

Bonner Global Village Network Conference

Bonner Global Village Conference | May 26 – June 2, 2012 | Orange Walk, Belize

Program Philosophy

“While Bonner participants will spend time at the conference engaged in planning sessions for the Bonner Global Village Network, they will also be putting curricula into practice in the local schools of Orange Walk. The curriculum, "Build Yourself, Build Belize" is designed to help students explore their personal values and potential using the Bonner Common Commitments as a guide. Through these exercises, youth will learn more about themselves and one another and will be encouraged to consider their place in the broader community. The aim of these conversations is to help Belizean youth identify their place in their communities as citizens, as contributors to the economy, and as activators of positive social change. With that knowledge, students will be equipped with the skills and ideas to develop social entrepreneurship platforms — ultimately, creating their own jobs rather than struggling to find them.

The aim of this curriculum is to inspire the youth to create a meaningful life and career that aligns with their personal values and goals, as well as the positive growth of their community. Our hope is to work through this curriculum on the ground and gauge its adaptability for other cultures and contexts, ideally to be used by Bonner Programs serving in communities around the world.” ~**Kelly Behrend, Bonner**

Foundation

For more information on the track, please contact Clay C. Grego, Bonner Scholar at Allegheny College (gregoc@allegheny.edu).

Disclaimer

It is recommended that the facilitators of this conference host a “Curriculum Review” session in order to plan in advance for the roles and materials that need accommodation. The quantity of materials listed in this program is intended to supply concurrent facilitation of each session among two classrooms—two in the morning, and, two in the afternoon. Lastly, first person voice used throughout the narrative is that of Clay C. Grego.

Special thanks are due to Amelia Lumpkin, Bonner Scholar of Davidson College, for without whose guidance, the intentionality behind the writing of this project would not have been possible.

Workshop Abstracts

1. Introduction: Build Yourself, Build Belize

“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.”

2. International Perspective

“Participation in this session is intentionally dedicated to “sharing” culture and “illustrating” tradition which allows two customarily different communities to conceptualize the “lenses” others use in order to categorize and make sense of everyday happenings such as: eating, traveling and dancing. The exercises in this session will challenge the participants to think of other cultural “happenings” that may not be so easily understood, such as: the role of women in society or to what degree the youth have a “voice” in their community.”

3. Diversity

“This session that focuses on the validation of self and others will help the students to recognize the power that lies within themselves and the tremendous value that there is in the collaboration of seemingly opposite identities.”

4. Spiritual Exploration

“Taking the time to think about their past, students will use symbols, colors, and other imagery to depict their life’s story thus far.”

5. Community Building

“Adding their creations to the greater classroom “River Story” will allow the Belizean students to understand their significant place as a contributor to the overall product of the group. By the end of the exercises in this session, the class will ultimately join all of its stories (bodies of water) to see that everyone’s experiences give significance and value to the greater community.”

6. Social Justice

“In this session, we will begin to apply our perspectives of self and community in much more real and tangible ways. Through the Bonners’ devised skits that reenact a multitude of social injustices, students will be asked denote “what is wrong” in each scenario and to brainstorm a possible solution to the conflict. Ultimately, our aim is to prime the Belizean students’ perception of inequities and their articulation of solutions for ending the problems at their source.”

7. Civic Engagement

“It is time to bring theory to practice in this session that challenges the Belizean students to consider the power of youth outside of the classroom. These exercises demand the students’ creativity and empower them with the basic tools for engaging social entrepreneurship. Working in teams, the students will prepare action plans for the final session of the day in which they will present their models for civic change to the rest of the class.”

8. Conclusion: Change Starts With Me

“To showcase the brainpower and intuition of the students’ creativity, this session requests four student groups to orally walk their peers through a devised action plan responding to one of Orange Walk’s community challenges. Having been fully equipped with the council of their Bonner guides and this program’s leadership exercises, the Belizean students are ready to articulate their visions for the future of their community in Orange Walk, Belize.”

9. *Program Evaluation*

This assessment tool may be used to gauge the student participants’ opinion on the content of this conference curriculum. Included is a survey for the Bonner facilitators to complete for an “internal” response to the overall progress and success of the program.

This evaluation was devised and authored by Jenna Moehring, Bonner Scholar at University of Richmond.

Partner Organizations

Honored thanks are due to the partner organizations that assisted in the development of this track:

- Peacework
- The Bonner Foundation

For More Information

This track was designed, coordinated, and facilitated by:

- Clay C. Grego, Bonner Scholar, Allegheny College
- Kelly Behrend, Program Associate, Bonner Foundation
- Victoria Thompson, The College of New Jersey

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**

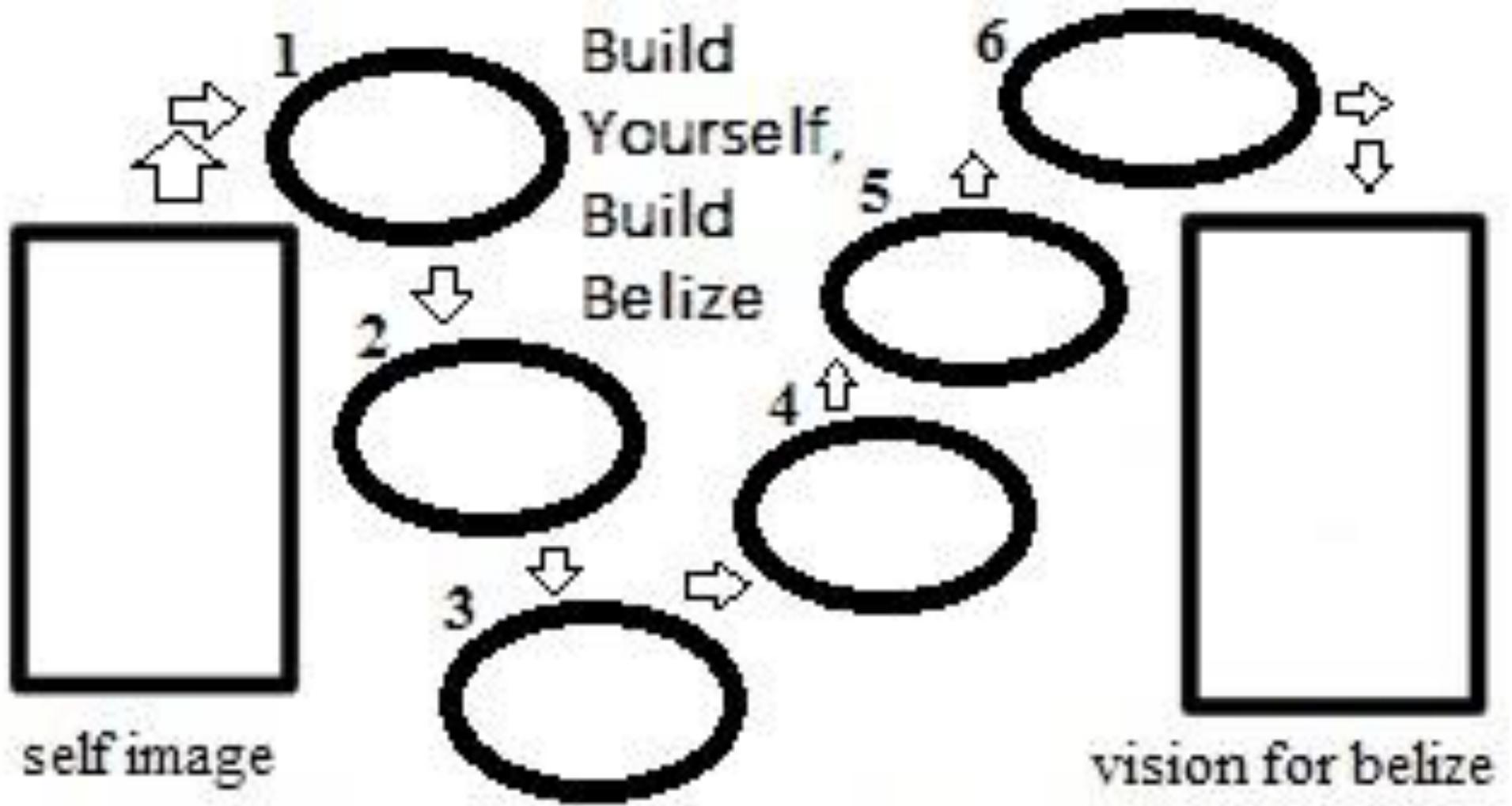
6. Explanation of “Build Yourself, Build Belize” Handout | 10 minutes

