places that we have known and remember. We are **homesick** for places, we are **reminded** of places, it is the sounds and smells and sights of places which **haunt** us.

-American writer Alan Gussow

Reflection questions:

1. [read this excerpt again: “Our spirits are touched…by certain special parts of the environment that we know and love, places that have been touched by our feelings.”] Think of a certain specific place that “supports your spirit.” Maybe it is the river in our town, maybe it is your grandmother’s dacha, maybe it is a tree you like in your neighborhood. Write it down.
2. Imagine you are there. What do you see? Write down at least three things.
3. What do you hear? Are there animals? People talking? The river flowing? Waves crashing?
4. What can you smell?
5. Now imagine that place has disappeared; it’s not there anymore. Or imagine that someone has done something to hurt this place. How would you feel?

**The Eco-Quiz**

How much do you know about the environment? Take the quiz below to test your knowledge:

*(Source: Peace Corps’ Ukraine Training Materials for Environmental Program)*

1. When is Earth Day?

* January
* April
* September

2. Name three ways to harm the environment.

1.

2.

3.

3. How much garbage does the average person dispose of in a day?

* 1 kilogram
* 2 kilograms
* 3 kilograms

4. Which types of countries use more energy and resources?

* Developed (like the USA)
* Developing (like Ukraine)

5. What is the most environmentally damaging activity of humans on earth?

* Agriculture
* Industrialization
* Population Growth

6. True or False: we are using resources faster than the earth can create them.

7. How much of the electricity produced in Ukraine is atomic or nuclear?

* 20%
* 40%
* 80%

8. What is Ukraine’s main source of energy?

* Oil
* Coal
* Gas

9. What are Ukraine’s principal natural resources?

10. What are Ukraine’s principal crops?

11. How much of the earth’s surface is covered by water?

* 30%
* 50%
* 70%
* 90%

12. What percent of the earth’s water source is fresh water?

* 25%
* 10%
* 3%

13. How many classified species exist today?

* 1 million
* 1.4 million
* 1.5 million

14. How many of all species are considered threatened?

* 1/10
* 1/4
* 1/2

15. What is the main cause of species extinction?

* Hunting
* Natural Disaster
* Destruction of the habitat

16. Name three endangered species.

1.

2.

3.

17. How much of tropical rain forests on earth have been destroyed?

* 1/2
* 1/3
* 1/4

18. Why are trees important to humans and other living things?

19. When did the Chernobyl accident occur?

20. How many people were directly killed by the accident?

21. How much does the Ukrainian government spend annually dealing with Chernobyl?

* 1% of the budget
* 10% of the budget
* half of the budget

22. How many people visit the Black Sea’s coast every year?

* 20 million
* 40 million
* 50 million
* 60 million

23. What is the average depth of the Black Sea?

* 1250 meters
* 1500 meters
* 2000 meters

24. How much of the water in the Black Sea is dead (no oxygen) from natural causes?

* 30%
* 60%
* 90%

25. How many kinds of fish can a fisherman catch from the Black Sea today?

* 5
* 10
* 20

**Answers to Eco-Quiz:**

1. April 22nd

2. Answers may vary; for example: cutting forests, digging out minerals, eroding the earth, creating dangerous waste, destroying natural areas, polluting the air and water

3. 2 kilograms per day

4. Developed nations: a person in a developed country uses in 6 months the resources that last a person in a developing country a lifetime.

5. Agriculture

6. True

7. 40%

8. Coal

9. Coal, iron, manganese, natural gas and oil

10. Grain, sugar beets, sunflower seeds, vegetables, meat and milk

11. 70%

12. 3%

13. 1.4 million: this amount is thought to be no more than 10% of all species

14. ¼

15. Destruction of habitat

16. Answers may vary; for example: whooping crane, snow leopard, giant panda, gray bat, humpback whale, tiger, rhino, hippopotamus, seal

17. ½

18. They convert carbon dioxide (CO2) in the air into oxygen (O2), which our bodies need

19. 26 April 1986

20. 31 people

21. 10% of the budget

22. 40 million

23. 1250 meters

24. 90%

25. 5 (and they are mostly small fish)

**Lesson #2: Environmental Awareness**

1. **Objective:** Students will learn to think of “the environment” as a series of concrete places, instead of an abstract idea; they will observe these places and learn new vocabulary needed to describe them. Students will also understand the concept of interdependency and will realize that the things we do to our surroundings affect the plants, animals, and even other people that live there.
2. **Materials:**
3. Blank pieces of paper (A4)
4. Notebooks or lined paper (for students’ notes)
5. Flipchart/poster paper and crayons, markers, or paints for mural
6. **Procedure:**
	* 1. Discovery Walk:
	* Lead a warm up/discussion with students, focusing on the following questions: What are some of the things that you think of when I say “environment?” Are the places you thought about in the previous lesson part of “the environment?”
* Take a walk through an environment such as a wooded area or park near your school or campground. Remind students that each of them might see something different, and that they should look for the one thing that is special to them. While there, students might record in their notebooks:
* Three things they saw, 3 heard, 3 touched, and 3 smelled.
* Animals, or evidence of animals seen
* People, or evidence of people seen
	+ When you return, have the students create a class mural of what they remember of the environment they visited. Students can present/share the notes they took about the items they say. Most of them will be plants, insects, and perhaps some animals. Ask the students:
		- How would you compare the living things we saw with humans?
		- How could we put into one sentence what an environment is to someone who might not know what it is? (The answer could be put up as the title of the mural)
		1. Micro-environments:
	+ Have students cut a square out of a piece of paper so that it resembles a picture frame.
	+ Take students outside and tell them to select a micro-environment (something really small—maybe the bark of a tree, the leaf-littered ground, a strand of grass, or leaves) and ‘frame’ it with their piece of paper.
	+ Students should create a drawing of what is inside the frame, and when you return to the classroom, students can guess what their classmates have drawn.
	+ Create a vocabulary list with students of the shapes, colors, textures, and sizes of the objects they see inside their “frame.”
		1. The balance of nature:
* Ask students what living things need to survive (food, water, sunlight, rest, warmth, etc). Challenge them to name one living thing that doesn’t need them. Point out that people need these things too.
* In groups, have students brainstorm possible food chains. Each chain should have at least four links. Groups decide on one food chain to be “theirs,” and each member of the group draws a picture to represent their part of the chain.
* Once completed, each group mixes up the chain, then gives it to another group in mixed-up order. Every group now has a “new” food chain, and should reassemble it into the correct order. The “owner group” can correct the finished chain.
* Discuss with students:
	+ What do you notice about these relationships?
	+ Does the top of the food chain ever “disappear?” What about the middle?
	+ Do any species on earth seem capable of influencing their food chain or environment?
	+ Could anyone suggest one word or phrase that tells about the relationship between plants, animals, and humans? (You should suggest the word *interdependency* and make sure students know its definition.)

**Lesson #3: Natural Resources**

1. **Objective:** Student will be able to define renewable, nonrenewable, and perpetual resources. They will learn that renewable resources can be replaced, and will use this information to categorize “real life” resources.
2. **Materials:**
3. Set of natural resource clue cards (one cut-up set of 9 cards for every three students—clue cards follow lesson plan)
4. Flipchart: “Natural Resources at Camp!” (information follows lesson plan)
5. Game pieces for “Distinguishing Natural Resources” race (game follows lesson plan).
6. **Procedure:**

1. Warm up: brainstorming

* Ask students to come up with a list of the natural resources (things we use from nature) that they remember from the nature walk (lesson 2) or from their personal environment (lesson 1). These can be things they saw, or things they know exist in those places.
* Introduce the terms “renewable resources,” “nonrenewable resources,” and “perpetual resources” on the chalkboard. Don’t explain too much, since the next activity requires students to create their own definitions of the three terms, but do explain what renewable, nonrenewable, and perpetual mean.
1. Defining natural resources:
	* The class will be divided into teams of three. Explain that teams will be working together to come up with a one or two sentence definition for each of the three terms. Each team will be given a set of clue cards, three cards per student. Each student should read their clue cards and share the information with the rest of their team. Then, each team should use these bits of information to synthesize a definition “renewable resources,” “nonrenewable resources,” and “perpetual resources.” Everyone on the team should understand each of the clues and agree with their team’s definitions.
	* Come together and, as a class, write a definition for the three terms. Ask for examples of each resource (both from the clue cards, and other examples the students can think of). If your students had trouble, you can help them out:
* ***Perpetual****. These are resources, like rainfall and sunshine, that persist regardless of anything we do. The sun keeps shining and the rain continues to fall. The amount available today is certainly fixed, but like magic, their supplies are automatically replenished tomorrow.*
* ***Renewable****. These are resources, like plants and animals, that naturally perpetuate themselves without any actions on our part. Their supplies are also fixed at any given time, but they can be expanded. In fact, unlike perpetual resources, we can affect the supplies of renewable ones. We can help their growth by things like farming, forestry, and fisheries. Or we can exhaust their supplies, if we're not careful—this is why there are so many endangered and extinct species.*
* ***Nonrenewable****. These are other resources, like fossil fuels and minerals that have absolutely, totally, completely fixed amounts for all time. Some of these resources (minerals) were created when the universe itself was made billions of years ago. Others (fossil fuels) were made over time, as our planet was shaped only a hundred million years ago. The forces creating them are unlikely to return in the foreseeable future. Once these resources are used up, they are gone forever.*
1. Natural Resources at Camp:
* Show the “Natural Resources at Camp!” flipchart (see following page), and lead a discussion/brainstorming session on how we can replace nonrenewable resources with renewable ones to ensure our natural resources continue to be available for future generations.
1. Distinguishing Natural Resources:
	* Divide students into two or three teams.
	* Students will race to see whose team is the fastest. With their groups, they must put these resources into three groups: renewable, nonrenewable, or perpetual resources. Each resource belongs in only one group.
	* Make sure to go over answers after the race is over.

**Clue cards: Natural Resources**

|  |  |  |
| --- | --- | --- |
| I am light from the sun. I will be around for millions of years. I am a **perpetual** resource—use me! | We are fish. We can reproduce (have babies), so we are **renewable** resources. But be careful! If you harm our lakes and rivers, we might become extinct (die out). | I am the wind, one of the world’s best **perpetual** resources. I will never stop blowing. |
| I am the rainfall. I feed rivers and lakes, oceans and seas. Water like me will always be on this planet. Three cheers for this **perpetual** resource! | You use me every time you light your stove—I am natural gas. I am a **nonrenewable** resource, which means I will run out someday. So when you don’t need your kolonka, don’t use me! | We are diamonds. We are very expensive, because there is a limited number of us. This **nonrenewable** resource costs a lot of money! |
| You see us every day, but you probably don’t realize that we are a **renewable** resource. We give you shade, paper, fruits, and wood. We are trees! | I am the King of the Barnyard—the rooster! I provide you with food and feathers, and animals like me will continue to live for many years, if humans take care of us. **Renewable** resources like me are all over the planet! | People in the Donbass spend a lot of time and money mining me—I am coal. When there is no more left of me in the mines, this **nonrenewable** resource will be gone forever. |

**Flipchart: Natural Resources at Camp!**

1. Look around the room and list as many items as you can that are made from renewable natural resources. Make a separate list of all the items made from nonrenewable resources.

2. What renewable resources could be used to replace the nonrenewable ones used in the items you listed in question 1? What nonrenewable resources could be used in place of the renewable ones?

3. What advantages and disadvantages might there be for using renewable natural resources in place of nonrenewable ones?

4. Under what circumstances, if any, would a renewable natural not be renewable?

5. Which resources, if any, would continue to be available no matter how much people used them?

**Game: Distinguishing Natural Resources**

*(To the instructor: you will need to write each of these resources separately on a small slip of paper; have enough complete sets of resources for each team. You might also want to include slips of paper with “renewable resources,” “nonrenewable resources,” and “perpetual resources” written on them as headings under which students can group their resources.)*

1. a field of corn

(renewable)

1. oil in the Arctic tundra

(nonrenewable)

1. Coal in the Donbass

(nonrenewable)

1. sunshine everywhere

(perpetual)

1. tides in the Black Sea

(perpetual)

1. trees in a forest

(renewable)

1. tuna fish in the ocean

(renewable)

1. gold mines in the western United States

(nonrenewable)

1. hot springs in Alaska

(perpetual)

1. sand on a beach

(nonrenewable)

1. a breeze over the steppe in Ukraine

(perpetual)

1. salmon in a stream

(renewable)

1. water in a river

(perpetual)

**Lesson #4: Water, Water Everywhere!**

1. **Objective:** Students will be able to describe the water cycle and identify different types of water pollution.
2. **Materials:**
3. For ice-breaker: Flip chart paper, an assortment of colored markers, tape.
4. For Wild Water Tales: handout with the text
5. For Water Cycle: Instruction cards (text and cards follow lesson plan), cards with the words/pictures of ocean, river, tree, glacier, mountain, cloud
6. blank A4 paper
7. **Procedure:**
8. Preparation (before the lesson):
* Set up 6 chairs in the different spots in the classroom—these are your stations (activity 5).
* Tape the cards with words/pictures of *ocean, river, mountain, tree, glacier, ground water* on them.
* Put 4-5 instruction cards on each of the chairs.
1. Introduction:
* In yesterday’s lesson, we discussed natural resources. Water is one of our most precious resources; every living being needs it to survive. However, just because it is a perpetual resource doesn’t mean we can ignore its care. Water is becoming more and more polluted every year, and Nature can only do so much to clean the water that we dirty.
1. Ice breaker: Water Poem
* Divide all the participants into small groups and give each team a piece of flipchart paper with the word WATER written vertically on it .
* Ask the participants to work as a team and make an acrostics using different words describing water or expressing any feelings they have for water, for example:

**W**et

**A**ctive

**T**errific

**E**nergy

**R**iver

* Let one person from each group present the poster and explain how the words they chose relate to water.
1. Wild Water Tales!
* With students, read the “Wild Water Tales” text. Define vocab words and check for comprehension.
* Lead a discussion about the role of water in our everyday lives. Following are some questions to stimulate discussion:
* If every living thing needs so much water, how come water isn’t used up?
* Where does all the water go when a puddle dries up? (think high in the sky)
* Why don’t lakes and oceans dry up like puddles do?
* Where does all the rain come from?
* What are some ways that people change the way water moves?
1. The Water Cycle:
* Have the students come up to different stations, 2-3 students to each station. At each station (a chair with a card taped on it), there will be 3-5 instruction cards (see next page) with phrases indicating where each student should travel in the water cycle. For example, “You have precipitated as rain from a cloud to the ocean, go to the ocean.”
* Ask the students to take one card each from the station where they are now. Let them read the instruction on the card and move where the card instructs.
* Each student should complete the whole water cycle, recording the path they have taken as a water molecule on a piece of paper.
* After they have finished, ask each participant to briefly talk about their travel.
* Follow up the activity with a discussion. Ask them how they FELT being a molecule and being a part of the water cycle. Ask the participants to identify the *points of pollution* within their own water cycles: the places where pollution might occur, for example, a factory near the river.

