

# Build Yourself, Build Belize

**Workshop 1A | Monday, May 28** St. Peter's: 9:30-10:30 am | Louisiana Gov. School: 1:30- 2:30 pm

## Objective

This first session of the conference provides a fun and friendly space for the Belizean student participants and the American Bonner facilitators to break the ice and become acquainted with one another. Starting the workshops with interactive games and fun exercises will set up a positive atmosphere for these two groups of people from differing cultural backgrounds. A successful meeting of these communities can lead to the trust and familiarity that will allow all participants and facilitators to feel comfortable “opening up” to one another. Additionally, the group will work together to create “ground rules” to maintain active listening and respect among participants in the classroom. Once the students see how willing the Bonners are to have fun in the classroom, the more likely they will relate to and respect their mentors throughout this four-day experience—crucial pieces for consistency in active, productive and enjoyable participation of everyone involved in the Global Village conference.

After this workshop, the students and facilitators will:

- have begun to foster a sense of community
- know “who is who” in the space and each others’ likes and interests
- know the guidelines for treating others respectfully during the workshops
- be prepared to share more insight about themselves in the subsequent sessions

## Credits

--The “Name Wave” game included in this session has been adapted and modified from Stanley Pollack’s book *Moving Beyond Icebreakers: An Innovative Approach to Group Facilitation, Learning, and Action* for our purposes in Belize.

-- “El gran viento sopla...” game included in this session has been adapted and modified from *Amigos de Las Americas: 2011 Program Guide* for our purposes in Belize. This resource was written by the administrative staff of this international, non-profit, non-governmental, cultural exchange and student leadership immersion organization.

--The “Build Yourself, Build Belize” handout included in this session comes from a pool of resources that can be found online on the [BonnerWiki](#) of the Bonner Foundation located in Princeton, New Jersey.

--The other exercises included in this session are tools that originate from my own conception of what a useful icebreaker/conversation-starter might look like for our purposes in Belize.

## Materials

- Various-colored washable markers
- Wide masking tape
- Chalk/dry-erase markers for white/black board

- “Build Yourself, Build Belize” Handout (attached)

## How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, facilitators should prepare by preparing some of the prompts that might be used during “El Gran Viento Sopla...” game. Also, pre-cutting 60-75 strips (5-6 inches) of the masking tape name tags in advance could also be helpful.

## Brief Outline

The agenda of this one-hour workshop is as follows:

1. Teacher’s Introduction | 5 minutes
2. Who We Are and Why We Are Here | 10 minutes
3. Name Wave (name tag making activity) | 15 minutes
4. “El Gran Viento Sopla...” | 15 minutes
5. Creation of Ground Rules | 5 minutes
6. Explanation of “Build Yourself, Build Belize” Handout (attached) | 10 minutes

## Facilitator Guidelines

### 1. Teacher’s Introduction | 5 minutes

At this time, the teacher will proceed to introduce the group of 3-4 Bonners that have been designated to work with the class for two hours a day during the remainder of the week. Allow five minutes for the instructor to make their opening remarks and to turn over the facilitation of the rest of the class period to the Bonner volunteers.

### 2. Who We Are and Why We Are Here | 10 minutes

This will be the Bonner’s first chance to freely address the students, and so, it is crucial that a positive and energetic foot is put forward from the beginning!

*Possible forms of introducing the Bonners’ names may take the form of a funny chant or pre-composed skit to gauge the students’ interest and attention.*

After the silly intro, Bonner volunteers should proceed with high energy to explain the significance of the Belizean youths’ role in their community—a short motivational speech on youth leadership and the opportunity these students have to shape their futures. The Bonners should be clear that they have come to brainstorm with the youth the ways in which they can be active leaders in the community. After this brief talk, the facilitators should give a brief introduction to the flow of the agenda that will ultimately guide the Belizean students in identifying the opportunities for change among any challenges that are faced in the community of Orange Walk.

### 3. Name Wave (name tag making activity) | 15 minutes

Now, one of the Bonners should distribute strips of the wide duck tape around the room (approximately 5-6 inches a piece) for each student to write their name on with their own writing utensils or any of the provided markers. After the students have written

their name on the tape, instruct them to place it on their shirts (Bonner volunteers should do the same).