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

International Perspective

Workshop 1B | Monday, May 28 St. Peter's: 10:30-11:30 am | Louisiana Gov. School: 2:30- 3:30 pm

Objective

In this second session, the Bonner facilitators and Belizean students will address the most obvious difference among them in the room—their origin from different countries and cultural contexts. After having “broken the ice” in the previous session, we can further investigate and celebrate the things that make us the same and different as youth leaders and civic engagers. Paying attention to these contrasts is the key to understanding the ways that people from other cultures perceive and comprehend the world around them. Participation in these exercises is intentionally dedicated to “sharing” culture and “illustrating” tradition and allows two customarily different communities to conceptualize the “lenses” others use in order to categorize and make sense of everyday happenings such as: eating, traveling and dancing. Additionally, these exercises will challenge the participants to think of other cultural “happenings” that may not be so easily understood, such as: the role of women in society or to what degree youth have a “voice” in their community.

After this workshop, the students and facilitators will:

- learn more about one another's cultures (Belizean and American)
- begin to consider the ways in which the two cultures parallel and differ
- understand what elements of culture are most apparent and those that are often “hidden”
- have brainstormed ways to learn about different cultures

Credits

-- The “Talk Show” activity 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 “Features of Culture” resource included for reference at the end of this session has been adapted from *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*.

--The “Iceberg of Culture” handout included in this session has been adapted and modified from the *Indiana Department of Education's Office of English Language Learning and Migrant Education* for our purposes in Belize.

--The small and large group discussion exercises included in this session are tools that originate from my own conception of what a useful small and large group share-out might look like for our purposes in Belize.

Materials

- Snacks for four (4) classrooms of Belizean students (two earlier/two later)
- Index cards for the Bonners acting as the Talk Show host
- 2 chairs for the talk show interview pairs

- “Iceberg of Culture” Handout (attached)
- “Features of Culture” Reference (attached)
- Various colored washable markers
- Several pieces of scrap paper

How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, facilitators should select which Bonner will play the Talk show host, choose a name for the talk show and by prepare the interview questions that the facilitator (Talk Show host) will use to engage conversation with the American and Belizean interviewees. Note how there are three changes of interview pairs during the time allotted for the “Talk Show,” then, create an appropriate amount of questions (all different ones) that can be addressed to each pair as the show continues.

Brief Outline

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

7. Snack Time ☺ | 10 minutes
8. International Soup “Talk Show” | 30 minutes
9. “Iceberg of Culture” Small Group Discussion | 10 minutes
10. “Bring It to the Table!” Large Group Discussion | 10 minutes

Facilitator Guidelines

7. Snack Time ☺ | 10 minutes

Now is the time to have distributed the snacks to all of the students. Ask them to remain in their seats and to put their trash in the designated receptacles when they finish. Note that this ten minute period is the bridge from the first session into the second. Be sure that at least forty-five to fifty minutes remain to accommodate the rest of the second session’s activities.

Upon entering the room from discussion with the teacher, the Bonner facilitators should create space for a “stage” between the front of the classroom and the students’ desks/chairs. Here is where the two chairs that the interviewees in the “Talk Show” will sit.

8. International Soup “Talk Show” | 30 minutes

After everyone has thrown out their trash and the two chairs for the interview have been set up, explain to the students that we will be doing an activity to learn more about one another’s countries. The Bonner chosen to host the Talk Show will have the index cards with the interview questions and give the following instructions:

Round 1 (approximately 10 minutes):

It is possible that one of the Bonner facilitators may want to give the show host an introduction with an “announcer’s voice” and encourage the audience’s applause as the host walks into the open stage space.

The host will welcome everyone to “___” (choose a name for the show) and explain that “today, we have an exciting show in store for our viewers! Representatives from Belize and the United States of America are among us to answer questions about where they come from. Let’s go ahead and get started and see if there are any volunteers who would like to come down and share their experiences with us. We need someone from America and someone from Belize to join us here on stage!

*After the host selects a willing Belizean and American from the audience, they should guide them to sit down in the two chairs on the “stage.” Then, they should ask, “Who would like the first question?” If it is a Belizean student, switch to the pre-made index of card of cultural questions for the Belizean context—if it is an American Bonner, than, vice-versa. *For help in construction of cultural questions, refer to the “Features of Culture” worksheet included at the end of this session’s description.**

The host should then take four minutes to interview (1) the Belizean student and (2) the American student (be prepared to help them out with clarification if they get stuck or conversation is scarce). Then, the remaining two minutes should be allowed for the host to solicit for one question from an audience member (Belizean/American) who may direct the question at either interviewee sitting in the chairs on “stage.”

After the ten minutes for Round #1 is up, the host should thank the interviewees for sharing their knowledge with the viewers. The host should encourage a round of applause from the audience as the interviewees make their way back to their original seats in the audience.