Instruction cards for Water Cycle:

TREE

1. You have fallen off a leaf from a tree and became part of the soil. Move to ground water.
2. You have been absorbed by plant roots and are part of the tree now. Stay here.
3. You have just condensed on a leaf, fallen to the ground, and evaporated. Go to a cloud.

GROUND WATER

1. You have just been moved as ground water to the ocean. Go to the ocean.
2. You have just moved to an underground river. Move to a river.
3. You have just been sucked up by the tree roots. Go to a tree.
4. You have been pulled from the ground by a well and used to water plants. Stay here.
5. You have evaporated from the ground into a cloud. Go to a cloud.

CLOUD

1. You are frozen in a cloud. Stay here.
2. You precipitated out of a cloud as rain into an ocean. Go to an ocean.
3. You have just fallen as rain in a river. Go to a river.
4. You have just precipitated as fog and have been absorbed by tree leaves. Go to a tree.
5. You have just fallen as snow on a mountain. Go to a mountain.

OCEAN

1. You have just been absorbed by the ground water. Move to ground water.
2. You are forever floating through the ocean. Stay here.
3. You have just been made part of seaweed. Stay here.
4. You have just evaporated from the ocean and are now part of a cloud.. Go to a cloud.

RIVER

1. You have just fallen from a waterfall and evaporated during the fall to a cloud. Go to a cloud.
2. You have just evaporated while moving downstream. Go to a cloud.
3. The ground water has just absorbed you. Go to ground water.
4. A plant has just absorbed you as you are moving downstream. Go to a tree.
5. You have just flowed into an ocean. Go to an ocean.

MOUNTAIN

1. You have just melted from a mountain and moved to a river. Go to a river.
2. You have just been frozen to a mountain in a glacier. Stay here.
3. You have just fallen as rain on a mountain and flowed into a river. Go to a river.
4. A glacier on mountain has just melted and you will travel into the ground water. Go to ground water.

Text: Wild Water Tales!

What is that wet stuff, we call water? Water is one of the most spectacular things in the world. Without it, the earth would be a rather dry and boring place to live. It’s what makes our wetlands wet and our rainforests rain. Can you imagine living one day without any water? I think that it would be almost impossible to not use water in some way. Let’s think of all the ways we use water! Almost everything we do uses water in some way, if we are brushing our teeth or driving our car. Without water we wouldn’t get very far. Did you know that water covers 71% of the earth’s surface, wow, that’s a lot of water but wait a minute can we drink all that water? In reality we can only use .52% of the earth’s water. Now that isn’t very much water at all is it? Did you know that our body weight is 75% water. So as you can see water is a rather important chemical to have on earth.

So where does all this water come from that we use every day of our lives? Water is constantly moving in a great big circle, from the oceans to the clouds, to the rivers and the ground. There are actually many different processes involved with moving water from one place to another. Can you think of a special path that water takes from the beginning to its’ end?

Lets look at some of these special water paths. When it begins to rain we can call this precipitation, (rain falling from the clouds). At this point it can move to one of two places, a river (surface water) or into the ground (ground water). If water doesn’t go to either of these two places it can evaporate and go to a cloud or a nice big tree might take (absorb) the water for its roots. When a tree is finished with water it sends (transpiration) it back to the clouds for it to become rain again (condensation).

**Lesson #5: Litter: Where does it go?**

1. **Objective:** Students will identify litter in their communities. They will pick up litter and use it to create “found art projects.” Students will know why some litter “disappears” (biodegrades) and some doesn’t.
2. **Materials:**
3. One paper/plastic bag for each student
4. Old newspapers
5. Rubber gloves (if you think students will be squeamish about picking up trash)
6. A piece of posterboard/cardboard for each students
7. Glue and/or staples
8. An apple core, a leaf of lettuce, some plastic packaging, a piece of Styrofoam, and bottle camp (if you don’t have the actual items, pictures are okay too)
9. **Procedure:**

1. Litter Hunt/“Found Art:”

* + Brainstorming: ask students what are some of the things they saw the last time they went camping? Hiking? For a walk at the seashore? Which of these items were manmade? Were all of the manmade things meant to be there? (litter is not)
	+ Take students outside to a park, or on a walk around the neighborhood, and tell them you are going on a litter hunt. Their job is to pick up anything that was not intended to be there that is made by people. (You might get mixed reactions to this: some kids will think it’s gross and some will think it’s cool—make sure to warn students you will be doing this the day before so they don’t wear nice clothes, as some of them will do!)
	+ After the collection, each camper spreads out newspapers and sorts their collection into categories (for example, paper, metal, plastic, etc.) and counts the items.
	+ Have small groups of students join together and make a graph of their common items. All members of the group needs to come to some agreement as to the categories. Pie graphs, bar graphs or line graphs could be used.
	+ Have students reclaim their own litter items. Provide each child with a piece of cardboard and glue, tape, or staples. Each camper distributes her “art selections” onto the cardboard. When everyone is satisfied with the arrangement, have them fix each item in place.
	+ Discuss with students: How do you think that the area where we got our litter will look in 10 years? 25 years? Can we compare and contrast our feelings about that area before and after we gathered the litter?
1. Reduce, Reuse, Recycle:
* Show students the items you’ve brought (apple core, bottle cap, etc). Ask them to vote: if we were to bury each of these items in the ground and wait a month or two, would any of them disappear?
* Discuss with students: the apple core and lettuce leaf are the only two items that would disappear. This process is called *decomposition*, and it only happens with “natural” (biodegradable) products (food, animals, trees—even humans!) The other items would not decompose, and would remain buried forever. They are from the Earth's resources, but we have changed them into something else that cannot become a part of the earth again. There are many ways to get rid of trash. A very popular one is to bury it so it doesn’t blow around and litter our parks and cities. However, burying trash is only good if the trash will decompose. Burying non-biodegradable waste doesn’t get rid of it—it only changes its location!
	+ Introduce the “reduce, reuse, recycle” mantra. Explain what each means, and the differences between them. Point out that there are better ways of “getting rid of” our waste than incineration or landfilling (incineration is used far too much in Ukraine, especially for waste that would decompose on its own anyway! Unnecessary!).
	+ Brainstorm with students all the ways they can reduce, reuse, and recycle. Discuss the idea that we can't "throw away" our trash; there is simply no such place as “away.”

Environment Glossary

|  |  |  |
| --- | --- | --- |
| English | Ukrainian | Russian |
| accident | ава=рія | ава=рия |
| acid rain | кисло=тний дощ | кисло=тный дождь |
| adaptation | адапта=ція/пристосува=ння | адапта=ция/приспособле=ние |
| agricultural wastes | сільськогоспода=рські відхо=ди | сельскохозя=йственные отхо=ды |
| air pollution | забру=днення повітря | загрязне=ние во=здуха |
| animal (domestic, wild) | твари=на (свійська, ди=ка) | живо=тное (дома=шнее, ди=кое) |
| beach | пляж | пляж |
| bear | ведмідь (m), ведме=диця (f) | медве=дь (m), медве=дица (f) |
| bee | бджола= | пчела= |
| beetle | жук | жук |
| biodegradable material | матеріа=л, яки=й розклада=ється під впли=вом біологічних фа=кторів | материа=л, кото=рый разлага=ется под возде=йствием биологи=ческих фа=кторов |
| biodiversity | біологічне різноманіття | биологи=ческое разнообра=зие |
| bird | птах | пти=ца |
| bush | кущ | куст |
| butterfly | мете=лик | ба=бочка |
| camp | та=бір | ла=герь |
| cancer (disease) | рак (хворо=ба) | рак (боле=знь) |
| carbon dioxide | вуглеки=слий газ | углеки=слый газ |
| cat | кіт (m), кішка (f) | кот (m), ко=шка (f) |
| caterpillar | гу=сениця | гусе=ница |
| chicken | курча= | цыплĦнок |
| chipmunk | бурунду=к | бурунду=к |
| cleanup | прибира=ння/очи=щення | убо=рка/очи=стка/очище=ние |
| climate change | зміна клімату | сме=на кли=мата |
| coal | вугілля | у=голь |
| coal basin | ву=гільний басе=йн | у=гольный бассе=йн |
| commercial wastes | відхо=ди комерційної дія=льності | отхо=ды от комме=рческой де=ятельности |
| cow | коро=ва | коро=ва |
| crow | воро=на | воро=на |
| decomposition | розпа=д | разложе=ние |
| deer | О=лень | оле=нь |
| desert | пусте=ля | пусты=ня |
| disaster | катастро=фа, стихійне ли=хо | катастро=фа, стихи=йное бе=дствие |
| disinfection | дезінфе=кція | дезинфе=кция |
| diversity | різномаї=ття | разнообра=зие |
| DNA (deoxyribonucleic acid) | дезоксирибонуклеї=нова кислота= | дезоксирибонуклеи=новая кислота= |
| dog | пес, соба=ка | соба=ка |
| dolphin | дельфін | дельфи=н |
| duck | ка=чур (m), ка=чка (f) | се=лезень (m), у=тка (f) |
| dump | сміттєзва=лище | сва=лка |
| eagle | оре=л | орĦл |
| ecosystem | екосисте=ма | экосисте=ма |
| elephant | слон | слон |
| endangered species | зника=ючий вид | исчеза=ющий вид/исчеза=ющие ви=ды (pl) |
| environment | довкілля | окружа=ющая среда= |
| environmental education | екологічна освіта | экологи=ческое образова=ние |
| existing species | існу=ючий вид | существу=ющий вид |
| explore | досліджувати | иссле=довать |
| extinct | ви=мерлий | вы=мерший |
| filtration | фільтра=ція | фильтра=ция |
| fish | ри=ба | ры=ба |
| flood | по=відь | наводне=ние |
| flower | квітка | цвето=к |
| food chain | ланцю=г жи=влення | цепь пита=ния |
| food web | сітка жи=влення | сеть пита=ния |
| forest | ліс | лес |
| fox | лис (m), лиси=ця (f) | лис (m), лиси=ца (f) |
| garbage | сміття= | му=сор |
| global warming | глоба=льне потепління | глоба=льное потепле=ние |
| goat | козе=л (m), коза= (f) | козĦл (m), коза= (f) |
| goose | гуса=к (m), гу=ска (f) | гусь |
| gorilla | гори=ла | гори=лла |
| grassland | терито=рія покри=та траво=ю | террито=рия, покры=тая траво=й |
| greenhouse effect | парнико=вий ефект | парнико=вый эффе=кт |
| ground water | підзе=мна вода= | гру=нтовые во=ды |
| habitat | місце існува=ння | среда= обита=ния |
| habitat destruction | руйнува=ння приро=дного середо=вища | разруше=ние приро=дной среды= |
| hazardous | небезпе=чний | опа=сный |
| horse | кінь | конь (m), ло=шадь (f) |
| illegal dumping | сміттєзва=лище у заборо=неному місті | сва=лка в запреще=нном ме=сте |
| industrial wastes | промисло=ві відхо=ди | промы=шленные отхо=ды |
| insect | кома=ха | насеко=мое |
| interdependence | взаємозале=жність | взаимозави=симость |
| lake | О=зеро | О=зеро |
| land | земля= | зе=мля |
| landfill | смітни=к | му=сорник |
| life cycle | життє=вий цикл | жи=зненный цикл |
| lion | лев (m), леви=ця (f) | лев (m), льви=ца (f) |
| littering | забру=днення сміття=м | загрязне=ние му=сором |
| lizard | Я=щірка | Я=щерица |
| meadow | луг  | луг  |
| migrate | мігрува=ти/переліта=ти/переселя=тися | мигри=ровать/перелета=ть/переселя=ться |
| molecule | моле=кула | моле=кула |
| monkey | ма=впа | обезья=на |
| moose | лось | лось |
| mosquito | кома=р | кома=р |
| mountain | гора= | гора= |
| multiple use | багаторазо=ве використа=ння | многоразо=вое испо=льзование |
| natural gas | приро=дний газ | приро=дный газ |
| natural resources | приро=дні ресу=рси | приро=дные ресу=рсы |
| nuclear energy | а=томна ене=ргія | а=томная эне=ргия |
| nuclear power station | а=томна ста=нція | а=томная ста=нция |
| ocean | океа=н | океа=н |
| offspring | пото=мство | пото=мство |
| oil | на=фта | нефть |
| organic matter | органічні речови=ни | органи=ческие вещества= |
| owl | сова= | сова= |
| oxygen | ки=сень | кислоро=д |
| ozone layer | озо=новий шар | озо=новый слой |
| packaging | запаку=вання | расфасо=вка |
| pig | свиня= | свинья= |
| plain/steppe | рівни=на/степ/лісосте=п | равни=на/степь/лесосте=пь |
| plant, (noun) | росли=на | расте=ние |
| plant,(verb) | саджа=ти | сажа=ть |
| pollutant | забру=днююча речовина= | загрязня=ющее вещество= |
| pond | ставо=к | пруд |
| population | насе=лення (people)/популя=ція (animals) | населе=ние/популя=ция |
| potable water | питна= вода= | питьева=я вода= |
| preserve | зберіга=ти | сохраня=ть |
| puddle | калю=жа | лу=жа |
| rabbit | кро=лик | кро=лик |
| raccoon | єно=т | ено=т |
| rare species | рідкісний вид | ре=дкий вид |
| recreation area | зо=на відпочи=нку | зо=на о=тдыха |
| recycling | переро=бка | перерабо=тка |
| reduce | скоро=чувати/зме=ншувати | сокраща=ть |
| replant | переса=джувати | переса=живать |
| reproduction | репроду=кція/відтво=рення/розмно=ження | репроду=кция/восстановле=ние/размноже=ние |
| reptile | репти=лія/плазу=н | репти=лия/пресмакы=ющееся |
| reservoir | резервуа=р | резервуа=р |
| resources | ресу=рси | ресу=рсы |
| rooster | півень | пету=х |
| salmon | лосо=сь | лосо=сь |
| sand | пісо=к | песо=к |
| sanitize | оздоровля=ти | оздоровля=ть |
| save | рятува=ти | спаса=ть |
| seed | насіння | се=мя |
| sewage | стічні во=ди | сто=чные во=ды |
| shore, bank | бе=рег | бе=рег |
| snake | змія= | змея= |
| soil | грунт | грунт |
| spider | паву=к | пау=к |
| squirrel | білка | бе=лка |
| stream | джерело=, струмо=к | руче=й, исто=чник |
| sunflower | со=няшник | подсо=лнух |
| sustainable development | збалансо=ваний ро=звиток | сбаланси=рованное разви=тие |
| tiger | тигр (m), тигри=ця (f) | тигр (m), тигри=ца (f) |
| toxic | токси=чний | токси=чный |
| trash can | корзи=на для сміття= | корзи=на для му=сора |
| tree | де=рево | де=рево |
| turkey | інди=к (m), інди=чка (f) | индю=к |
| turtle | черепа=ха | черепа=ха |
| ultraviolet rays | ультрафіоле=тове проміння | ультрафиоле=товые лучи= |
| wasp | оса= | оса= |
| waste water | стічна= вода= | сто=чная во=да |
| water cycle | водяни=й цикл | водяно=й цикл |
| water pollution | забру=днення води= | загрязне=ние воды= |
| wetland | водно-боло=тні угіддя | водно-боло=тные уго=дья |
| whale | кит | кит |
| wild | ди=кий | ди=кий |
| wildlife | ди=кі твари=ни і росли=ни | ди=кие расте=ния и живо=тные |
| wolf | вовк (m), вовчи=ця (f) | волк (m), волчи=ца (f) |
| worm | черв’я=к | червя=к |



Gender Equality

Gender equality is an exciting—and necessary—component of any summer camp in Ukraine. As Volunteers, most of us are keenly aware of the stereotyping we face here; this awareness is what puts is in a unique position to promote gender awareness and equity among the young people we work with. We hope the lessons in this section will inspire honest dialogue among your students, and encourage them to see each other in light of the many qualities they possess in addition to simply being a boy or a girl.