*While the students are making their name tags, have one of the Bonners write a flow of the four-day agenda on the board. Only include the common commitment themes.*

Next, the Bonners should ask the Belizean students to form a large circle around the perimeter of the room with their desks/chairs so that everyone in the room is capable of standing inside the circle with their backs to the desks/chairs on the outside. The “Name Wave” game begins with a Bonner explaining the following rules:

1. One person starts by saying their name and pairing it with any motion of their choice. (This should be said and acted out simultaneously).
2. As the person says their name and does their action, they should direct this activity to their right so as to “pass it on” around the circle.
3. The person directly to the right of the person who started repeats the other’s name and action and continues to “send it around” to the next person on their right.

*This is lots of fun and should begin to pick up pace as students become familiar with the name of the person and their action.*

4. Once the “wave” returns back to the original person, a new wave is started all over again with the person directly to their right. (There will be as many waves (names paired with a gesture) as there are participants in the circle).
5. Once everyone has had a turn, give a “round of applause” to signal the group’s completion of the game and ask everyone to sit down in the place that they are standing (without the desks/chairs).

#### **4. El gran viento sopla... | 15 minutes**

After everyone has sat down, one Bonner should stand up in the middle of the circle and ask everyone to move closer together. Explain that we are going to play one more game to learn more about what people are interested in. This game is a lot like musical chairs, except, the spots for sitting on the ground will function as the places that individuals will switch places and move around to. The instructions for this game are as follows:

1. The person to begin the game is the Bonner facilitator who is standing in the middle of the circle. Each round starts with the person in the middle saying, “El gran viento sopla...” (the great wind blows...) and then, they say something that they too identify with. For example: “El gran viento sopla everyone that likes to draw.”

*The mixture of English and Spanish phrasing will key the Belizean students into the fact that some of the Bonner volunteers are capable of understanding and speaking in Spanish even though they will be using English in the classroom setting.*

2. For those sitting in the circle that “like to draw,” they must stand up and quickly move to another spot in the circle and sit down so that they are not the last person standing without a place to sit!
3. Usually, the first person to start the game has found a seat and another person becomes “stuck” in the middle and must offer one of their own interests to continue the game and get a chance at redeeming a spot to sit in on the ground by saying, “El gran viento sopra...” And, the pattern continues.
4. This game should continue for the duration of fifteen minutes and can also be terminated with a round of applause initiated by any one of the Bonner facilitators. After everyone finishes clapping, ask the Belizean students to return their desks/chairs to the proper order and to have a seat.

### 5. Creation of Ground Rules | 5 minutes

At this point, you will want to have erased the board of the previously written agenda and replace the board’s heading with the title: “Ground Rules.” Briefly explain to the students that it is important that during the next few days together, we do our best to respect one another by “treating others the way we’d like to be treated.” All Bonner facilitators should work together with the class to help brainstorm a unanimous collection of “guidelines” that the class can follow in order to insure that everyone is treated respectfully. Examples that might make it to the board are: “listen when someone is talking, only one person talks at a time and raise your hand before you begin to speak.”

*It is important that Bonner facilitators follow these guidelines closely since Belizean students will begin to look up to them as “mentors” and leaders. \*A Bonner may want to take note of these guidelines and return to class with them on a large sheet of paper to remind the class that the need for respect is necessary at all times\**