Round #2 and Round #3

These parts of the “Talk Show” should continue just like the first. The host welcomes two new interviewees to the stage and proceeds with the four minutes per person interview and one two-minute solicitation from an audience member’s inquiry. After Round #3, the host should thank everyone in the audience “for coming out to watch the show” and thank all of the viewers watching on TV “for tuning in.”

Here, the aBonner in their “announcer’s” voice can thank the host for their leadership of the show and encourage a final round of applause.

The “Talk Show” is now complete.

9. “Iceberg of Culture” Small Group Discussion | 10 minutes

At this point, it is likely that so many questions and responses have been given, everyone’s heads are swimming with information! So, it is time to debrief. One of the Bonners (who wasn’t the show host) should ask that the class count off by 3’s or 4’s (however many Bonner facilitators there are in the space). Each Bonner is assigned a number and should ask those students with the same number to meet them at whichever corner of the room (with their desks/chairs) they have chosen to have that numbered group.

In this group, the Bonner will be responsible for leading a brief conversation on the “iceberg” of culture. After distributing the sheet included on the second to last page of this session’s description, the Bonner should start by asking the students, “Do you know what the difference between the items on top of the iceberg (above water) vs. those on the bottom (below the water) is?” If they read the page, they will quickly understand the differences, if not, feel free to help them arrive at the conclusion. Go on to ask them why they think the items underneath the water are harder to “see” and understand when you are not from that culture.

Brainstorm with the small group ways in which the students think they could effectively learn more about those items on the bottom of the iceberg when they meet someone from another country and culture. Then, ask which one or two students want to share some of the brainstormed devices for cultural competence in the larger group discussion.

The students that will be presenting on behalf of the group are free to use scrap paper and the colored markers to write down which ideas they intend to share in the larger circle.

10. “Bring It to the Table!” Large Group Discussion | 10 minutes

After the small group discussions are finished, one of the Bonner facilitators should instruct the class to move the desks/chairs back to the large circle that we had at the beginning of the first hour. This time, though, students are sitting close to their small groups and will remain in the desks/chairs instead of on the floor.

A Bonner facilitator should repeat our goal by saying, “So, we were all trying to think of ways that we could effectively learn more about the “hidden” parts of someone else’s culture...what group would like to share their ideas first?”

Those Belizean students from each small group that were elected to share their group’s ideas can then stand up next to their seat to read aloud what their group came up with. In between the groups’ sharing, the Bonners should ask if anyone has questions or wants to “share what they liked” about another group’s ideas. When one group finishes, all the participants should applaud before moving on to the next one.

After each group presents and all conversation is finished, the Bonner facilitators should thank the students for a wonderful first day and such respectful behavior. Explain that there won’t be time to return to their “Build Yourself, Build Belize” handouts today, but, they will pass them out tomorrow so that they can make additions to their paths to envisioning the future of their community.

Day #1 of facilitations is now complete.

The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
languages, celebrations, games



Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

Deep Culture
Unconscious Rules
Emotional level - intense

“Features of Culture”

1. Styles of dress
2. Ways of greeting people
3. Beliefs about hospitality
4. Importance of time
5. Paintings
6. Values
7. Literature
8. Beliefs about child raising (children and teens)
9. Attitudes about personal space/privacy
10. Beliefs about the responsibilities of children and teens
11. Gestures to show you understand what has been told to you
12. Holiday customs
13. Music
14. Dancing
15. Celebrations
16. Concept of fairness
17. Nature of friendship
18. Ideas about clothing
19. Foods
20. Greetings
21. Facial expressions and hand gestures
22. Concept of self
23. Work ethic
24. Religious beliefs
25. Religious rituals
26. Concept of beauty
27. Rules of polite behavior
28. Attitude toward age
29. The role of family
30. General worldview

Diversity

Workshop 2A | Tuesday, May 29 St. Peter's: 9:00-10:00am | Louisiana Gov. School: 1:00-2:00 pm

Objective

The third session of this conference emphasizes the Bonners' common commitment to diversity. As we continue to approach a conversation that situates the local challenges in the community of Orange Walk as opportunities for the Belizean youth to be agents of civic engagement, the ability to recognize and honor individuality and difference in the space is paramount to the success of the conference. The path to social entrepreneurship is hardly a journey made alone. Access to resources and excellence in progressive action is almost always achieved by a team of individuals with a common goal. As we work to open the Belizean youths' eyes to myriad possibilities within their communities, we also need to encourage them to be aware of the capacity and opportunity within one another. This session that focuses on the validation of self and others will help the students to recognize the power that lies within themselves and the tremendous value that there is in the collaboration of seemingly opposite identities.

After this workshop, the students and facilitators will:

- consider and share the things that make them unique
- learn the importance of respecting other's originality/uniqueness
- get to know one another on a more personal basis
- understand that "difference" or diversity is to be celebrated, not condemned

Credits

- The "Group Up!" activity included in this session was inspired and produced by Bonner Scholar, Amelia Lumpkin (class of 2013), of Davidson College.
- The "Identity Circles" activity included in this session comes from a pool of resources that can be found on the curriculum page of the online [BonnerWiki](#) of the Bonner Foundation located in Princeton, New Jersey.
- The small and large group discussion exercises included questions that are extracted from the "Identity Circles" activity from the [BonnerWiki](#) resource shown above.

Materials

- Index cards for the Bonner that facilitates the opening icebreaker
- Various colored washable markers
- "Identity Circle" Handout (attached)
- Snacks for four (4) classrooms of Belizean students (two earlier/two later)

How to Prepare

In addition to including this workshop in the agenda of the "Belizean Curriculum Review" discussion, facilitators should prepare by creating a list of the prompts that will be used in

the initial icebreaker. Also, facilitators should decide among them who will lead the opening icebreaker, who will be responsible for delivering the “Who We Are” talk and which Bonner will facilitate the final large group discussion.

Brief Outline

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

11. “Group Up!” Icebreaker | 15 minutes
12. “Who We Are” Talk | 5 minutes
13. Students’ Creation of “Identity Circles” | 10 minutes
14. Small Group Discussion | 10 minutes
15. “Bring It to the Table!” Large Group Discussion | 10 minutes
16. Snack Time ☺ | 10 minutes

Facilitator Guidelines

11. “Group Up!” Icebreaker | 15 minutes

Since it is the start of Day #2, we can keep the energy high by starting with this fun icebreaker. The Bonner that is facilitating this exercise should be prepared by having their index card with the categorical prompts in hand. Then, they should kindly ask the students to create our customary circle by moving their desks/chairs to the perimeter of the room and standing inside. The Bonner facilitator should then explain the following:

6. We are playing a game called “Group Up!” where the goal is to separate ourselves into groups that identify differently in each category.
7. For example, if I say, “Make groups according to your age.” Then, everyone must form a group depending on what age you are. I.E. There may be one group of students standing together that are age 10 while another group of students identifies as age 11.
8. After you have found your group, you may celebrate with applause and shouting because you found one another. Then, you must listen for my further instructions.
9. Next I will say something like, “Explain one good thing and one bad thing about being how old you are...” You all, as a group, will then have to spend a minute or so talking about what I said. When I say, “Stop!” We will begin a new round with a new identity—again, nobody can move until I say “Group Up!”