This curriculum begins by introducing students to the idea of gender stereotypes, specifically in Ukraine (Lesson #1: Breaking Down Gender Stereotypes), and asking them to examine how living according to gender stereotypes can influence their lives in unhealthy ways (Lesson #2: Dating Violence and Lesson #3: Human Trafficking). Students then learn how to create an image of self based on things other than gender and stereotypes (Lesson #4: I Am More Than You See), and are asked to ensure that the self-image created is positive and healthy (Lesson #5 Self-Esteem and Body Image).

**Lesson #1: Breaking Down Gender Stereotypes**

1. **Objective:** Students will create their own version of a “stereotypical/typical” Ukrainian male and female, and will have a basic understanding of gender stereotypes and the limitations they put on us.
2. **Materials:**
3. Brain teaser flipchart (for warm-up)
4. Blank flipchart paper (for activity 3)
5. **Procedure:**
	1. Warm up: Brain teaser
	* 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! (you might get all kinds of crazy answers—the father wasn’t hurt badly in the accident so he could still operate, the man in the car was the boy’s adopted father and not his blood father, the mother never really knew who the boy’s father was, etc.)
	* 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.
	1. Introduction:
* Explain that one reason the answer to the brain teaser 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.)
* 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 then exploring how they can be limiting and harmful.
	1. Identifying Stereotypes:
* At the top of one flipchart, write Act like a Man. Ask students to think for a moment about what it means to be a boy or man in Ukraine, and then have them brainstorm what words, expressions, or expectations come to mind (for example, men don’t cry, men like cars, they have to protect their family, they have to smoke and drink, they are mean to women). Begin by asking only the boys and recording their answers on the flipchart, and then let the girls jump in. Draw a box around the entire list.
* At the top of the second flipchart, write Be Ladylike. Ask students to brainstorm what it means to be ladylike in Ukraine (women are quiet and passive, they are concerned with their clothes and makeup, they are skinny, they’re not very smart, etc.). Again, begin with only the girls and then let the boys join in. Draw a box around this list, as well.
* Explain to students that they have just, in their own words, created a stereotype of what it means to “act like a man” or “be ladylike” in Ukraine. When we refer to gender stereotypes in Ukraine during this lesson, these are the ideas we’re talking about. Tell students you drew boxes around the lists to remind them that stereotypes are confining.
* Ask students where they think we learn these gender roles, for both men and women—they should be specific (i.e., Cosmopolitan or Natali magazines for girls, not just “magazines;” Terminator or Rambo for boys, not just “movies”). If they have trouble, ask them about specific items on the list (Where do boys learn they have to smoke and drink to be “men?” Where do girls learn to be quiet and gentle?). Write student responses on the flipcharts, outside the boxes you drew, and draw arrows from their answers to the box to illustrate how the people and things we are surrounded by reinforce gender stereotypes.
* Brainstorm with students what happens to people who do not fit into these boxes—what kinds of put-downs or names are used when referring to these people? (Let students be blunt with slang in this part, in Ukrainian, Russian, or English). Write their responses along the bottom of the flipchart.
	1. Evaluating Stereotypes:
* Ask your students: How many boys in the room have never cried? (or choose another one from the student-generated list). If you have cried, does that make you a \_\_\_\_\_ ? (choose an adjective/put-down from the list students came up with). What about the girls—how many of you want to be gentle and passive? If you don’t, are you a \_\_\_\_\_? (again, a word from the student-generated list)
* Point out to your students that stereotypes are so limiting, even they don’t fit into them! Explain that stereotypes are destructive because they limit our potential, as they can see how confining the boxes you drew on the flipcharts are. This is not to say it’s wrong for boys to like cars or for girls to like to cook (you should point this out so students who do enjoy these things don’t get defensive), but the problem is that we are told we must perform these gender roles well in order to fit in. In reality, the choice is up to each one of us as far as what we do and enjoy. It is important to remember that defining ourselves only according to what is inside these boxes takes away our personal choice.

*\*Note: save the student-generated flipcharts to refer to during subsequent lessons.*

**Lesson #2: Dating Violence**

1. **Objective**: Students will explore how limiting oneself according to gender roles/stereotypes in Ukraine can lead to unhealthy living, including violence.
2. **Materials:**
3. Role cards (for activity 3)
4. Student-generated flipcharts (“Act like a man” and “Be ladylike”) from yesterday’s lesson (on the wall)
5. Blank flipchart paper
6. **Procedure:**
	1. Warm up/review:
	* Ask students to summarize yesterday’s discussion.
	* Write the words “gender” and “violence” at the top of a flipchart. Check for comprehension and explain if necessary. Then ask students to brainstorm if or how these words are connected…do they have anything to do with each other?
	1. Dating violence:
* Tell students this part of the lesson asks them to put into practice what they have discussed so far about gender stereotypes, in order to see how rigid gender roles are not only limiting, but also dangerous. Pose the following situation: *Zhenya and Olya are going on a date. They have been out a few times before, and they really like each other. One night they go to a café with their friends, and then to the park. Zhenya wants to have sex, but Olya doesn’t want to.* Ask your students the following questions:
* If these two people really believe in the gender stereotypes we talked about yesterday, what will happen? (he will force himself on her, she won’t say anything, etc.—point out specific qualities from the list the student created in the previous lesson that will influence Olya and Zhenya’s behavior.)
* What’s the worst thing that could happen between them? (violence or date rape)
* Can you think of other situations where trying to conform to stereotypes would be unhealthy? (boys starting to smoke at a young age; a girl developing an eating disorder to stay thin)
* What conclusions can you draw about gender stereotypes and violence?
	1. Role plays:
* Explain to students that they have created a clear picture of the gender roles present in Ukraine, and now they will have the chance to see what happens when we actually try to *live* them.
* Split the class into boy-girl pairs, and distribute the following role-cards:
* *Situation 1: a dating couple in school*. HE: wants them to see a certain film together on Friday night. SHE: has already made plans for Friday night with her friends.
* *Situation 2: a male boss and a female secretary*. HE: gives her a raise, but then expects her to go on a date with him SHE: feels she deserves the raise because of her work, and does not want to date the boss.
* *Situation 3: a crowded bus in Kyiv*. HE: is attracted to her and won’t take no for an answer. SHE: is not interested, but she cannot get off the bus.
* *Situation 4: a stay-at-home mom and a working dad*. HE: is angry because dinner is not ready when he comes home from work. SHE: would like more help around the house, but has always been taught that this is “woman’s work.”
* *Situation 5: an 11th former talking to her parents about her future*. SHE: wants to become an engineer. THEY: want her to do something more “ladylike,” like teaching.
* Give students the following directions: each pair is to create two dialogues. In the first one, they *must only* behave according to the stereotypes we have outlined as a class—they cannot behave the way they really would in this situation. In the second one, they are allowed to say whatever they want, and should work to solve the conflict. Explain that the role-plays will probably be pretty funny (this is good: the funnier they are, the more kids tend to realize that gender stereotypes are pretty ridiculous!)
* After giving the groups some time to prepare, have each pair present its two role-plays back-to-back, (stereotypical behavior first). After each presentation, you can facilitate a quick discussion about some of the following questions:
* What is each person experiencing in this situation?
* What stereotypical attitudes are they acting out? (have students point them out from the flipcharts)
* To the actors: how does it feel to be in this situation?
* To the audience: What suggestions can you offer for them to relate better?
	1. Wrap-up:
* Ask students to summarize what they have learned about gender roles in Ukraine, and answer any questions they might have.
* Remind students that each one of them is much bigger and more real than the tiny gender-stereotype boxes on the flipcharts, and that they have the right and the power to choose what they will be.

**Lesson #3: Human Trafficking**

1. **Objective:** Students will be aware that trafficking of women in Ukraine is a problem, and that it most often occurs when women seek work abroad under dubious circumstances. They will be able to list the causes of trafficking of women; identify vocabulary associated with trafficking of women, and evaluate one woman’s problem and create solutions.
2. **Materials**:
3. Copies of strip story “Nadia’s story”
4. Flipchart paper
5. **Procedure**:
6. Warm up: Discussion

Ask students how many of them know a woman who works, or has worked, abroad? What does she do? Do they know anyone who has been sold into slavery? They might—even if they’re not aware of it. Since 1991, half a million Ukrainian women have been trafficked to destinations in Western Europe and the Middle East.

1. Introduction of new material:
	* + Introduce new vocabulary:

Trafficking of women

Financial

Correspondence

To threaten

To harass

Pimp

Phenomenon

“live commodities”

Exploitation/to exploit

Prosecution

Legislation

* Give basic information on the problem of trafficking of women in Ukraine:
* Trafficking is **not** prostitution. Women think they’re being offered a real job in another country, but are then forced to work as sex slaves when they arrive.
* Women targeted are usually between 12-30 years old.
* Men are also trafficked, though they are trafficked more for forced labor than sexual servitude.
* Ukraine has anti-trafficking laws, but they are seldom enforced.
* Ukrainian men are also trafficked for manual labor to Europe and Turkey.
* In 1998 there were 5,500,000 women between 12-30 in Ukraine; since 1991, 400,000 of them have been trafficked out of Ukraine.
* Human trafficking isn’t only conducted by men—many times, they will work with a woman. So just because a woman offers you a job abroad (and not a man), don’t assume it’s safe!
* Being trafficked is illegal and also goes against a person’s human rights.
1. Group brainstorming/discussion:
	* Ask students the following questions: Why do women want to leave Ukraine? Why do they accept work from employers they don’t know a lot about? Why do they end up getting trafficked?
	* Write students’ ideas on a flipchart as you go along; then you can add a few.
	* Answers may include:
* Lack of information: many women don’t even know this is a problem.
* Domestic violence—they need to get out of an abusive relationship and don’t think they will be able to support themselves in Ukraine, so they look for a job in another country.
* Difficult economic situation in Ukraine: women want to get out and make enough money abroad to support their families.
* Low self-esteem
1. Nadia’s Story:
	* + Hand out copies of strip story “Nadia’s story.” Students work in pairs/groups and put the events of the story in the correct order (see next page).
		+ Discussion: where did Nadia go wrong? What are some safety precautions she could have taken? What are some things *you* can do if you are offered a job in another country.
		+ Contact a women’s organization for information on employers abroad
		+ Learn the country’s language/buy a dictionary
		+ Obtain contact information for the employer. Contact them before you leave Ukraine.
		+ Make copies of your passport and keep them with you
		+ Contact the Ukrainian embassy in the country you are/will be working in
		+ Ask questions about your new job. If the answers feel vague or “not right,” don’t go!
2. Application: Using new vocabulary and safety precautions discussed in class, rewrite Nadia’s story so she is not trafficked.

***Nadia’s story:***

**My name is Nadia. I am 22 years old and three years ago I entered university.**

**My father died when I was a student and we had no money. I had to find a job.**

**When I was looking for work, a man offered me a well-paying job as a waitress in Germany.**

**I accepted the job and moved to Germany. But I was taken to a hotel in Berlin and told I would be a prostitute.**

**The man who had offered me work took my documents. I didn’t want to be a prostitute, but I was punished when I refused to work.**

**I had to work to survive, because I had no money and didn’t speak German.**

**One night, two “customers” refused to pay me for my work and got into a fight.**

**The police came and arrested everyone who didn’t have documents.**

## From prison, I called the Ukrainian Embassy and they helped me return home

**Lesson #4: I Am More Than You See!**

Adapted from [www.ricw.state.ri.us/lessons](http://www.ricw.state.ri.us/lessons).

1. **Objective:** Students will create an image of themselves that is not solely focused on gender; they will discuss the similarities linking both boys and girls, and will seethat we are more than “just boys” or “just girls.”
2. **Materials:**
	1. Blank sheets of paper
	2. Pens & pencils
	3. Flipchart of the “I AM” poem (poem follows lesson plan)
	4. Blank flipchart
3. **Procedure:**
	1. Warm up: Brainstorming
* Show students a piece of blank paper and ask them what it is. Then, ask students to work in pairs to make a list of what it *could be*; in other words, all the ways you could use a piece of paper, or all the things you could do with it. Ask students to share their ideas and write them down on a flipchart.
* Explain the purpose of the brainstorming activity: to encourage students to see things other than the obvious; to encourage them to see an object in a different way. Today’s lesson is about the same thing: seeing each other as more than just the obvious (i.e., more than just boys or girls), and using our imagination to make a list of all the things we are.
	1. Introduction/discussion:
* During the previous lessons at camp, we have learned how gender stereotypes are limiting and even harmful to our health. Today’s lesson focuses on replacing gender stereotypes in our own lives with a healthier self image. In other words, we have learned what we are NOT, and today we will discover what we ARE.
	1. Silhouettes:
* Give each pupil one piece of plain, white paper. Divide the paper in half. On one half, instruct them to draw an outline of themselves, like a silhouette.
* Discuss how the silhouettes are blank, much of what makes us unique cannot be seen; it is more than just being a “boy” or a “girl.”
	1. “I AM” poem:
* Put up the flipchart “I AM” poster and give students time to copy it onto the other half of their paper, beside their silhouette.
* Give them time to complete each line of the “I AM” poem by themselves. It might help to have your own completed version to give them an example and idea, but explain that this is a very individual and personal poem.
* Have pupils draw at least one picture on or around their silhouette that reflects them, or represents something they like or believe, a picture that represents something about them.
	1. Discussion:
* Ask for volunteers to share their poems and pictures and explain them.
* Discuss the uniqueness of the silhouettes, and identify similarities and differences based on gender.
* For a more advanced group, you can discuss: How do gender biases affect the things we like and don’t like? What factors outside of ourselves (social factors) influence these likes and dislikes? What factors influence gender discrimination?

I AM WORKSHEET

Author unknown

Directions: Use the format below to write a poem about yourself Just start each fine with the two words provided and fill in the rest so that the words reflect you.