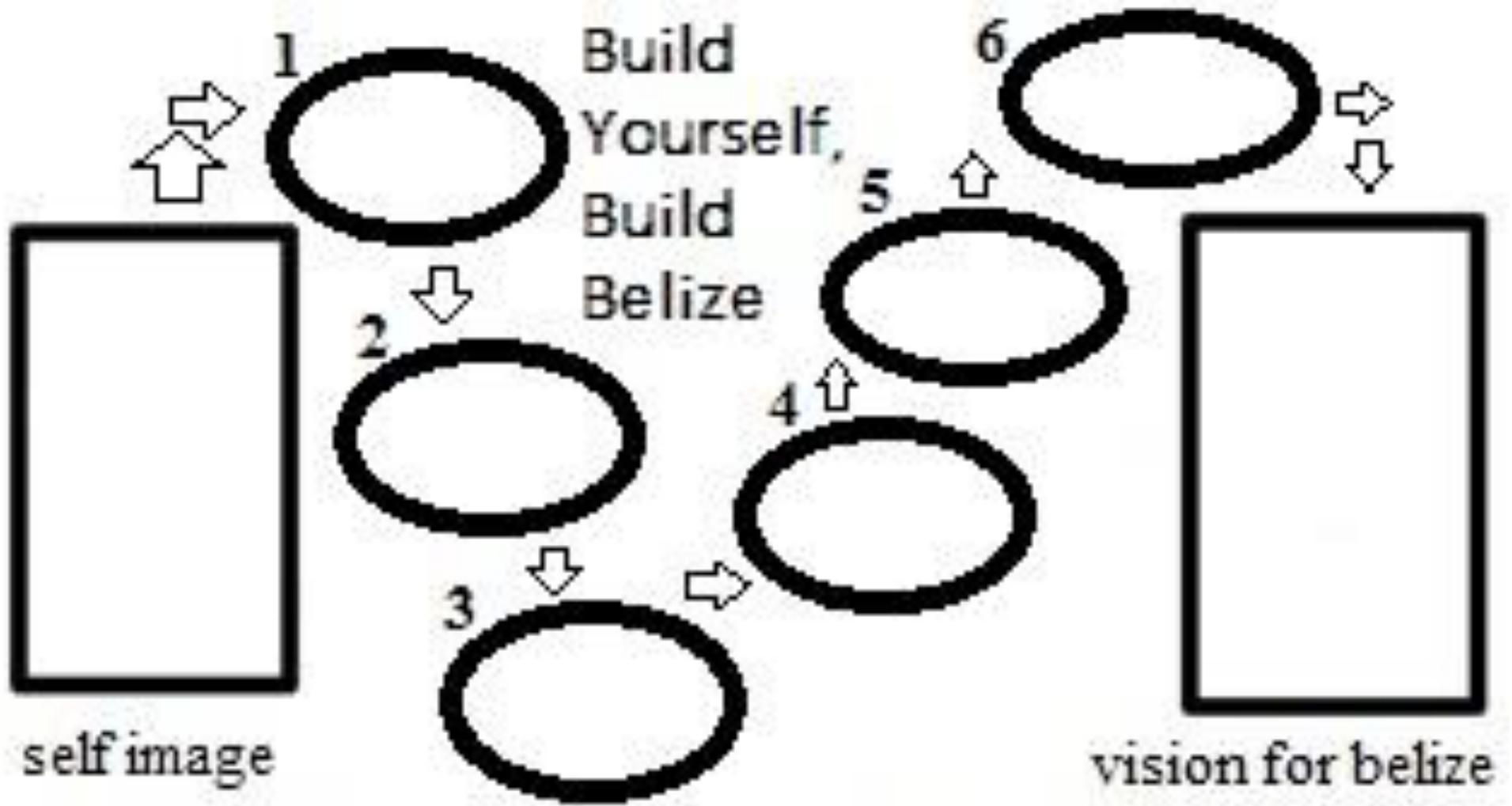
### 6. Explanation of “Build Yourself, Build Belize” Handout | 10 minutes

After the Ground Rules have been decided upon, one of the Bonner facilitators can begin to pass out the “Build Yourself, Build Belize” handout (attached below). After everyone has a copy, explain to the students that this is a paper that they will return to many times throughout the days that everyone is together. With an example copy at the front of the classroom, show them how it is meant to act as a “path” that tracks our progress through the conversation of youth leadership and understanding of ways to civically engage in the community of Orange Walk. Tell the students that they do not need to worry about any other part of the worksheet today except for the square on the far left. Instruct the students to draw themselves “as they see themselves now.” Basically, make a self-portrait in the spot that says “self image.” This part of the session should be done in silence and students should be asked to work on their own to complete their images of themselves in the leftmost box.

*This could be a moment when some of the Bonner students could step out of the classroom with the teacher to discuss how they think things are going, however, it is recommended that at least one Bonner facilitator remain in the room to keep an eye on the students and to maintain order.*

Once the students finish their drawings, ask them to put their names (first and last) at the top of the page. Then, call each row up, one by one, to turn their sheets in to the Bonner facilitators. As the students come up, explain that the students will have the chance to return to drawing in the remaining circles and rightmost square in the days to come. Go on to say that each circle is for you to make a symbol that represents something that you learned each day about “yourself” or your “community.” After all the handouts have been collected by the Bonners, thank the students for their active participation in the program so far (applause from the facilitators could be appropriate here) and tell the students that we are happy to present them with a snack for being such great participants!

*At this point, the first session, “Getting Acquainted and Having Fun,” is finished and the time allotted for snack time as well as the continued agenda for day #1 is denoted in the explanation of the second session, “International Perspective.”*



- 1 - International Perspective
- 2 - Diversity
- 3 - Spiritual Exploration

- 4 - Community Building
- 5 - Social Justice
- 6 - Civic Engagement