This cycle continues for fifteen minutes, or, until the facilitator runs out of categorical prompts.

12. “Who We Are” Talk | 5 minutes

The Bonner who has been elected to give this talk will ask the students to sit down in any of the chairs in the circle. This is a brief moment in which the Bonner will speak about the importance of difference in our world. This need not be any rehearsed speech, but perhaps the sharing of a story that details the necessity of many different

people working together in a group to achieve a common goal. While sharing the story, the Bonner should be enthusiastic, make eye contact with the students, and be as specific and detailed as possible to drive the point home that “even though we may appear, act, and think differently, all of our contributions can bring valuable contributions to the team.”

After this story, the Bonner should explain that it is always important to know “who we are” first, so that we have some idea of the great things we are capable of doing. The Bonner should explain that an awareness of self is always important in order to help, work, and play with others. Go on to explain that our next activity will allow us to map out those things that make us unique.

13. Students’ Creation of “Identity Circles” | 10 minutes

After the talk, another Bonner should stand up and pass out the “Identity Circle” handout that is included on the last page of this session’s description. After everyone has a copy, explain to the students that we would like for them to take ten minutes to think about “who” they are and what specific identities they feel make them special. To start, ask them to write their names in the center of the circle on the handout. Then, offer a few example ideas to get them started in the “rays” that surround the center. For instance, you might say, “Around my circle, I might put things like I am a *boy* (male identifying), I have *dark skin* (Black), my sister and I are *adopted*, and etc.”

Once the students seem to have the idea, ask them to continue filling in their own rays around their names in silence for the next ten minutes.

This time should be respected as a personal moment for thought and not a “break.” Enforcing quiet in the room and asking the students not to watch others complete their own worksheets is very important. Also explain that we do not require the students to show their “Identity Circles” to anyone else in the classroom. These handouts are theirs to keep.

14. Small Group Discussion | 10 minutes

When the students finish their “Identity Circle” handout, ask the students if they remember what number they had yesterday when they met in their small groups. If they do, return to these groups at separate corners of the classroom. If the students do not remember, count off around the room once more to create several smaller groups to carry on the following discussion facilitated by the Bonner student:

1. What did you all think of this activity? Was it easy to do? Hard?
2. “Was anybody surprised by any of the words or ideas they chose for themselves?”
3. “Are there words that your friends or family” might use to describe you “that you did not use?” Why?

This list of questions is easily adjustable depending on the context, culture, and temperament of the participants.

Each time that a student seems confused by the question, just provide an answer from your own experience. This will help them see what you mean and aid their production of a more insightful response.

15. “Bring It to the Table!” Large Group Discussion | 10 minutes

Once the small group discussions are finished, one of the Bonner facilitators should instruct the class to move the desks/chairs back to the large circle that we had at the beginning of the hour. As before, students are sitting close to their small groups and will remain seated in their desks/chairs.

At this time, a new Bonner facilitator (perhaps the one who gave the “Who We Are” talk) will address the larger group. They should explain that, even though it is not mandatory for the students to “show” their worksheet to everyone, we would appreciate a few students that are willing enough to share their observations with the other participants that are a part of the circle. The group conversation could be started and maintained with the following questions”

1. “After sharing in our small groups, “What did you all notice as important common factors? In what ways are we similar?”
2. “What are some of the ways we differ from each other?”
3. “What can we learn from our differences and similarities?”
4. “Why is learning about each other in this way important for working together as a team?”
5. “What are some things that we can ask each other to do as we try to create a space that respects inclusivity?”

Once this conversation is finished, thank the students for their great work in our first hour together. Tell them that they can keep their “Identity Circles” for themselves. Explain to them that the next ten minutes will be theirs to enjoy a brief break and snack.

16. Snack Time 😊 | 10 minutes

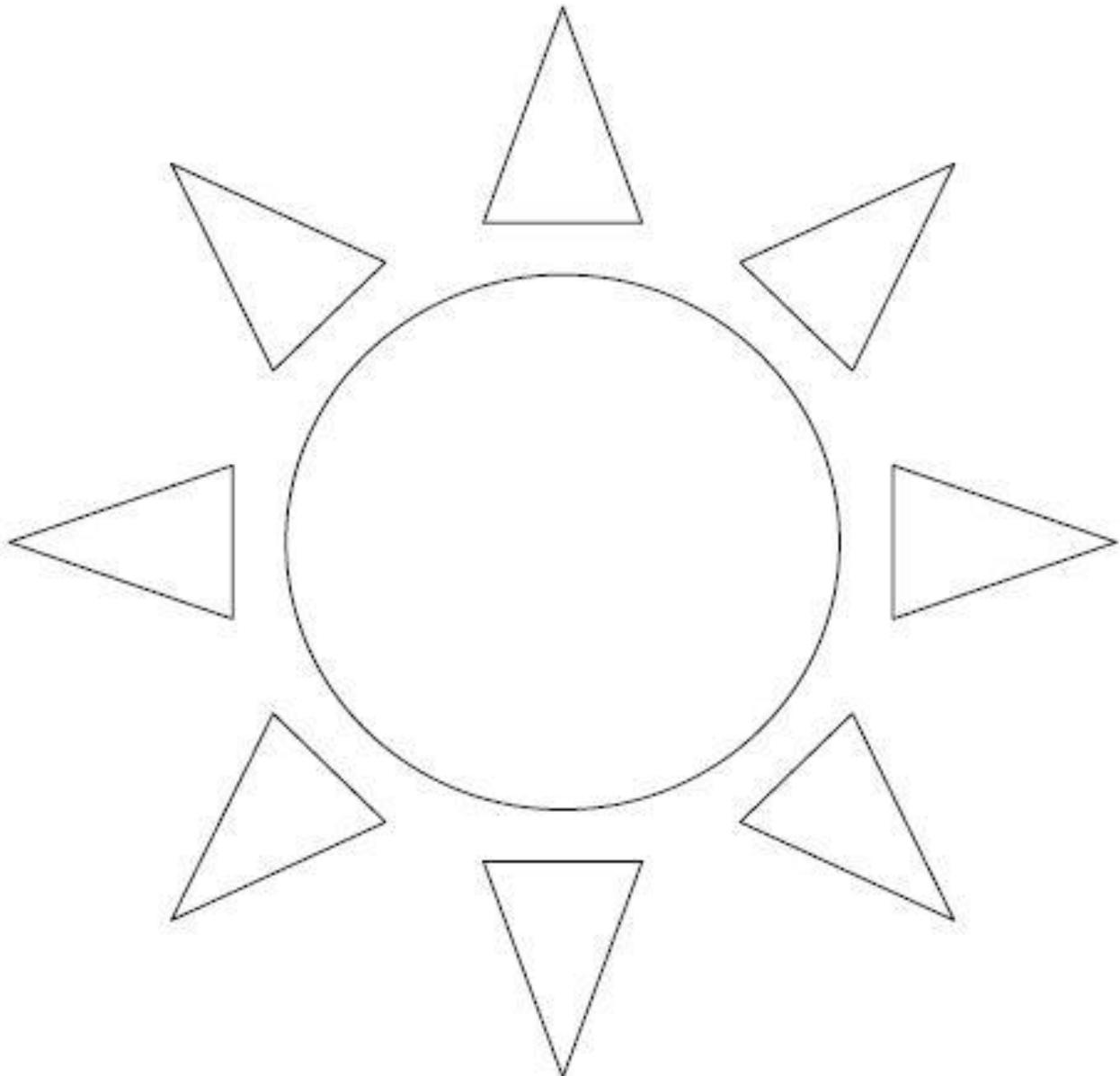
This is the time to distribute the snacks to all of the students. Ask them to remain in their seats and to put their trash in the designated receptacles when they finish. Note that this ten minute period is the bridge from the first session into the second. Be sure that the snack break is brief to allow ample time for completion of the next hour’s worth of activities.