I AM

I am

I wonder

I hear

I see

I want

I am (repeat the first line)

I pretend

I feel

I touch

I worry

I cry

I am (repeat the first line)

I understand

I say

I dream

I try

I hope

I am (repeat the first line)

**Lesson #5: Self-Esteem and Body Image**

* + 1. **Objective:** Students will have a basic understanding of the concept of self-esteem and the factors that affect it, primarily body image. They will focus on creating a healthy image of self, and will identify ways to maintain healthy self-esteem.
		2. **Materials:**
1. One sheet of A4 paper for each student, labeled with students’ names
2. “What is self-esteem?” flipchart
3. Copies of self esteem quiz (quiz follows lesson plan)
4. Magazine pictures of models
5. “Maintaining self-esteem” flipchart
	* 1. **Procedure:**
6. Warm-up:
* Ask each student to compliment the student next to her.
1. Introduction:
* Introduce new vocabulary: self-esteem, body image
* Show “What is self-esteem?” flipchart. Read as a group and check for comprehension.

*What is self esteem? (from http://www.leadersdirect.com)*

* Self esteem does not mean seeing yourself as the greatest person in the world—it’s not the same as being conceited.
* Healthy self esteem means liking yourself, for the most part, as you are.
* Everyone feels sad about themselves sometimes. You can have OK self esteem and still be unsure of yourself sometimes.
* How you feel about yourself depends on who you compare yourself with.
* Healthy self esteem means thinking you are as great as your friends are.
* You can have good self-esteem and still be humble.
1. Quiz:
* Hand out self-esteem quiz, read together (if necessary), and give students time to complete it. Discuss questions.
1. Body image:
* Brainstorm factors on a flip chart that can affect self-esteem and discuss. Leave time to focus on body image.
* Briefly show pictures of models and ask the students how that makes them feel. Why do they feel that way? Does it affect their self esteem?
1. Improving body image:
* In groups, give students 10 minutes to think of five ways that they can improve their self esteem and body image. Then have each group share their ideas and discuss.
* Show “Maintaining Self-Esteem” flipchart. Check for comprehension and discuss. (For younger groups or groups with less advanced English, you may skip the brainstorming activity and instead, ask students to come up with an example for each of the following points on the flipchart)

*To maintain healthy self esteem: (from http://www.leadersdirect.com)*

* Forgive yourself for your mistakes.
* Celebrate your strengths and achievements.
* Set achievable targets and get regular feedback.
* Change the way you talk to yourself - stop putting yourself down.
* Be sure that you are not judging yourself against unreasonable standards.
1. Wrap-up*:*

One more compliment...this time, pass around sheets of paper with each student’s name on it. Each student writes one compliment on the paper so that each student has a ‘compliment sheet’ to take home.

SELF-ESTEEM QUIZ

This quiz points out some of the ways self-esteem can affect you. There are no right or wrong answers. Keep in mind that it's natural for self-esteem to bounce around depending on the challenges you're facing at the time, and how you're taking care of yourself. If you're feeling **down** more often than **up**, there are solutions. And it’s okay to ask for help.

|  |  |  |  |
| --- | --- | --- | --- |
| **How do you feel you about yourself?**  | Rarely | Sometimes | **Often**  |
| 1. Do you skip new things such as a team sport or class trip even when they sound cool?  |  |  |  |
| 2. Do you think that everything you do has to be perfect or it's not good enough?  |  |  |  |
| 3. Do you call yourself mean names like “stupid” when you make a mistake?  |  |  |  |
| 4. Do you worry about being talked about or left out?  |  |  |  |
| 5. Do you find it hard to believe it when someone compliment you?  |  |  |  |
| 6.Do you get yourself into risky situations because it's hard to disagree with your friends?  |  |  |  |
| 7. Do you worry a lot about how you look?  |  |  |  |

If you answered ***rarely*** to most of these questions, great! You already believe in yourself from the inside out. You know how to be real without trying to be perfect. You know how to make decisions and stick up for yourself.

If you answered ***sometimes*** or ***often*** to most of these questions, it's okay. You may be in a low place right now, but there are solutions - you can learn about self- esteem and creative new ways to feel confident and be healthy. Everyone, including you, has unique interests and talents to develop. Your ideas and opinions count. And it's okay to ask for help.

**Gender Equality Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | Ukrainian | **Russian** |
| body image | і=мідж ті=ла, уя=ва про своє= ті=ло | и=мидж те=ла, представле=ние о свое=м те=ле |
| choice | ви=бір | вы=бор |
| date rape | зґвалтува=ння під час поба=чення | изнаси=лование во вре=мя свида=ния |
| decision | рі=шення | реше=ние |
| difference | різни=ця | разли=чие |
| domestic violence | дома=шнє наси=льство | дома=шнеe наси=лие |
| exploit (v) | експлуатував=ти | эксплуати=ровать |
| feminine | жіно=чий | же=нский |
| gender | ге=ндер, стать | ге=ндер, пол |
| gender equality | стате=ва рі=вність | ра=венство по=лов |
| gender issues | ге=ндерне пита=ння, пита=ння статті= | ге=ндерный вопро=с |
| harass | переслі=дувати, цькува=ти | пресле=довать, изводи=ть |
| human rights | права= люди=ни, лю=дські права= | права= челове=ка, челове=ческие права= |
| human trafficking | торгі=вля людьми= | торго=вля людьми= |
| humble | скро=мний | скро=мный |
| humility | скро=мність | скро=мность |
| influence | вплива=ти (v), вплив (n) | влияя=ть (v), влия=ние (n) |
| judge | су=джувати | осужда=ть |
| masculine | чолові=чий | мужской |
| pressure | ти=снути (v), тиск (n) | дави=ть (v), давле=ние (n) |
| prostitution | проститу=ція | проститу=ция |
| rape | гвалтува=ти | наси=ловать |
| risk | ризикува=ти (v), ризик (n) | рискова=ть (v), риск (n) |
| role model | при=клад, зразо=к поведі=нки | приме=р, образе=ц поведе=ния |
| self-esteem | самопова=га | самоуважа=ние |
| self-image | вла=сна уя=ва про се=бе, уя=влення про се=бе | со=бственное представле=ние о себе= |
| sex slaves | раби= се=ксу, сексуа=льні раби= | рабы= се=ксу, сексуа=льные рабы== |
| similarity | поді=бність, схо=жість | схо=дство |
| stereotype | стереоти=п | стереоти=п |
| threaten | погро=жувати | угрожа=ть |
| violence | наси=льство | наси=лие |

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**Healthy Lifestyles**

Most of the time, we take our bodies for granted: we go about our day and never think about all the work our bodies have to do. But while we are eating and drinking, doing our jobs or going to school, walking around and climbing stairs, our bodies have to keep us free from disease and illness and supply us with energy.

There are all kinds of health fads or crazes advertised today, and it seems everyone has a different opinion about what is good for your body and what’s not. Living a healthy lifestyle isn’t about following fad diets or running 30 km a day; it’s about knowing what feels right for your own body and listening to what it tells you. This includes paying attention not only to your physical health, but also to your mental and emotional health, as well—stress and depression can be just as dangerous (especially to teenagers) as heart disease or alcohol abuse.

This section begins by establishing a group definition of “being healthy”(Lesson #1: Health and Wellness), and asks students to examine their own health with regard to a number of different factors. Then, each of those factors is examined in more details during the subsequent lessons (Lesson #2: Nutrition, Lesson #3: Smoking, and Lesson #4: No Call for Alcohol). Once an atmosphere of trust has been established among campers, the group can tackle the more sensitive lessons in this unit: Lesson #5: Sexual Health (and the optional Lesson #6: HIV/AIDS).

**Lesson #1: Health and Wellness**

1. **Objectives:** Students will be able to explain the integrated connections between health and wellness; explain the physical, social, mental, emotional, environmental and spiritual “Dimensions of Health” behaviors; and explain the Continuum of Wellness to Illness. They will also apply decision-making skills with regard to behavior.
2. **Materials:**
3. Blank flipchart paper or a chalkboard
4. United States Health and Human Services- Health Styles: Self Test (follows lesson plan)
5. Flipchart: “Continuum from Wellness to Illness” (for activity 4)
6. Flipchart: “A healthy lifestyle is…” (for activity 7)
7. **Procedure:**
	1. Warm-up:
	* Brainstorm with students on paper: What do you believe makes up your health? How is health different from wellness? (Health is the daily process of trying to achieve your individual body, mind, and spiritual potential. Wellness is the achievement of the highest level of health for you.)
	1. Lecture/Discussion on “Dimensions of Health” Model:
* Physical Health: Characteristics of the body- its size, shape, sensory acuity, susceptibility to disease and disorders, body function, physical fitness, and immune system.
* Social Health: Ability to haves satisfying interpersonal relationships; interactions with others, and the ability to adapt to various social situations.
* Mental Health: Ability to learn, to be flexible in thought, to grow from past experiences and to use your intellectual capabilities.
* Emotional Health: Ability to give a voice to your emotions when appropriate, and to understand your own feelings of self-esteem, self- confidence, trust, love, and many other emotional reactions and responses.
* Environmental Health: An appreciation of your external environment and the roles people play in preserving, protecting, and improving environmental conditions whenever possible (no littering or spitting!).
* Spiritual Health: Involves a certain way of living and showing your attitudes and appreciation for life through your values and behavior; it is an understanding of the meaning and quality of life, and your respect for all living things.
	1. Exercise: Complete the USIIHS- Health Style: Self Test
	2. Show flipchart: Continuum from Wellness to Illness:
* Optimum Wellness
* Good Health
* Average Health
* Midpoint
* Sign of Illness (most people function here!!)
* Symptoms of Illness
* Reversible
* Irreversible
* Premature Death
	1. The Holistic (healthy) approach includes the body, mind, and spirit:

 BODY

 MIND SPIRIT

* All parts are very important for the entire wellness cycle to continue.
* These parts vary from day to day. We should try to refresh and renew each daily. Be flexible and adapt to daily “road blocks.” Focus on the positive, and change the negative aspects of the day when possible: “Your glass should be half full, and not just half empty.” Don't keep “beating yourself up” about something that happened in the past. Ask forgiveness and forgive when possible. Let it go. Recognize what you cannot change. Achieve a balance in your life between your own capabilities and self- expectations. Admit to your own limitations. It is okay to have them. We all do!
	1. Exercise:
* Ask your class whether the following people are healthy, and why they think so.

- A person with a physical handicap/disability?

- Someone who is blind?

- Someone who exercises a lot?

- Someone who eats well?

- Someone who is deaf?

- Someone who wears glasses?

- Someone who is strong?

* Point out that it is how a person lives that determines if he or she is healthy: if a person exercises a lot, to the exclusion of forming friendships or attending his daughter's soccer/football game, then is that person really healthy? If a person is deaf, yet has many friends and participates in many experiences with them, then he or she may be more healthy than a person who spends hours in front of a mirror lifting weights to perfect his or her size and shape - yet is not in a good relationship, and has low environmental sensitivity, and is anxious about his or her appearance to others.
	1. Summary: A Healthy Lifestyle is (show flipchart):
* Getting a good night's sleep (minimum 6-8 hours)
* Maintaining healthy eating habits (don't deny yourself food, use moderation)
* Maintaining a healthy body weight
* Participate in regular physical activities for fun and recreation with others
* Not smoking or chew tobacco
* Always practicing safer sexual behaviors
* Limiting your intake of alcohol
* Paying attention to changes in your body systems: digestive, respiratory, cardiovascular, reproductive, skin, etc. Notice any changes. Seek help.
* Controlling the real and imaginary stressor is in your life.
* Maintaining meaningful relationships with family and friends
* Putting yourself in your own appointment book-make time for yourself
* Respecting the environment, do not waste food or water
* Drinking lots of water/fluids every day
* Being kind to yourself, forgive others if necessary
* Learning from your experiences and mistakes. Admit your limitations.
* “Doing unto others as you would want others to do unto you.”

**How Healthy Are You?**

**RATE YOURSELF**

Although a majority of us recognize the importance of healthy behaviors, we are often negligent in maintaining a healthy lifestyle. Rate your health status in each of the following dimensions by circling the number that best describes you.

##  Somewhat Somewhat Very

Unhealthy Unhealthy Healthy Healthy

Physical Health 1 2 3 4

Social Health 1 2 3 4

Emotional Health 1 2 3 4

Environmental Health 1 2 3 4

Spiritual Health 1 2 3 4

Mental Health 1 2 3 4

Now answer the following set of questions regarding each dimension of health. Indicate how often you think the statements describe you. At the end, compare your answers to what your perception of your health was initially.

**Physical Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Often** | **Always** |
| 1. I maintain a desirable weight. | 1 | 2 | 3 | 4 |
| 2. I engage in vigorous exercises such as brisk walking, jogging, swimming or running for at least 30 minutes per day, 3‑4 times per week. | 1 | 2 | 3 | 4 |
| 3. I do exercises designed to strengthen my muscles and joints. | 1 | 2 | 3 | 4 |
| 4. I warm up and cool down by stretching before and after vigorous exercise | 1 | 2 | 3 | 4 |
| 5. I feel good about the condition of my body. | 1 | 2 | 3 | 4 |
| 6. I get 7‑8 hours of sleep each night. | 1 | 2 | 3 | 4 |
| 7. My immune system is strong and I am able to avoid infectious diseases. | 1 | 2 | 3 | 4 |
| 8. My body heals itself quickly when I get sick or injured. | 1 | 2 | 3 | 4 |
| 9. I have lots of energy and can get through the day without being overly tired | 1 | 2 | 3 | 4 |
| 10. I listen to my body; when there is something wrong, I seek professional advice. | 1 | 2 | 3 | 4 |

**Environmental Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Often** | **Always** |
| 1. I am concerned about environmental pollution and actively try to preserve and protect natural resources | 1 | 2 | 3 | 4 |
| 2. I report people who intentionally hurt the environment. | 1 | 2 | 3 | 4 |
| 3. I recycle my garbage. | 1 | 2 | 3 | 4 |
| 4. I reuse plastic and paper bags and tin foil. | 1 | 2 | 3 | 4 |
| 5. I vote for pro‑environmental candidates in elections. | 1 | 2 | 3 | 4 |
| 6. I write my elected leaders about environmental concerns. | 1 | 2 | 3 | 4 |
| 7. I consider the amount of packaging covering a product when I buy groceries. | 1 | 2 | 3 | 4 |
| 8. I try to buy products that are recyclable. | 1 | 2 | 3 | 4 |
| 9. I use both sides of the paper when taking class notes or doing assignments. | 1 | 2 | 3 | 4 |
| 10. I try not to leave the faucet running too long when I brush my teeth, shave, or bathe. | 1 | 2 | 3 | 4 |

**Spiritual Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Often** | **Always** |
| 1. I believe life is a precious gift and should be nurtured. | 1 | 2 | 3 | 4 |
| 2. I take time to enjoy nature and the beauty around me. | 1 | 2 | 3 | 4 |
| 3. I take time alone to think about what's important in life: who I am, what I value, where I fit in, and where I'm going | 1 | 2 | 3 | 4 |
| 4. I have faith in a, greater power, be it a God‑like force, nature, or the connectedness of all living things. | 1 | 2 | 3 | 4 |
| 5. I engage in acts of caring and. goodwill without expecting something in return. | 1 | 2 | 3 | 4 |
| 6. I feel sorrow for those who are suffering and try to help them through difficult times. | 1 | 2 | 3 | 4 |
| 7. I feel confident that I have touched the lives of others in a positive way. | 1 | 2 | 3 | 4 |
| 8. I work for peace in my interpersonal relationships, in my, community and in the world at large. | 1 | 2 | 3 | 4 |
| 9. I am content with who I am. | 1 | 2 | 3 | 4 |
| 10. I go “for the gusto” and experience life to the fullest. | 1 | 2 | 3 | 4 |

**Social Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Often** | **Always** |
| 1. When I meet people I feel good about the impression I make on them. | 1 | 2 | 3 | 4 |
| 2. I am open, honest, and get along well with other people. | 1 | 2 | 3 | 4 |
| 3. I participate in a wide variety of social activities and enjoy being with people who are different than me. | 1 | 2 | 3 | 4 |
| 4. I try to be a better person and work on behaviors that have caused problems, in my interactions with others. | 1 | 2 | 3 | 4 |
| 5. I get along well with the members of my family. | 1 | 2 | 3 | 4 |
| 6. I am a good listener. | 1 | 2 | 3 | 4 |
| 7. I am open to a loving and responsible relationship. | 1 | 2 | 3 | 4 |
| 8. I have someone I can talk to about my private feelings. | 1 | 2 | 3 | 4 |
| 9. I consider the feelings of others and do not act in hurtful and selfish ways. | 1 | 2 | 3 | 4 |
| 10. I consider how what I say might be perceived by others before I speak. | 1 | 2 | 3 | 4 |

**Emotional Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Often** | **Always** |
| 1. I find it easy to laugh about things that happen in my life. | 1 | 2 | 3 | 4 |
| 2. I avoid using alcohol as a means of helping me forget my problems. | 1 | 2 | 3 | 4 |
| 3. I can express my feelings without feeling silly. | 1 | 2 | 3 | 4 |
| 4. When I am angry, I try to let others know in non-confrontational and non‑hurtful ways. | 1 | 2 | 3 | 4 |
| 5. I am a chronic worrier and tend to be suspicious of others | 4 | 3 | 2 | 1 |
| 6. I recognize when I am stressed and take steps to relax through exercise, quiet time, or other activities. | 1 | 2 | 3 | 4 |
| 7. I feel good about myself and believe others like me for who I am. | 1 | 2 | 3 | 4 |
| 8. When I am upset, I talk to others and actively try to work through my problems. | 1 | 2 | 3 | 4 |
| 9. I am flexible and adapt or adjust to change in a positive way. | 1 | 2 | 3 | 4 |
| 10. My friends regard me as a stable, emotionally well-adjusted person. | 1 | 2 | 3 | 4 |

**Mental Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Often** | **Always** |
| 1. I tend to act impulsively ‑without thinking about the consequences. | 4 | 3 | 2 | 1 |
| 2. I learn from my mistakes and try to act differently the next time. | 1 | 2 | 3 | 4 |
| 3. I follow directions or recommended guidelines and act in ways likely to keep myself and others safe. | 1 | 2 | 3 | 4 |
| 4. I consider the alternatives before making decisions. | 1 | 2 | 3 | 4 |
| 5. I am alert and ready to respond to life’s challenges in ways that reflect thought and sound judgment. | 1 | 2 | 3 | 4 |
| 6. I tend to let my emotions get the better of me and I act without thinking. | 1 | 2 | 3 | 4 |
| 7. I actively try to learn all I can about products and services before making decisions. | 1 | 2 | 3 | 4 |
| 8. I manage my time well, rather than time managing me. | 1 | 2 | 3 | 4 |
| 9. My friends and family trust my judgment. | 1 | 2 | 3 | 4 |
| 10. I think about my self-talk (the things I tell myself) and then examine the real evidence for my perceptions and feelings. | 1 | 2 | 3 | 4 |

**Personal Checklist:**

Now total your scores in each of the health dimensions and compare it to the ideal score. Which areas do you need to work on? How does your score compare with how you rated yourself in the first part of the questionnaire?

 Ideal Score Your Score

Physical Health 40 \_\_\_\_\_\_\_\_\_

Social Health 40 \_\_\_\_\_\_\_\_\_

Emotional Health 40 \_\_\_\_\_\_\_\_\_

Environmental Health 40 \_\_\_\_\_\_\_\_\_

Spiritual Health 40 \_\_\_\_\_\_\_\_\_

Mental Health 40 \_\_\_\_\_\_\_\_\_

**What Your Score Means:**

Scores of 35 – 40: Outstanding! Your answers show that you are aware of the importance of this area to your health. You are practicing good health habits. As long as you continue to do so, this area should not pose a serious health risk.

Scores of 30 – 35: Your health practices in this area are good, yet there is room for improvement. Look again at the items you answered that scored one or two points. What changes could you make to improve your score? Even a small change can often help you achieve better health.

Scores of 20 –30: Your health risks are showing! Perhaps you need help in deciding how to make the changes you desire. Ask your teacher and together you may be able to find a solution.

Scores below 20: You may be taking serious and unnecessary risks with your health. Perhaps you are not aware of the risks. Ask your teacher and together you may explore your behaviors and identify those that need to change.

**Lesson #2: Nutrition**

Some information adapted from PCV Kathy Hunter and the USDA’s *The Dietary Guidelines for Americans 2005*.

**I. Objectives:**  Students will examine factors that influence dietary decisions. They will understand how using the Food Guide Pyramid can help break bad eating habits, and how they can reduce their intake of fats, salt, and oil.

**II. Materials:**

1. Food Pyramid Chart
2. Blank flipchart paper
3. Vocabulary:
* Hunger: the feeling associated with the physiological need for food.
* Appetite: the desire to eat ‑ more often psychological than physiological.
* Diet: the food and nutrients you eat every day.
* Nutrition: the science behind the relationship between essential nutrients

and their function within the body.

* Nutrients: basic cellular structure of food that sustain the human body.
* Calorie: a unit of measurement that designates the amount of energy contained in particular food.
* Dehydration: the abnormal depletion of body fluids (water).
* Proteins: essential nutrient for the development and growth of cells.
* Carbohydrates: essential nutrient for supply of body energy for activity.
* Fiber: (roughage) essential for successful elimination of feces.
* Fats: essential nutrient for the function of cells, concentrated energy.
* Water: most important nutrient. Body may survive without food longer than without water.

**III. Procedure:**

1. Warm up:
* Ask class about their normal eating habits with regard to the type of food they eat when they’re hungry, versus what they “love to eat” or eat when they are unhappy.
1. Brainstorm
* With students, discuss: What are some examples of healthy foods? (you’ll get interesting answers!) What does it mean to eat healthy foods? Why do we need to eat “healthfully?”
1. Lecture/discussion:
* Show the food pyramid flipchart (the information is at the end of this lesson plan) and go through it with students. As you discuss, ask students to give examples of foods that fit into each of the food groups.
* With students, discuss the following additional information from *The Dietary Guidelines for Americans 2005* (more up-to-date than just the food pyramid). You might find it helpful to present this either with flipcharts or a handout (if you have the resources to make copies).

**PHYSICAL ACTIVITY**

* Engage in regular physical activity and reduce sedentary activities to promote health, psychological well-being, and a healthy body weight.
* To reduce the risk of chronic disease in adulthood: engage in at least 30 minutes of moderate-intensity physical activity, above usual activity, at work or home on most days of the week.
* For most people, greater health benefits can be obtained by engaging in physical activity of more vigorous intensity or longer duration.
* To help manage body weight and prevent gradual, unhealthy body weight gain in adulthood: Engage in approximately 60 minutes of moderate- to vigorous-intensity activity on most days of the week while not exceeding caloric intake requirements.
* To sustain weight loss in adulthood: Participate in at least 60 to 90 minutes of daily moderate-intensity physical activity while not exceeding caloric intake requirements. Some people may need to consult with a healthcare provider before participating in this level of activity.
* Achieve physical fitness by including cardiovascular conditioning, stretching exercises for flexibility, and resistance exercises or calisthenics for muscle strength and endurance.

**FOOD GROUPS TO ENCOURAGE**

* Consume a sufficient amount of fruits and vegetables while staying within energy needs. Two cups of fruit and 2 cups of vegetables per day are recommended for a reference 2,000-calorie intake, with higher or lower amounts depending on the calorie level.
* Choose a variety of fruits and vegetables each day. In particular, select from all five vegetable subgroups (dark green, orange, legumes, starchy vegetables, and other vegetables) several times a week.
* Consume 3 or more ounce-equivalents of whole-grain products per day, with the rest of the recommended grains coming from enriched or whole-grain products. In general, at least half the grains should come from whole grains.
* Consume 3 cups per day of fat-free or low-fat milk or equivalent milk products.

**FATS**

* Consume less than 10 percent of calories from saturated fatty acids and less than 300 mg/day of cholesterol, and keep *trans* fatty acid consumption as low as possible.
* Keep total fat intake between 20 to 35 percent of calories, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts, and vegetable oils.
* When selecting and preparing meat, poultry, dry beans, and milk or milk products, make choices that are lean, low-fat, or fat-free.
* Limit intake of fats and oils high in saturated and/or *trans* fatty acids, and choose products low in such fats and oils.
* Know what you eat.
* Only 10% of your total calories should come from saturated fat and no more than 30% from all forms of fat.
* Choose fat‑free or low‑fat versions of cakes, cookies, crackers, or chips.
* Use olive oil for baking or sauté.
* When possible, use liquid, diet, or whipped margarine: They have far less trans‑fatty acids than solid fat.
* Choose lean meats, fish, or poultry. Remove the skin. Broil or bake.
* Choose fewer cold cuts, bacon, sausage, hot dog, and organ meats.
* Select non‑fat or low‑fat dairy products whenever possible.
* When cooking use substitutes for butter, margarine, oils, sour cream, mayonnaise, and salad dressings. Try chicken broth, wine, vinegar, or lemon.

**CARBOHYDRATES**

* Choose fiber-rich fruits, vegetables, and whole grains often.
* Choose and prepare foods and beverages with little added sugars or caloric sweeteners.
* Reduce the incidence of dental caries by practicing good oral hygiene and consuming sugar- and starch-containing foods and beverages less frequently.

**SODIUM AND POTASSIUM**

* Consume less than 2,300 mg (approximately 1 teaspoon of salt) of sodium per day.
* Choose and prepare foods with little salt. At the same time, consume potassium-rich foods, such as fruits and vegetables.

**ALCOHOLIC BEVERAGES**

* Those who choose to drink alcoholic beverages should do so sensibly and in moderation—defined as the consumption of up to one drink per day for women and up to two drinks per day for men.
* Alcoholic beverages should not be consumed by some individuals, including those who cannot restrict their alcohol intake, women of childbearing age who may become pregnant, pregnant and lactating women, children and adolescents, individuals taking medications that can interact with alcohol, and those with specific medical conditions.
* Alcoholic beverages should be avoided by individuals engaging in activities that require attention, skill, or coordination, such as driving or operating machinery.

**FOOD SAFETY**

To avoid microbial foodborne illness:

* Clean hands, food contact surfaces, and fruits and vegetables. Meat and poultry should not be washed or rinsed.
* Separate raw, cooked, and ready-to-eat foods while shopping, preparing, or storing foods.
* Cook foods to a safe temperature to kill microorganisms.
* Chill (refrigerate) perishable food promptly and defrost foods properly.
* Avoid raw (unpasteurized) milk or any products made from unpasteurized milk, raw or partially cooked eggs or foods containing raw eggs, raw or undercooked meat and poultry, unpasteurized juices, and raw sprouts.

# The USDA Food Guide Pyramid

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**Lesson #3: Smoking**

1. **Objective:** Students willbe able to demonstrate an understanding of the physical effects of smoking and methods to avoid the temptation to smoke. They will list behaviors and resources to maintain good physical and emotional health in order to avoid smoking. They will conduct research, analyze information gathered, and outline the results and conclusions, and will apply the basic skills of logic and reasoning.
2. **Materials:**
3. Paper, pens, markers
4. “The Smoker” handout (or you can draw this on a flipchart)
5. Advertisements from magazines or newspapers
6. Vocabulary:
* Snuff ‑ powdered tobacco. It may be inhaled or chewed. It is sniffed and absorbed through the mucous membrane of the nose, or placed inside the mouth against the cheek/gum.
* Chewing tobacco ‑ string‑like tobacco. It may be placed inside the mouth against the cheek/gum and chewed or sucked.
* Nicotine ‑ the psychoactive stimulant of tobacco products. It causes addiction. It is a colorless liquid that turns brown in oxygen.
* Tar ‑ thick, brownish, sticky substance. It condenses in the lungs, and shows on teeth and fingers from particulate matter burned in tobacco.
* Carbon Monoxide (CO) ‑ a gas found in cigarette and cigar smoke. It binds with oxygen receptor sites in the blood. The blood "prefers" to carry CO to cells instead of oxygen. CO kills the cells. Oxygen keeps cells healthy.
1. **Procedure**:
2. Warm up:
* Give each pair of students a one-page advertisement for cigarettes. Ask students to make a list of the things they think of when they see this ad; or you may ask them to make a list of emotions they experience when they see this. Share with group.
1. Introduce the body of “The Smoker.”
* Use The Smoker” handout for this activity—it can be placed on the board, a flipchart, or cut out of construction paper. If possible, students should also have their own handout of “The Smoker’s” body to follow along and make notes on.
* To help students identify with The Smoker, have them give him/her a name and create a character. How old is The Smoker? Who are his/her friends? What kind of student is The Smoker? These comments can be written on the board and the students can create their own version of The Smoker on their handout.
* Next, ask the students why they think “The Smoker” smokes. Answers might include: it looks cool, gives a better image, makes you popular and attractive, reduces stress, controls weight, TV, movie and music personalities do it, rebellion, physiological addiction, it’s liberating to be in control (ie, adults smoke), give you a manly appearance, modeling parental behaviors, etc.
	+ Share studies that show real reasons kids smoke: low self-esteem, low self image, and lack of self- confidence to say “no” when someone wants them to try smoking. Also, studies show that students that smoke are also more likely to get lower grades in school.
1. “The Smoker” has developed **inner body** health problems from smoking. These problems include shortness of breath, coughing, nausea and dizziness. With “The Smoker's” body being shown to the class and students with handout, shade in areas of the body that are affected by his/her smoking.
2. Look at those areas that could be affected later in life if “The Smoker” continues to smoke. These areas include cancer of the lungs and other areas of the body, heart disease, and damage to the respiratory system, added strain on the heart, narrowing of blood vessels and stroke. Talk about these health issues.
3. The Smoker has also developed some **outer body** health problems from smoking. These problems include bad breath, discolored teeth, stinky hair and clothes, cracking lips and mouth sores. The Smoker is also having problems in sports – running slower and weak muscles. With The Smoker's body being shown to the class and students with handout, shade in areas of the body that are affected by smoking.
4. Next, introduce the problem of how **“addicting"** smoking is. Nicotine is as addictive as alcohol, heroin or cocaine. How hard is it to quit smoking? What does your body go through when you are addicted to smoking? These comments can be written on the board and students should be encouraged to make their own notes on their handout.
5. Finally, present how The Smoker **affects others** when he/she smokes. Secondhand smoke is the name for the smoke given off by a burning cigarette, cigar or pipe. Have students comment on their views about secondhand smoke. Write their responses on the board. Share the following facts with the class (Source: The Center of Disease Control and Prevention).
	* Secondhand smoke causes 30 times as many lung cancer deaths as all regulated pollutants combined.
	* Secondhand smoke makes others hair and clothes stink as well as interfering with the smell and taste of food.
	* Secondhand smoke causes wheezing, coughing, colds, headaches, earaches and asthma attacks in others as well as reddening, itching, and watering of the eyes.
	* Secondhand smoke causes up to 300,000 lung infections in infants and young children each year.
6. How to Quit Smoking:
* Brainstorm with students ways to quit smoking (both effective and ineffective!), then share with them the following:
* One method of smoking cessation is called “cold turkey;” this means that you stop smoking completely/all at once, stop smoking everything‑no pipe, cigar, or marijuana ‑ and do not start smoking again.
* Other people slowly reduce the number of cigarettes they smoke per day, until there is no desire to smoke.
* Still others seek help from a doctor who may prescribe “the patch” (various doses of nicotine) so that actual smoking stops. One patch is worn each week, and the nicotine is absorbed through the skin. Each succeeding patch has less and less nicotine in it. After some weeks, the nicotine in the patch is almost nothing and the person may not be addicted to nicotine and cigarettes anymore. Problem occurs when smokers also smoke a cigarette while wearing the patch. This reduces the successful effect of the patch.. Also, this method does not address the “oral fixation” of smoking.
* There are also chewing gums (such as Nicorette) that contain nicotine to enable the person to get a “fix,” without smoking a cigarette. This method of quitting is not as successful because many people also smoke a cigarette when they chew the gum.