Identity Circle

Put your name in the center.

Identify eight qualities that you believe define **YOU**.

Write those around the spokes.



Spiritual Exploration

Workshop 2B | Tuesday, May 29 St. Peter's: 10:00-11:00am | Louisiana Gov. School: 2:00-3:00 pm

Objective

The fourth session of the Global Village Project is intended to unify the work begun in the previous session, “Diversity.” Recently observing the traits that make us special, we go on to explore the experiences and people in our lives that have shaped the people we are today. While the day’s sessions are separated by a fun icebreaker to give the students a chance to take a break, the game is intentionally focused on encouraging leadership and teamwork among the Belizean students—preparing the students to see themselves as contributors to a whole at the end of the next day’s first session. Taking the time to think about their past, students will use symbols, colors, and other imagery to depict their lives’ stories thus far.

After this workshop, the students and facilitators will:

- be able to conceptualize their lives as a flow of connected experiences and not a pool of disjointed and unassociated occurrences
- visualize the significant contributions and “setbacks” that have been a part of their lives’ journeys
- become more aware of “what” it is that makes them who they are

Credits

-- The “Indestructible House” activity included in this session was inspired and adapted from a similar activity led by the Bonners of the College of Charleston at the National IMPACT Conference 2012 at Stetson University in DeLand, Florida.

-- The “River Story” activity included in this session comes from a pool of resources that can be found on the curriculum page of the online [BonnerWiki](#) of the Bonner Foundation located in Princeton, New Jersey.

Materials

- A ream of 8.5”x11” white printer paper
- Various colored washable markers
- 8-12 decks of traditional playing cards

How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, facilitators should prepare by creating two life-size models of a flowing river that will be used for the larger group discussion at the end of this activity. Also, facilitators should decide among them who will lead the opening icebreaker (this person should prepare a sample River Story) and who will be responsible for delivering the “What’s a River Story?” talk.

Brief Outline

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

17. “Indestructible House” Icebreaker | 15 minutes
18. Icebreaker Debrief | 10 minutes
19. What’s a River Story? | 10 minutes
20. Create YOUR River Story | 25 minutes

Facilitator Guidelines

17. “Indestructible House” Icebreaker | 15 minutes

After snack time, this exciting game is a great way to call everyone’s attention back to focus. Whichever Bonner is facilitating this activity should divide the class up into four quarters. Then, each group of students gathers around one table upon which is placed a deck of 52 traditional playing cards. The instructions are as follows:

1. Explain to the students that this is a silent activity and that there should be no talking from this point on.
2. Tell the Belizean students that their goal as four teams is to use the next seven minutes to build a structure out of cards that is able to withstand our “wind test.” (At this point, wave a folded piece of the 8.5”x11” printer paper to show what will be creating the wind).
3. Kindly ask the students to not bend, tear, or cut the cards in their attempt to build a strong and sturdy structure.
4. Tell them that at the end of seven minutes, whichever group builds a structure that stands tall against the wind of the facilitators’ printer paper, is the group(s) that wins.

Remember, this activity must be done for seven minutes in complete silence!

After seven minutes, go around the room and wave the papers at each of the groups’ structures. Those that stand strong should be awarded with applause from the facilitators and others students while those that fall down should be given equal praise for their attempt.

18. Icebreaker Debrief | 10 minutes

The same Bonner who had given the instructions for the activity should now proceed to ask the entire class of students the following:

1. What was the most challenging part about this activity?
2. At what point did anyone become frustrated?
3. Are there any tips that a group might like to share with the class?

The aim of this debrief is to arrive at the conclusion that, “in order to accomplish this goal as a team, everyone’s leadership had to be respected, trusted, and valued.”

19. What’s a River Story? | 10 minutes

At this point of the session, the Bonner will introduce the idea of creating a “River Story” in order to “show” one another our lives’ journeys. The Bonner leading this conversation should already have made an example to share with the class. The point of this talk is to say that: “life is a like a river and its continual flow of experiences shapes the direction in which this “river” flows.” In the example “River Story,” the following elements should be explained:

1. Symbol of the **hand** = Story of Service (done for/by someone)
2. Symbol of the **heart** = Relationship (mentor, partner, friend)
3. Symbol of the **rock** = Obstacle(s) or turning point
4. Symbol of the **tree** = Idea(s) or important growth
5. ***Symbol of choice*** = Dream for the future

Each of these symbols should be included *somewhere* in the example in order to give the Belizean students a sense of how they are intended to be used in this activity.

Be very specific in regard to the explanation of the final “symbol of choice” that is placed in the distance of the flowing river. The students need to understand that, no matter how much their river may encounter one of these elements, the “flow” can still run in pursuit of any imagine dream or idea for the future.

20. Create YOUR River Story | 25 minutes

At this time, all of the Belizean students should be provided utensils for coloring and constructing their River Stories. The students should take twenty minutes to reflect on how they would like to illustrate their life journeys.

Students are encouraged to move anywhere in the room they would like to work on their rivers. While silence in the room is not mandatory, facilitators may opt to use a little bit of calming background music to set an appropriate tone for reflection and introspection. Students may work together or on their own as they see fit.