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**Lesson #4: No Call for Alcohol**

1. **Objective:** Students will identify effects of alcohol on body organs and body systems. They will discuss peer pressure, and demonstrate and practice using refusal strategies.
2. **Materials:**
	* + 1. Flipcharts: “Effects of Alcohol” and “Say No to Alcohol and Other Drugs”
			2. “How to Say No” role-plays (one for each couple of students)
3. **Procedure:**

Warm up: Quiz

* + Have students respond, in writing, to the following five statements.

-Alcohol is a drug.

-You can get addicted to alcohol (meaning that you can’t stop drinking, even if you want to.)

-It is unsafe to drive a car even after having one drink.

-Alcohol affects adults as well as children.

-Sometimes you can be drunk and not feel like it.

* + The answers are all “true.” You should point this out and discuss any misconceptions that might have influenced students’ answers.

Discuss the effects of alcohol on the body:

Show the flipchart “Effects of Alcohol” and discuss main concepts: Alcohol is a depressant drug; it affects thinking, judgment, and reasoning abilities; and its use affects many parts of the body. (You might want to leave the flipchart mostly blank and have students fill it in as you go along to check for comprehension).

* + **Brain/Central Nervous System**: Alcohol is a depressant that also acts as an anesthetic in the central nervous system. Although a depressant, alcohol has a unique action that initially creates a feeling of mild and pleasant stimulation. Alcohol affects the thinking, judgment and reasoning abilities first. More alcohol intake means that breathing and reflexes will also be impaired. Heavy social drinking may also cause brain atrophy. Over time, the brain and nervous system become less sensitive to alcohol's effects.
	+ **Stomach:** Some of the alcohol consumed is absorbed quickly from the stomach into the bloodstream. The amount of food in the stomach helps determine the effect alcohol has on a person. Alcohol stimulates the stomach to secrete more stomach acid. Prolonged heavy drinking is related to ulcers and even cancer of the stomach, mouth, tongue and esophagus.
	+ **Lungs:** Some alcohol is exhaled through the breathing process, which is why alcohol can be smelled on the breath of a person who has been drinking. Extremely high alcohol levels result in unconsciousness, coma and even death through the suppression of the brain's breathing center, the cerebellum.
	+ **Liver**: Almost all the alcohol consumed is metabolized or oxidized in the liver at the rate of ¼ to ½ ounce of pure alcohol per hour. Since each typical drink of beer, wine, wine cooler or distilled spirit contains about ½ ounce of pure alcohol, it takes about two hours for the body to fully oxidize one typical alcoholic drink. Prolonged heavy drinking can cause fat to accumulate in the liver, which will eventually become non-functional scar tissue or cirrhosis, the sixth leading cause of adult deaths in the United States.
	+ **Kidneys:** Alcohol is a diuretic, so it increases the production of urine from the kidneys. Drinking alcohol on a hot day greatly increases the risk of dehydration.
	+ **Small Intestine**: Almost all alcohol consumed is absorbed from the small intestines into the bloodstream.
	+ **Cardiovascular System/Circulatory System**: Alcohol is a vasodilator, which means it opens up blood vessels, especially those near the surface of the skin. This gives drinkers a feeling of warmth, even though their body temperature may actually go down. This phenomenon is often observed at football games played in very cold weather. Some fans will drink so much alcohol they will take their jackets off to “cool off.” Unfortunately, they often find themselves in bed days later with upper respiratory infections.
	+ **Reproductive System:** Alcohol decreases production of the male sex hormone testosterone. Women who drink during pregnancy risk giving birth to an infant with Fetal Alcohol Syndrome (FAS), a disorder that causes heart malformation, joint problems, growth deficiencies and mental retardation. Less obvious but more common is Fetal Alcohol Effect, which includes all of the conditions of FAS, but to a lesser degree.

Peer Pressure:

* Draw a long line on the board, or put up different pieces of paper around the room. Write “10: Strongly Agree” at one end of the line, “5” in the middle and “1: Strongly Disagree” at the other end. Ask for a volunteer to take a stand on a controversial issue, such as wearing clothing with explicit language in school, allowing female soldiers in combat, or making cigarettes illegal. Ask the volunteer to stand under the point of the line on the board that indicates her or his stand on the issue. Ask the class to try to convince the volunteer to change her or his mind and move to a different part of the line.
* Discussion points: For the volunteer: how did it feel to be pressured? For the class: what kinds of arguments seemed to work the best for changing the volunteer’s mind?

Refusal Strategies:

* Brainstorm refusal strategies with students. Then show the flipchart “Say No to Alcohol and Other Drugs” with the following information on it:
* **1. Act confident:** Be direct and look the other person in the eye. Say "No," "No Thanks," "Yeah-right," etc. Don't feel you need to argue.
* **2. Have a friend along:** Make sure a friend who you know will back up your decision is around. Stick together and make positive peer pressure work for you.
* **3. Use humor:** Say something witty that turns down the suggestion. Example: “Who do I look like, Spud McKenzie?”
* **4. Give an excuse:** Use a believable excuse. Practice beforehand. Examples: “I'm taking a prescription medicine right now.” “I just found out I'm allergic to alcohol.”
* **5. Plan your exit:** Think of ways to avoid or leave the situation. Plan this beforehand. Examples: “My girlfriend's looking for me.” “Is there any food around here?”
* **6. Suggest an alternative:** To help preserve the friendship, suggest an alternate activity or doing something together later on. However, be sure that this friendship is worth preserving. Example: “I don't drink. But hey, let's check out Austin Powers tomorrow, okay?”
* **7. Delay your decision:** Postpone or hold off on making your decision. Examples: “Maybe I'll drink something later—right now my stomach hurts.” “Not tonight, I have to get up early in the morning for a game.”
* Students practice refusal strategies: Divide class into small groups. Distribute a role-play situation to each group. Ask students to discuss within their group how they would refuse the offer of alcohol in their situation. Ask each group to role-play their scenario.
* Reflect, summarize, and discuss: As groups present their role-plays, discuss the effectiveness of the refusal strategies they used. Discussion points: Why did group members choose a particular refusal strategy for the situation? What other strategies might have been effective in the situation?

Role-plays: How Would You Say No?

1. Oksana stops over at her friend Dima's house Saturday morning to play on the computer. Dima says he has to clean up the apartment from a party his parents had last night before he can play. Oksana volunteers to help. Leftover food and half-filled bottles of beer, wine, and vodka are spread around the living room and kitchen. As Oksana and Dima start cleaning up the living room, Dima starts drinking some of the partially consumed beer. He then offers Oksana one that hasn't been opened yet. What could Oksana say and do?

2. Tamara and her cousin Anya are at the beach with Anya's older sister Yulia and Vlad, her boyfriend from university. When Tamara and Anya come in from the water, food has been laid out on a picnic table, and there are some bottles of beer also. Yulia and Vlad offer Tamara and Anya some beer to go with the food. Anya looks at Tamara expectantly. What could Tamara say and do?

3. Roma is having a big party to celebrate graduation from the eleventh form. At least thirty kids from your school are there. Roma’s parents have gone to a neighbor's house to stay out of the way. A few of the students have brought beer or vodka in their school bags and are passing them around in the living room. You want to get some food from the living room, but don’t want to drink. What could you do or say if you were offered alcohol?

**Lesson #5: Sexual Health**

Some material adapted from the Lviv Youth Employment Center’s Youth Leadership Program training manual and from *Sound Mind, Sound Body*, Peace Corps 2001

1. **Objectives:** Students will know about the various STIs and their means of transmission. They will understand the risk factors for sexually transmitted infections, and what they can do to decrease their risk. (If you need a more in-depth coverage of HIV/AIDS, follow this lesson with lesson #6; otherwise, this lesson can be used on its own as an introduction to STIs and sexual health).
2. **Materials**:
3. Flipchart paper
4. Flipchart of common STIs and symptoms (see activity 6)
5. One condom for each student, and a banana or cucumber for each team (see activity 9)
6. Vocabulary:
* Host: an unprotected living organism receptive to agents.
* Susceptible: an immune system is in a weakened condition due to any number of factors.
* Agent: a strong pathogen that is able to transmit a disease.
* Environment: an area of the living organism (you?) where an agent may enter the body and be able to live and thrive in darkness, moisture, warm temperature, nourishment, etc.
* Pathogen: a disease-causing agent (fluid, cells, parasite, bacteria, virus, protozoan, fungus, etc.)
1. **Procedure:**
	1. Establishing rules: Tell students that we will be discussing a very personal matter today, so we should establish some rules for this lesson:
* Confidentiality: all experiences shared in the group stay in the group.
* You always have the right not to respond if you feel uncomfortable.
* You must respect the ideas and views of others. In this session, we cannot say things are “right” or “wrong” but will try to say behavior is “healthy” or “not healthy.”
	1. Warm up/Discussion: ask students to define “sexual health” on a piece of paper individually. Then ask people who are comfortable to share their definitions with the group, and write them all down on a flipchart.
	2. STIs:
		+ Brainstorm with students all the STIs they know. Possible answers: Chlamydia, gonorrhea, syphilis, genital herpes, genital warts, HIV/AIDS, hepatitis (virus), trichomoniasis (protozoan), candidiasis (fungus ‑ includes vaginitis, and thrush), general urinary tract infection (UTI), Pubic Lice (“crabs,” parasite), pelvic inflammatory disease (PID, may be caused by multiple STI infections of woman's reproductive tract), conjunctivitis (eye infection, possible blindness, may be caused by chlamydia), etc.
* There are more than 20 different types of sexually transmitted infections (STIs). Each has a separate test for diagnosis: most often ‑blood, urine, and/or visual. The early symptoms of any STI are usually not serious ‑ a mild discomfort, an annoying itch, or a fluid discharge. If left untreated, some infections can cause sterility (no ability to have children), blindness, central nervous system destruction, disfigurement, or even death. Mothers carrying the pathogens of an STI at the time of delivery are at risk of giving it to their newborn baby. *STIs affect males and females, from all social and income levels, all ages, all ethnic groups, and all countries of the world*. *Remember, it’s not who you are, it’s WHAT YOU DO.* The more sexual partners a person has while practicing unprotected sexual activities, the greater the risk for contracting an STI. **Note:** Bacterial pathogen infections are curable through using an appropriately prescribed antibiotic. Viral pathogens are often controllable, yet not curable.
	1. Lecture/Discuss: Ask class WHY sexually transmitted infection rates are high. Possible answers include:
* Shame and embarrassment keep infected people from seeking treatment.
* Infected persons have unprotected sex with unsuspecting partners.
* Many infected persons are uncomfortable discussing sexual issues and may be less likely to ask their partner to use protection (a condom) as a means of protection from pregnancy or STIs.
* There is a casual attitude about sex. The media (television, movies, songs, etc.) glamorize it and many people are sexually active ‑ without using protection or considering the consequences.
* Many people are pressured into having sex and either do not use protection, or are too inebriated to think about using it.
	1. Modes of transmission:
* Most STI pathogens are spread through some form of intimate sexual contact with an infected person: Broken skin, mucous membranes, urethra, etc. Some may be spread through infected fabric, utensils, toilet seats, etc.
* Infection can occur through unprotected sexual intercourse ‑ vaginal, oral, or anal ‑ hand, mouth, or genital contacts with an infected person.
* Infection may be spread through sharing drug injection needles with an infected person.
* All pathogens prefer dark, moist, warm mucous membranes, especially those covering the linings of reproductive organs.
* Some pathogens are susceptible to light, excess heat, cold, dryness, and may die quickly when exposed to air.
	1. Types of Common STIs:
* **Chlamydia:** Bacterial infection of uro‑genital tract. This is the most common STI in USA. More women than men have this disease. **It is called the "Silent Epidemic" because it often has NO SYMPTOMS.** Over 70% of infected women do not realize they have it until secondary damage occurs, such as blocked reproductive tubes.
	+ *Symptoms*. MEN: Painful and difficult urination, frequent urination, and a watery pus‑like discharge from penis. WOMEN: There may be yellowish discharge from vagina, spotting between menstrual periods, and occasional spotting after intercourse. However, often there are no observable symptoms in women.
	+ *Effects on the body*:. MEN: Damage to prostate, seminal vesicles, possibly blood vessels and heart. WOMEN: Damage to cervix, fallopian tubes, sterility, and/or pelvic inflammatory disease. INFECTED MOTHERS: Conjunctivitis or blindness to newborn infants during delivery.
* **Gonorrhea:** Bacterial infection. It infects the lining of the pharynx, urethra, genital tract, and rectum. May spread to the eyes and other areas of body due to infected fluids via the hands or sexual activity. Sexually active women between 15‑20 years of age, practicing unprotected sexual intercourse, are at high risk for infection.
* *Symptoms*. MEN: 80% of infected men experience symptoms. Symptoms include painful and burning urination 2‑9 days after contact with an infected partner. WOMEN: Only 20% of infected women experience symptoms. Bacteria may stay in vagina, cervix, uterus, and fallopian tubes for a long time and show no symptoms.
	+ *Effects on the body*. MEN: Damage to prostate, seminal vesicles, possibly blood vessels and heart. Damage and/or scar tissue in reproductive tubes, causing sterility. WOMEN: Damage to reproductive organs, and sterility.
* **Syphilis:** Bacterial infection. It is delicate and dies on exposure to air, dryness, or cold. It is transferred from infected person through direct sexual contact. This disease is unique because it affects males and females in a similar way. There are four stages of syphilis
* *Symptoms*. Primary syphilis is marked by a painless oozing sore at the infection site.
* *Effects on the body*. Late syphilis occurs years after infection and if left untreated, can cause heart damage, central nervous system damage, blindness, deafness, paralysis, premature senility, and ultimate insanity.
* **Genital Warts:** Viral infection ‑ NO CURE. Condyloma‑Human Papilloma Virus (HPV) enters the genitals or anus through unprotected sexual contact with an infected partner. It is relatively easy to catch. There is a 6‑8 week incubation period (time the virus grows and spreads throughout the body) after contact with an infected person.
* *Symptoms***.** Many people have no apparent symptoms. Others have small to large, hard, itchy, white/yellow or gray colored, cauliflower‑like growths on genitals, in vagina, or in urinary tract.
* *Effects on the body*. Scar tissue can stop reproductive capability in men and women. HPV could lead to dysplasia, a pre‑cancerous condition.
* **Herpes:** Viral infection ‑ NO CURE. Herpes Simplex Virus I gives people cold sores and oral fever blisters . Herpes Simplex Virus II gives people small burning blisters on genitals. It is one of the most widespread STIs in the world.
* *Symptoms***.** Burning and redness at site of the infection. Small blisters form and they are filled with clear, viral fluid.
* *Effects on the body*. Viral fluid on hands can make infection spread to other parts of the body including the eyes, possibly causing blindness.
* **HIV/AIDS:** Viral infection ‑ NO CURE. HIV (Human Immunodeficiency Virus) is an extremely virulent STI that eventually makes the body’s immune system unable to function at all (this is AIDS, Acquired Immune Deficiency Syndrome). Every continent has been affected by the HIV/AIDS pandemic. The HIV virus has affected all ages, races, ethnic origins, social and income levels, and sexual orientations of people all over the world. A person is considered HIV+ if he or she has been tested with a blood test and HIV antibodies have been found in the blood, though one may not have any symptoms or feel “sick.” There is NO ONE GROUP receiving or spreading the disease. It is an “Equal Opportunity Pathogen.” **ANYONE WHO ENGAGES IN HIGH RISK SEXUAL BEHAVIORS IS SUSCEPTIBLE TO THIS DISEASE.**
	1. Brainstorm as a group: what can you do to protect your sexual health?
* Question your partner(s) about his or her sexual history BEFORE sexual activity occurs.
* Both partners should stay in a monogamous, committed relationship with each other and not use illegal injected drugs.
* If you have sexual relations with someone whose history you don’t know or aren’t sure of, USE A CONDOM! (see activity 9 for how to correctly put on a condom)
* Don’t put yourself into situations that might compromise your sexual health (getting really drunk at a party, for example).
* Always feel free to say no to sex, without an explanation—you don’t owe anyone anything!
	1. Summary and Review:
* HIV/AIDS is preventable, but **there is no cure for HIV/AIDS.**
* Being sexually active with many partners, and/or not using protection are high-risk behaviors for contracting HIV/AIIDS and other sexually transmitted infections.
* Sharing drugs, needles, and syringes with anyone, who may or may not be infected, is a high-risk behavior for possibly contracting HIV/AIDS and other highly infectious diseases (Ex. Hepatitis, Tuberculosis).