Bonner facilitators who haven’t created their own example of a River Story should do so at this time with the Belizean student participants. The Bonner who has already finished their example can walk around the room and offer suggestions or help to any of the participants that may have questions.

After twenty minutes have passed, the students should have prepared their own River Stories. The Bonner facilitators should ask everyone to return to their seats in the circle around the room and to think about:

“What did you learn about yourself that surprised you?”

As the students consider this, ask them to put their names somewhere (front or back) of their River Story paper. Collect their River Stories and explain that we will return to the concept of life as a unifying flow of experience tomorrow.

At this time, students will take a half hour to return to their “Build Yourself, Build Belize” handouts. The students are encouraged to make iconic additions to these worksheets that symbolize what they have learned in each of the past three themed sessions (International

Perspective, Diversity, and Spiritual Exploration). Bonners can briefly demonstrate how to make the additions before they take a passive role in the space and allow the students to work on their own.

Community Building

Workshop 3A | Wednesday, May 30 St. Peter's: 9:00-10:00am | Louisiana Gov. School: 1:00-2:00pm

Objective

In this fifth session, the concept of the “River Stories” is continued to demonstrate the ways in which our life journeys are the building blocks for community. The students have already prepared their own River Stories, and so, adding their creations to the greater classroom River Story will allow the Belizean students to understand their significant place as a contributor to the overall product of the group. By the end of the exercises in this session, the class will ultimately join all of its stories (bodies of water) to see that everyone’s experiences give significance and value to the greater community. This metaphor of the river is meant to be applied literally to the personal (the students) and the communal (Orange Walk).

After this workshop, the students and facilitators will:

- learn more about their peers’ life journeys
- note the multitude of ways in which elements in our lives intersect
- understand that their own “river” is a part of a much larger river—the river of the class community that is shaped by everyone else’s journey

Credits

-- The “Human Knot” activity 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 small group discussion and large group sharing ceremony exercises included in this session are tools that originate from my own conception of what a useful group discussion might look like for our purposes in Belize.

Materials

- 4 Pre-completed, life-size models of a river
- Snacks for four (4) classrooms of Belizean students (two earlier/two later)

How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, the Bonner facilitators should prepare by deciding who will facilitate the opening icebreaker and who will lead the closing group ceremony.

Brief Outline

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

21. The “Human Knot” Icebreaker | 15 minutes
22. Small Group Discussion | 15 minutes

23. The Class is a River Ceremony | 20 minutes

24. Snack Time ☺ | 10 minutes

Facilitator Guidelines

21. The “Human Knot” Icebreaker | 15 minutes

Keeping the focus on leadership and team building, this opening exercise is sure to excite the Belizean students for our day’s store of activities.

As usual, ask the students to create a large circle by moving their desks/chairs to the perimeter of the classroom.

To begin:

1. Separate the number of student participants in the classroom in half.
2. Then, ask each of the two groups to form two separate circles in the center of the larger circle.
3. Next, instruct the students to make eye contact with the student who is directly across from them. Tell them to join both hands with this student.

At this point, all of the students’ arms in each group should be criss-crossed and in no particular sense of order.

4. Now, explain to the students that they must work together to unwind themselves back into a normal circle without letting go of each others’ hands!

Once the students finish, you may proceed with constructive questions from the previous day’s icebreaker (I.e. “What was the most challenging part...” and etc.)

22. Small Group Discussion | 15 minutes

After the icebreaker, ask the students to remain in their groups and to sit on the ground in the places they are at. At this time, the Bonner facilitators should begin handing back the “River Stories” that these students began working on yesterday.

After the students have their River Stories, the following questions can be used to guide a brief conversation among each of the two groups:

1. Ask each student to turn to the person they are sitting next to and to face one another (this should partner every student up with another student).

If someone does not have a partner, a Bonner facilitator or even the class teacher can fill in

2. Tell the students that we are going to allow each partner four minutes to explain their River Story to the other person sitting across from them. After the first four minutes is up, begin again with the other partner talking and the other listening.
3. Once the partner sharing is finished (approximately 8 minutes), go around the circle and ask each pair to share something interesting they learned about another person’s life journey (instruct the students to ask permission of the other to “share” before they do so with the larger group).

4. After approximately 7 minutes of group sharing, the two halves of the class can return to the desk/chairs for the final group activity of this session.

23. The Class is a River Ceremony | 20 minutes

As the students move back to their seats, the Bonner facilitators should prepare the space by putting the life-size model of the community river in the middle of the space.

Explain to the students that we will now combine “River Stories” as a class because “our lives are all a part of the same river and the same community.” The process for sharing is a flexible one and might proceed as follows:

1. The original facilitator can begin the sharing by standing up, holding their River Story up for all to see and briefly explaining a few things about their river.

This should only take about 30 seconds.

2. After explaining a little about their river, the Bonner should proceed to the center of the room and place their River on the ground as a part of the life-size river of life.
3. Continue around the circle (or “popcorn style”—when the spirit moves you) with student participants standing up to briefly share something about their own life’s flow, in turn, proceeding to add their river to the larger one in the center of the room.

A Bonner facilitator can be in the middle of the room taping these stories to the larger river so that they will not move around or fall off.

After everyone has shared, ask the class to think about:

1. “Did you learn something about someone else that you did not expect to?”
2. “What did it feel like to share your story with the group and add it to the larger river?”

As everyone consider these questions, tell the class that this giant river symbolizes the joined lives of everyone in the classroom and is a representation for them to keep as a reminder of their unity and connectedness as one community.

24. Snack Time ☺ | 10 minutes

This is the time to distribute the snacks to all of the students. Ask them to remain in their seats and to put their trash in the designated receptacles when they finish. Note that this ten minute period is the bridge from the first session into the second. Be sure that the snack break is brief to allow ample time for completion of the next hour’s worth of activities.

Social Justice

Workshop 3B | Wednesday, May 30 St. Peter's: 10:00-11:00am | Louisiana Gov. School: 2:00-3:00pm

Objective

In this session, we will begin to apply our perspectives of self and community in much more real and tangible ways. The intention of the opening group activity is to encourage the students' attention to specificity and detail in stories that someone might be sharing or in a reality that they themselves are experiencing. The icebreaker will warm the students up in their skills for "paying attention." This will serve them in deducing the problems at hand in the skit series, "Is THIS Right?" Through the Bonners' devised skits that reenact a multitude of social injustices, students will be asked denote "what is wrong" in each scenario and to brainstorm a possible solution to the conflict. Ultimately, our aim is to prime the Belizean students' perception of inequities and their articulation of solutions for ending the problems at their source.