**Lesson #6: HIV/AIDS**

Some material adapted from the Lviv Youth Employment Center’s Youth Leadership Program training manual and from *Sound Mind, Sound Body*, Peace Corps 2001

* 1. **Objectives:** Students will have a basic understanding of the current HIV/AIIDS pandemic in Ukraine, and will be able to explain the transmission, symptoms, treatment, and prevention of HIV/AIDS.
	2. **Materials**
	3. Flipchart paper
	4. Copies of quiz “Are you at risk for becoming infected?”
	5. Blank A4 or lined paper, Scotch tape, pencils/pens
	6. **Procedure:**
		+ 1. Introduction: Quiz
	+ Ask students to respond, individually and in writing, to the following five statements.

-You can’t get HIV if you are under 18.

-HIV and AIDS affect only poor people and “narcomands.”

-You can’t get HIV from oral sex.

-You can get HIV from mosquito bite or from getting a haircut.

-You can get AIDS from another person.

Review with students. The answers are all “false” (the last question is a trick question: the infection you get from someone is HIV; the disease is AIDS and it is the result of the virus; therefore you can’t get AIDS from someone). You should discuss any misconceptions that might have influenced students’ answers.

* + - 1. Lecture/discussion (you might want to present this on a flipchart):

*Young people at risk*

* + - * + Because there is a high incidence of young people using intravenous drugs in Ukraine, they are increasingly at risk for HIV. One-fifth of the adolescents aged 15-18 have used drugs.
				+ About 70 per cent of reported HIV cases in Ukraine are intravenous drug users; most of them involve young people. A big reason for this is that people share needles or buy drugs in pre-filled syringes that have already been used many times.
				+ Non drug users are also at risk for contracting HIV—particularly young people. Teenagers are especially at risk for HIV and other STIs (sexually transmitted infections) because they tend to engage in irresponsible sexual behaviors.
				+ Ukraine has the fastest recorded growth of new HIV/AIDS infections in Eastern Europe and Central Asia. Many cases of HIV remain unregistered, and the overall number of cases might be as high asapproximately 2% of the Ukrainian population.

*The truth about HIV*

* To contract HIV, you must be in direct contact with one of the four body fluids that can transmit HIV (the virus that causes AIDS). These fluids are blood, semen, vaginal fluid and breast milk. These fluids must find an entry route into your body. Entry can occur through a cut, sore, or through soft tissue or membranes located in the vagina, tip of the penis, the anus, the mouth, the eyes or the nose.
* HIV is spread through unsafe or high-risk behaviors. These include: sharing needles and syringes with an HIV/AIDS infected person, and unprotected vaginal, oral, anal intercourse with an HIV/AIDS infected person. To see what your personal risk is for contracting HIV, take the quiz “Are you at risk for becoming infected?”
* You are at a very low risk for contracting HIV if you do the following: practice abstinence (no sexual contact ever), practice celibacy (you were sexually active at one time but are not now); or if you and your sexual partner are in a monogamous and committed relationship with each other , have both tested negative for HIV and DO NOT have sexual contacts with anyone else, AND neither uses illegal injected drugs.
* **REMEMBER: You cannot diagnose yourself. The only way to diagnose HIV/AIDS is to have your blood tested at a hospital or clinic. Also, in order to know something is unusual for yourself, you must know your own body.**
	+ - 1. More information about HIV/AIDS (for lower level classes or younger students, you might choose to skip this portion):
* How does HIV infect immune system? The HIV viruses enter the body, find white blood cells, and invade them. Each small virus multiplies within the cell and finally breaks the cell open, destroying it. Then the HIV viruses enter new WBC and continue doing the same thing again and again. Over time, this is the cause of the reduced count of Master Immunity cells that control the immune system. HIV antibodies are detected in the blood within 6 weeks to 3 months of original, infected contact. Detection time depends upon strength of the HIV/AIDS viruses.
* Common Symptoms: Excessive amounts of colds, sore throats, fever, severe fatigue/tiredness, nausea, night sweats, swollen lymph glands (throat, armpits, groin), PCP, KS, and of course, the many positive laboratory tests.
* Treatment: Nucleoside Analogues ‑ AZT, ddl, ddC, d4T, 3TC are drug "cocktails" that inhibit the “enzyme reverse transcriptase” of the virus before it enters a new WBC cell. “Protease inhibitor” also act to prevent the production of the virus in new cells. There are many uncomfortable side effects and therefore, it is critical to have the correct dose of these drugs. This is why a hospital stay is often necessary to make sure the correct dosage is being used and tolerated. **Note:** In Ukraine, as in many areas of the world, one must register in order to receive treatment. Of course, registration also may bring discrimination by employers, friends, and families along with the HIV/AIDS treatment. This may be why there is suspicion there are many more HIV/AIDS cases than actually diagnosed in Ukraine.

*Optional activities:*

* + - 1. Activity: “Asking the right questions”
* Ask for 3 volunteers. Hand them each a script and tape the corresponding status (HIV+ or HIV-) on their back without letting them read it . Explain to the audience that one of the three students has HIV, but even they do not know whom. They are to introduce themselves by reading the first line of the script only. Let the audience vote on who they think has HIV. Have the participants read their scripts. See if the voting changes. Then have the volunteers turn around for the others to read their status. The object of the game is to have students consider which questions to ask of potential partners and not to rely on stereotypes.
* Discuss with students after the activity: Did you make any assumptions about who has HIV? What does this say about our ability to determine whether a person has HIV by educational status, position or age?
* **Remember: IT IS NOT WHO YOU ARE, BUT WHAT YOU DO!**

*Volunteer descriptions:*

**I am a 19-year-old female student at the institute with an excellent academic record.**

I am a good student who loves to read and play the piano. I have had 2 sexual partners in the last 3 years and have used condoms most of the time, but not always. After a year with my boyfriend, I learned that his last girlfriend had a sexual relationship with an intravenous drug user. I became nervous and got an HIV antibody test. (On participant’s back, tape: HIV+)

**I am a fifth year student at the university with a long sexual history.**

I have had many sexual partners, but I always use condoms. Last year I used intravenous drugs, but I never shared needles. (On participant’s back, tape: HIV-)

**I am a third year student at the university and I am a bisexual male.**

I am popular at the university. I am in a relationship with a male student in Donetsk. I have been with him for 2 years and have decided to stop using condoms. My lover has never had sex with anyone else. My lover and I have never used drugs. (On participant’s back, tape: HIV-)

**I am a popular second year university student on the soccer team.**

I am the star of the soccer team. I have many girlfriends. I have had sex with two girls and have always used condoms. My girlfriends and I have never used intravenous drugs. (On participant’s back, tape: HIV-)

**I did not attend university and work at a factory**

I am 26 and live in a small town outside of Lviv. There I have a girlfriend and I love her, but I have not had sex with her. Last year I used heroine with a needle, but I did not share my needle. (On participant’s back, tape: HIV-)

**I am the president of the eleventh form.**

I have been a good student and plan to go to the university next year. I have been with my boyfriend for one year. We love each other and last month I had sex for the first time. I did not use a condom. (On participant’s back, tape: HIV +)

* + - 1. Activity: “What would you do?” Read the following situations to campers and see what they would do in each one:

You and a friend, Ira, are at another friend’s house for lunch. Ira has heard that this friend may have HIV. She refuses to eat anything because she is afraid of using the cups, forks and dishes in the house. You:

* + 1. Also refuse to eat in this house
		2. Ask your friend if she/he is HIV positive
		3. Tell Ira she is silly
		4. Explain later to Ira that HIV is not transmitted by using the same dishes, forks, or cups as a person with HIV.

Your best friend is dating someone you know is infected with herpes. You know the partner has not told your friend and they are not using condoms or taking any other precautions. Would you:

* + - 1. Tell your friend that her/his partner has herpes
			2. Give your friend condoms and tell your friend to use them.
			3. Give your friend information on herpes and say everyone needs to be careful these days
			4. Do nothing

Your friend wants to use condoms, but is embarrassed to buy them. Would you:

1. Tell your friend there is nothing to be embarrassed about and leave
2. Tell your friend what kind to buy and leave
3. Go with your friend to the drug store and buy them together
4. Give your friend your condoms
5. Do nothing

Your best friend has a date with one of the most popular boys at the university. She really likes him and told you she hopes they will kiss. You notice that he has a sore on his lip. Would you:

* + - 1. Tell your friend he has a disease and recommend she not talk to him
			2. Ask him if he has herpes
			3. Tell her about herpes and how it is spread
			4. Do nothing

**Remember: In each case, a true friend would try to stop the unsafe behavior of another.**

*You and Ira eat at a friend’s house:* preferable answer: 4

*Your best friend is dating someone with herpes*: preferable answer: 3

*Your friend wants to use condoms*: preferable answer: 3

*Your friend has a date*: preferable answer: 3

**QUIZ**: **Are You at Risk for Becoming Infected?**

This sheet is completely confidential. It will help you to determine whether your current behavior puts you at risk for sexually transmitted infections. Be honest with yourself.

Answer yes or no to the following questions.

1. \_\_\_\_\_ I have no sex partner at this time in my life.

2. \_\_\_\_\_ I do not have intercourse, but express my feelings in other ways.

3. \_\_\_\_\_ I am in a new relationship and neither my partner nor I have ever had intercourse

with anyone else.

4. \_\_\_\_\_ I have had a relationship with the same partner for the past few years and I am

certain neither of us has had intercourse with anyone else during that time.

5. \_\_\_\_\_ Neither my partner nor I have ever shared needles for drugs or body piercing.

|  |
| --- |
| If you answered yes to 1,2,3, 4 and also 5, you are **at almost no risk** for acquiring HIV/AIDS or other sexually transmitted infections. |

6. \_\_\_\_\_ My partner and I use a condom and water-based lubricant every time we have oral,

anal, or vaginal intercourse.

|  |
| --- |
| If you answered yes to 6, you are at **low risk** for acquiring HIV/AIDS and you are at low risk for getting most other sexually transmitted infections.  |

7. \_\_\_\_\_ I have intercourse without using a condom.

8. \_\_\_\_\_ I have oral sex without using a condom or latex barrier.

9. \_\_\_\_\_ I have unprotected sexual intercourse with someone whose sexual history is

unknown to me.

10. \_\_\_\_\_ I have unprotected sexual intercourse with someone who has had sexual

intercourse with many other partners.

11. \_\_\_\_\_ I have unprotected intercourse with a man who has had unprotected intercourse

with another man.