After this workshop, the students and facilitators will:

- confront societal stereotypes in a very real (but safe) and "make-believe" space
- be poised to recognize "injustice" in common, everyday situations
- begin to brainstorm ways for deconstructing the roots of social injustices

Credits

-- The "Two Truths and a Lie" activity 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 "Is THIS Right?" activity and handout included in this session originate from my own conception of what a useful facilitation on Social Justice might look like for our purposes in Belize.

Materials

- "Is THIS Right?" Skit Series and Conversation Handout (attached)

How to Prepare

In addition to including this workshop in the agenda of the "Belizean Curriculum Review" discussion, facilitators should prepare by devising three different skits that "problematize" the daily routine. These skits must be able to be accomplished by a group of 3-4 people and should touch on various scenarios. For example, "a person who speaks only Spanish is confronted by an intolerant and ignorant store owner that speaks English only" (language barriers) or "a woman enters a sporting goods store and a group of men make crude and degrading comments about her "being in the wrong place"" (gender constructions). Also, facilitators should decide among them who will lead the opening icebreaker.

Brief Outline

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

25. “Two Truths and a Lie” Icebreaker | 20 minutes

26. “Is THIS Right?” Skit Series & Conversation | 30 minutes

Facilitator Guidelines

25. “Two Truths and a Lie” Icebreaker | 20 minutes

After the mid-time snack, everyone should return to the circle of desks/chairs to begin this activity. The Bonner facilitating this activity should give the following instructions:

1. “In this activity, one person must stand up and tell us two things that are true about themselves and one thing that is false. You can put these things in any order and it is our job to guess which of these three things is false. Once we guess the correct thing in your list, you may sit down and we will all give that person a round of applause.”

Here, the Bonner facilitator may want to give an example and have the other Bonners play along in order to show the Belizean students how to play.

Once everyone who wants a turn has played, or after twenty minutes has elapsed, the students should give a final applause for all the participants and then be instructed to move their chairs into a semi-circle.

The space on the inside of the semi-circle will be used as the “stage” for the next exercise.

26. “Is THIS Right?” Skit Series and Conversation | 30 minutes

The facilitation of this section is a group effort made by all of the Bonners in the classroom. The flow for the program should go as follows:

1. One Bonner should be responsible for connecting (with a brief talk) our study of diversity and life stories to today’s goal of protecting the value of difference. Explain that part of social justice is having an awareness of inequity in the communities of which we live—our families, our classrooms, and our towns. Explain that, “While we know it is important to be part of a team of different people that look and think differently than we do, sometimes there are times when we forget that our lives are all connected and a part of the same flowing river.” Explain that the next three scenes we Bonners pull act out for you students are examples of when people treat others disrespectfully and forget to celebrate one another’s River Stories and Identity Circles.”
2. After this brief introduction, a Bonner should distribute the handout that accompanies this activity to the Belizean students. Explain to the students that while they watch the skit, they should be thinking about what the problem is, and, how it might be fixed.

They can follow along with their responses to these skits via the handout.

3. To begin the cycle of the skits and conversations, introduce the title of the first skit (something that might clue the students in on what the problem might be), and proceed to act the skit out. This performance should take no longer than five minutes. After the skit is over, turn to the student audience and ask if anyone was able to identify the problem in the scenario the Bonners just acted out.

Help the students reach the conclusion if they seem to be having trouble.

4. After the students have answered the first question, go on to brainstorm as a group what possible solutions for fixing this problem might be.

Again, coach the students in conversation if they seem “stumped.”

This conversation as a whole is also brief and should take no longer than five minutes.

5. After conclusions and possible solutions have been drawn, continue with the second and third skits in the same fashion—alternating skit, conversation, skit, conversation, just like before.

After the students have finished processing the three scenarios with the Bonners, it will be time to return them to their seats in order to continue work on their “Build Yourself, Build Belize” handouts. As the Bonners distribute the worksheets back to the students, explain to them that they will have half of an hour to make additions to their path to a vision for their community’s future.

Encourage the students to make iconic additions to these worksheets that symbolize what they have learned in the two most recent sessions (Community Building and Social Justice). Bonners can briefly demonstrate how to make the additions before they take a passive role in the space and allow the students to work on their own.

“Is THIS Right?” Skit Series and Conversation

Skit #1:

Where is the inequality?
(what is the problem?)

How could this be fixed?
(*identify root of issue*)

Skit #2:

Where is the inequality?
(what is the problem?)

How could this be fixed?
(*identify root of issue*)

Skit #3:

Where is the inequality?
(what is the problem?)

How could this be fixed?
(*identify root of issue*)

Civic Engagement

Workshop 4A | Thursday, May 31 St. Peter's: 9:00-10:00am | Louisiana Gov. School: 1:00-2:00 pm

Objective

Now the final day of the Global Village Network conference, it is time to bring theory to practice in this session that challenges the Belizean students to consider the power of youth outside of the classroom. The past three days have prepared the students to participate in this training that is focused on identifying the challenges that are local to the community of Orange Walk. While the work in these activities can be geared towards analyses of social or political problems, our intention in Belize is to inspire these students to craft solutions that are economically beneficial to themselves, their homes, their town and their country. Starting off with a high-energy icebreaker, the agenda will quickly dissolve into the introduction of "Mission: Orange Walk," an exercise that will demand the students' creativity and empower them with the basic tools for engaging social entrepreneurship. Working in teams, the students will prepare action plans for the final session of the day in which they will present their models for civic change to the rest of the class.

After this workshop, the students and facilitators will:

- use teamwork as a model for working toward a common goal
- understand the value of seeing challenges as opportunities
- brainstorm and craft strategic plans for achieving youth-envisioned, youth-run social entrepreneurship opportunities in Orange Walk, Belize

Credits

-- The "Make Me Laugh" activity 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 "Power Mapping" handout included in this session was created from my own conception of an idea inspired from a conversation led by Kelly Behrend, Bonner Program Associate, at the Bonner Congress of 2010 at Washburn University in Topeka, Kansas.

-- The "Mission: Orange Walk" activity track included in this session originates from my own conception of what a useful facilitation on Civic Engagement might look like for our purposes in the community of Orange Walk, Belize.

Materials

- Various colored washable markers
- 16 large sheets of plain, white poster paper
- Mission: Orange Walk, "Power Mapping" Handout (attached)
- Pre-made list of ideal ways for students to get involved

How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, the Bonner facilitators should consult the hosting NGO, Peacework, for an informed list of “ideal” ways for Belizean youth to take a greater hand in their community. Additionally, the Bonners should decide among them who will lead the opening icebreaker and who will be responsible for delivering the introductory briefing for “Mission: Orange Walk.”