12. \_\_\_\_\_ I share needles for drugs or body piercing.

|  |
| --- |
| If you answered yes to 7, 8, 9, 10, or 11, you are at **high risk** for becoming infected with HIV and other sexually transmitted infections. If you answered yes to 12, you are at **even higher risk** for HIV infection. |

Healthy Lifestyles Glossary

|  |  |  |
| --- | --- | --- |
| English | Ukrainian | Russian |
| addiction | наркома=нія | наркома=ния |
| addictive | зале=жний | зави=симый |
| AIDS | снід | спид |
| anal | ана=льний | анна=льный |
| balance | бала=нс | бала=нс |
| blood | кров | кровь |
| brain | мо=зок | мозг |
| breast milk | гру=дне молоко= | грудно=е молоко= |
| calories | калорі=ї | калори=и |
| carbohydrate | вуглево=д | углево=д |
| carbon monoxide | ча=дний газ | уга=рный газ |
| chlamydia | хламі=дія | хлами=дия |
| disease | хворо=ба, захворював=ння | боле=знь, заболева=ние |
| emotional | емоці=йний | эмоциона=льный |
| environmental | екологі=чний | экологи=ческий |
| fat (in foods) | жи=рність | жи=рность |
| gonorrhea | гоноре=я | гоноре=я |
| herpes | ге=рпес | ге=рпес |
| HIV | віл | вич |
| immune system | іму=ннa систе=ма | имму=нная систе=ма |
| infection | зара=ження; інфе=кція | зараже=ние; инфе=кция |
| kidney | ни=рка | по=чка |
| liver | печі=нка | пе=чень |
| lungs | леге=ні | ле=гкие |
| mental health | психі=чне здоро=в’я  | психи=ческое здоро=вье |
| needle (hypodermic syringe) | го=лка (шприц для підшкірних ін'єкцій) | игла (шприц для подкожных инъекций) |
| nicotine | нікоти=н | никоти=н |
| nutrition | харчува=ння | пита=ние |
| oral hygiene | гігієн=на ро=та | гигие=на рта |
| peer | одно=літок | све=рстник |
| peer pressure | пога=ний вплів одно=літків | плохо=е влия=ние сверстников |
| physical | фізи=чний; тіле=сний | физии=ческий; теле=сный |
| protein | протеї=н, біло=к | протеи=н, бело=к |
| risk  | ризикува=ти (v), ризи=к (n) | рисковать (v), риск (n) |
| secondhand smoke | паси=вне палі=ння | пасси=вное куре=ние |
| semen | сі=м'я, спе=рма | се=мя, спе=рма |
| sexual health | сексуа=льнe здоро=в'я   | сексуа=льнoe здоро=вье |
| sexual intercourse | стате=вий акт | полово=й акт |
| sexually transmitted infection | хворо=бa, що передає=ться стате=вим шляхо=м | боле=знь, кото=рая передае=тся половым путем |
| share | діли=ти, діли=тися  | дели=ть, дели=ться |
| sodium (salt) | на=трій (кухо=нна сіль) | на=трий (кухо=нная соль) |
| spiritual health | духо=вне здоро=в’я | духо=вное здоро=вье |
| syphilis | си=філіс | си=филис |
| symptom | симпто=м | симптом=м |
| tar (in cigarettes) | смола=, дьо=готь | смола, деготь |
| tobacco | тютю=н | табак |
| vaginal | вагіна=льний | влагали=щный |
| vaginal fluid | вагіна=льна рідина | влагали=щная жи=дкость |
| variety | різномані=тність | многообра=ие |
| wart | боро=давка | боро=давка |
| wellness | самопочуття= ,благополу=ччя | самочу=вствии=е,благополу=чие |



# Journalism

 Journalism is an exciting topic to teach in Ukraine today. Ukraine is experiencing a gradual move toward a free and independent press, though most of the media are still controlled by the state. By educating your campers about the media, unbiased or independent news, and the role of the journalist, you will encourage them to analyze more closely the information they read in Ukrainian newspapers. In addition, students will learn the organizational and reporting skills that they need to become better writers.

 This section is comprised of five days worth of journalism activities that cover the basics of article writing and the role of the journalist. It begins by examining the role of the journalist (Lesson #1: Introduction to Newspaper Journalism), and then discusses the layout and format of a newspaper article (Lesson #2: Introduction to Articles). The next two lessons (Lesson #3: What is an Article? and Lesson #4: More Fun with the 5 Ws and the Inverted Pyramid) explore the way facts and information are organized in an article, and during the last lesson (Lesson #5: Writing Your First Article), students have the chance to use what they’ve learned to write their own story.

These lessons can be used with students from middle school age and up, but the students must have at least intermediate-mid language ability and preferably higher. The activities are designed to cover about 45 to 60 minutes of class time and are generally adaptable to most circumstances and constraints. All have been tested in the classroom and have been largely successful.

 If you’d like more information about journalism activities, look for the book called *Newspapers* by Peter Grundy that can be found in the Peace Corps Resource center. Furthermore, an internet search for “journalism activities” turns up many quality resources that are primarily designed for high-school journalism with native speakers, but can also be adapted to EFL learners.

**Lesson #1: Introduction to Newspaper Journalism**

* 1. **Objective:** Students will have a basic understanding of the key concepts and vocabulary in journalism.
	2. **Materials:**
1. Flip chart paper/wallpaper and markers.
2. A list of different news story ideas (you can make these up).
3. In addition, the students should have pen/pencil and notebooks and bring them every day.
	1. **Procedure:**

1. Preparation:

* This is a combination lecture/discussion that is designed to build a foundation for the rest of the activities. Most of the preparation is making a lecture outline (such as the one that follows).

2. Introduction:

* Ask the students to answer the following questions and tell them to write their answers in their notebooks.
* What are media? (newspapers, magazines, radio, television, telephones, internet, paper & pen, etc. In general, the media are a means we use for communication.).
* Which media use journalists? (newspapers, magazines, radio, television, etc.)
* What does a good journalist do? (come up with your own answer)
* Give the students 5-10 minutes to write and then ask different student to share their answers with the class. Discuss as a group. Write students’ answers on the flip chart to keep a record of their ideas. The point here is to get students thinking about what it means to be a journalist.
1. Activity:
* Tell the students that journalists have the responsibility to give people information about the world so that they can understand it better.
* Now ask the students to tell you what kinds of sections they expect to find in a newspaper (News: National/International, Weather, Sports, Entertainment, Employment/Classifieds). Write the different sections on the flip chart paper and ask them why they think the newspaper is divided like this and what kind of information they would find in each section.
* Read the students a list of ten different story ideas and ask them to tell you in which section they would be found (Ex. Yushenko goes on vacation in Crimea, Andrey Shevchenko gets traded to Barcelona, Britney Spears and Eminem get in a fight at the Emmys, etc.)
	1. Processing:
* Ask the students to think about why journalists do the things they do and why newspapers are they way they are. Is that a good thing? How does this set-up help to share information? What role do your students play in it all? Discuss.
	1. Conclusion:
* Explain to the students that as journalists, they have to be ready to think differently than they normally would and look at the bigger picture. Journalists have an important job and many people depend on them to give good, useful, and unbiased (neutral) information.

Lesson #2: Introduction to Articles

Adapted from Activity 2.7 “Hide and Seek” (p.34) in *Newspapers* by Peter Grundy

1. **Objective:** Students will practice summarizing articles and finding the most important points. They will also practice finding articles in the newspaper and begin to understand newspaper layout.
2. **Materials:**
	1. Flipchart paper and markers
	2. English language newspapers
3. **Procedure:**

1. Preparation/Introduction:

* + Find as many copies of newspapers as possible. They can be the same edition or not, but there should at least be one for every 2-3 students.
	+ Teach students the meaning of “layout,” “headline,” “byline,” and “deadline.”

2. Activity:

* + Ask the students to work in groups of 2-3 and give each group a newspaper. Give them 5-10 minutes to look through the paper and find an article that they think would be interesting to the rest of the class.
	+ Each group should write a one or two sentence description of the article. The description cannot include the headline, byline, or page numbers. Give them a 5 minute “deadline” for writing the description.
	+ Make the groups trade newspapers and descriptions. Each group has to use the description that the previous group has written to find the article. They must check with the other group to make sure they are correct.
	+ Repeat as long as time allows to “drill” newspaper layout.

3. Processing:

* Ask the students if they think the layout of the newspaper makes information easier or harder to find. Ask them why they think news is put in the order it’s in (National/International News towards the front, Entertainment & Classifieds towards the back.).

4. Conclusion:

* Explain that newspapers are designed so that a lot of information can be found and understood quickly.

**Lesson #3: What is in an Article?**

Adapted from Activity 2.10 “Front Pages” (p.34) in *Newspapers* by Peter Grundy.

1. **Objective:** Students will learn what kind of information is put into an article and how it is arranged.
2. **Materials:**
	1. Flip chart paper
	2. Markers
	3. Multiple copies of newspapers (this works best if each newspaper is different)
3. **Procedure:**

1. Introduction:

* + Elicit from students the 5 Ws (Who, What, Where, When, and Why). Explain to them that every newspaper article answers all 5 of these questions.
	+ Explain the Inverted Pyramid to students. (The Inverted Pyramid is the concept that articles are written with the most important general information at the beginning with background or more detailed information at the end. This lets people find out the most important information quickly.)

2. Activity:

* Divide the class into groups of 2-3.
* Give the groups copies of newspapers and tell students to look at only the front page. Allow plenty of time for them to read it.
* Have each student in each group choose one story and list the answers to each of the 5 Ws that the story provides.
* Now have each student tell how this story could affect their life next week, next year, and five years from now.

3. Processing:

* Ask the students why they think some stories end up on the front page and why some end up in the back. Which kinds of stories are more important?
* Ask them whether it’s easier for them to imagine a story on the front page changing their life 5 years from now versus a story on the sports page or in the entertainment section.

4. Conclusion:

* Explain to students that articles end up on the front page because they will affect the most people for the longest amount of time. The most important articles will end up above the fold (in the top half of the paper) because that’s what people will see at the news stand and people will be more likely to buy a paper when they can see that there’s important information in it.
* Explain that answering the 5 Ws ensures that the article will cover all the core elements of a story. The Inverted Pyramid is designed to help busy people get information quickly. Newspapers are aimed at these busy people who need information and it’s a journalist’s job to give it to them.

**Lesson #4: More Fun With the 5 Ws and the Inverted Pyramid**

1. **Objective:** Students will solidify their understanding of the 5 Ws and Inverted Pyramid and will practice working with them.
2. **Materials:**
3. Flipchart paper
4. Copies of two news stories, enough for each student (these can either be Xeroxed or they can be actual newspapers)
5. Prepared fake or real headlines on slips of paper, one for each student
6. **Procedure:**

1. Introduction:

* + Review 5 Ws and Inverted Pyramid. Write them on the flipchart paper to help the students remember them.

2. Activity:

* + Give out the first story to each of the students. Either read it out loud, have a student read it, or have the students take turns reading paragraphs.
	+ Tell the students to find the 5 Ws and decide which are the most important as a group.
	+ Give out the second story and have the students read it silently. Tell them to decide on the 5 Ws independently and list which ones are most important.
	+ Tell the students to use these answers to summarize the story in 1 or 2 sentences that are different from the sentences in the article (i.e., in their own words).
	+ Now, hand out headlines and tell the students that they are going to imagine a story that would go with these headlines. Have them answer each of the 5 Ws as though they really wrote this article.

3. Processing:

* Ask the students if they only had 15 minutes to find out what was going on in the world, where would they look in the newspaper? (Front page, the beginnings of the articles).
* Ask the students to count the number of sentences in each paragraph (It’s usually just one or two). Explain that this is because short paragraphs are quicker and easier to read.

4. Conclusion:

* Students must remember that when they write an article, they should attempt to answer all the important questions their readers will have near the beginning of the article and do it as concisely as possible.

**Lesson #5: Writing Your First Article**

1. **Objective:** Students will apply the 5 Ws and the Inverted Pyramid to their own stories.
2. **Materials:**
	1. Flip chart paper
	2. Markers
	3. A different small object for each student or at least every other student (objects can be things like small toys, knick knacks, candy, rocks—it doesn’t matter as long as the students can brainstorm with them)
3. **Procedure:**

1. Preparation:

* + Explain brainstorming to students, if you haven’t done so already. Write an example object on the flip chart paper and draw a circle around it. Ask them what the students think of when they think of that object. Continue eliciting examples and brainstorming off into different branches and sub-branches for 5-10 minutes.

2. Activity:

* + Give each student one of the small objects you have collected and tell them to brainstorm for 10 minutes about their object.
	+ After they have finished (or while they are) brainstorming, take a look at their work to make sure they understood it and then tell them to use their thoughts to write a story about anything they want. It can be about the object or anything else, only they must answer the 5 Ws and (try) to put it in the Inverted Pyramid. Short articles are fine and are probably recommended.
	+ Allow most of the rest of the class time for them to do this.

3. Processing:

* A few minutes before the end of class, ask one or two students to read their articles. Make sure that they have answered the 5 Ws and put it all in some kind of logical order.

4. Conclusion

* Now that students have practice with the basics of article writing, they can build on it with further practice. If there is time available, the students can go out and use their new skills to write articles about things in the real world.

Journalism Glossary

|  |  |  |
| --- | --- | --- |
| English | Ukrainian | Russian |
| article/story | стаття=, ро=зповідь | статья=, расска=з |
| byline | ім’я а=втора статті= | и=м’я а==втора статьи= |
| classified ads | рекла=ма по катюго=ріях, класифіко=вані оголо=шення | рекла=ма по катюго=риям, класифици=ровонное объявле=ние |
| deadline | кінце=вий те=рмін | коне=чный те=рмин |
| employment ads | об’я=ва про вака=нсію, оголо=шення щодо робо=ти  | объявле=ние о вака=нсии, объявле=ние относите=льно рабо=ты |
| entertainment section | коло=нка розва=г, ру=бріка “культу=ра, розва=ги, відпочи=нок” | коло=нка развлече=ния, ру=брика “культу=ра, развлече=ния, отдых” |
| free press | ві=льна пре=са | свобо=дная пре=сса |
| headline | заголо=вок | заголо=вок |
| independent | незале=жний | незави=симый |
| international news | міжнаро=дні нови=ни | междунаро=дные но=вости |
| journalism | журналі=стика | журнали=стика |
| journalist | журналі=ст, журналі=стка | журнали=ст, журнали=стка |
| layout | розмі=щення, розташував=ння | розмеще=ние, расположе=ние |
| local news | місце=ві нови=ни | ме=стные но=вости |
| media/mass media | за=соби масо=вої ін форма=ції (змі) | сре=дства массо=вой информа=ции (сми) |
| national news | націона=льні нови=ни, нови=ни краї=ни | национа=льные но=вости, но=вости страны= |
| news | нови=ни | но=вости |
| newspaper | газе=та | газе=та |
| press | пре=са | пре=сса |
| section (of a newspaper) | коло=нка, ру=бріка | коло=нка, ру=брика |
| sports section | ру=бріка спо=рту, ру=бріка “нови=ни спо=рту” | ру=брика спо=рта, ру=брика “но=вости спо=рта” |
| weather section | ру=бріка пого=ди | ру=брика пого=ды |