Brief Outline

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

27. “Make Me Laugh” Icebreaker | 20 minutes
28. Mission: Orange Walk, Briefing | 5 minutes
29. Mission: Orange Walk, Team Construction | 5 minutes
30. Mission: Orange Walk, Action Planning | 30 minutes

Facilitator Guidelines

27. “Make Me Laugh” Icebreaker | 20 minutes

There isn’t a better way to start off the last day of the Global Village conference than with laughter! Instead of beginning the session in the customary circle, ask the students to count off by “2’s”. The students in group “1” will move their desks/chairs to the back of the room while still facing the front of the classroom. The students in group “2” will turn their desks/chairs around to face group “1” and move toward the opposite end of the room. If done correctly, group “1” and “2” will be facing one another and there will be a large aisle between the two groups.

The Bonner facilitating the icebreaker can begin with the following instructions:

1. Whichever group would like to begin selects one player from the opposite group to get up and walk across the open space to their side.

For example, if group “1”, is going first, they might choose Suzy from group “2” to stand up and walk over to their side.

2. While the person from the opposing group walks across the space, the group that “chose” this person must try their hardest to make the other person laugh. *No physical contact with participants during the game is allowed*

Group “1” tries to make Suzy laugh.

3. If the participant laughs (a smile/smirk counts too), they must join the team they are walking toward. If they don’t, they may return to their seat, and their own group has a chance to challenge someone from the opposite side of the room.

As Suzy approaches and finally reaches the side of group “1,” she doesn’t even crack a smile, so, she may return to her side of the room and her teammates may elect someone from group “1” to walk towards them.

The pattern and game continues until all of the players are on one side of the room or the duration of twenty minutes elapses. Whichever team ends up with the most students is the winner.

When the game is finished, maintain the arrangement of the room for the next activity.

28. Mission: Orange Walk, Briefing | 5 minutes

The Bonner facilitator responsible for this talk will briefly explain to the students how excited we are that they have participated so wonderfully with us Bonners during these past three days (applause is appropriate here).

Explain to the students that “after spending time together and learning about ourselves, our peers and the importance of a respectful community, we are confident that the students in the class are now ready to get creative with their new-found understanding of their value as youth leaders.”

Tell the students that during the next half of the session, they will be broken up into four teams. In these teams, they will have the opportunity to brainstorm and select one challenge that the community of Orange Walk presently faces. After the students choose their issue, they will be given the “Mission: Orange Walk” power mapping handout that will help the students build an action plan for positively responding to the community’s challenge. Using the handout, the students must state their objective and map out a plan for their solution. Once the students have finished their action planning, they can then receive a larger white poster board to develop a presentation that they will deliver to the rest of the class at the end of our time together.

Encourage the students to use their time wisely—perhaps spend just as much time strategically planning as they do visually depicting their solution in the form of a 4-8 minute presentation on the poster board. Also, suggest that they begin by placing their objective at the rightmost end of the action planning arrow and work backwards to realize what steps are necessary to achieve the final goal.

The teams may even want to elect a “secretary” to lead the creation of the poster board presentation and a “speaker” to lead the presentation of the group’s work in the final session.

After this briefing, the students may be confused and have questions. Take a few inquiries and then go on to continue separating them into their teams. Continue with guiding them among their individual groups.

29. Mission: Orange Walk, Team Construction | 5 minutes

Because the classroom will still be divided in two from the earlier icebreaker, go on to divide the halves into quarters by counting off in “2’s” once more. Designate each group of students with a team number (1-4). After everyone arranges their desks/chairs to properly sit with their cohort, distribute the “Power Mapping” handout to each student in the group and tell them that they are free to begin brainstorming a challenge they would like to address in the community of Orange Walk.

30. Mission: Orange Walk, Action Planning | 30 minutes

During this time, the Belizean students must work as a team to (1) brainstorm and select a community challenge, and (2) come up with a strategic plan and final objective in response to the issue.

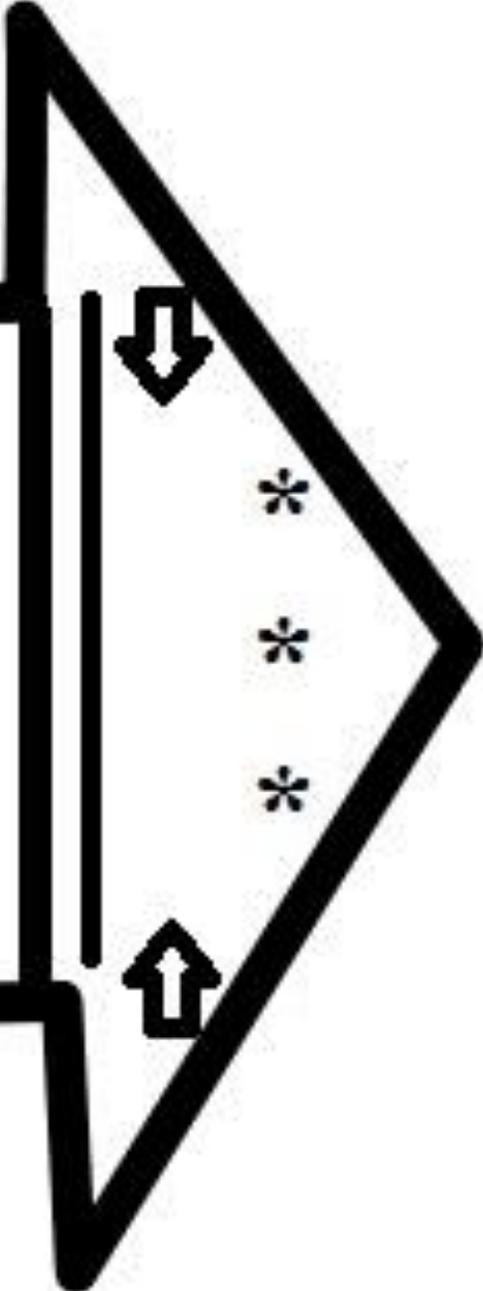
Ideally, the Bonner facilitators should each be designated to one of the four teams as a guide. If there aren't enough Bonners to cover all of the teams, just elect one of them to switch back and forth among two groups. If a group seems "stumped," refer to the facilitators' pre-made list of "ideal" ways that the students can become more involved in their communities. Particularly, guide them toward the creation of a business plan that can "solve" an issue as our focus in Belize is economic and entrepreneurial development.

Once the students finish their action planning, they can move on to describing their steps on the provided poster board. One Bonner should be in charge of keeping an eye on the time—offering frequent reminders of how much time is left all the way until the completion of the exercise.

At the end of the half hour, explain to the students that the next half hour will be their final opportunity to make additions to their "Build Yourself, Build Belize" handouts. Encourage the students to make iconic additions to these worksheets that symbolize what they have learned in the most recent session (Civic Engagement). The students are also ready to finish by drawing in their "Vision for Belize." Students may use either the vision their group developed together or some other plan they may have thought up on their own. Bonners can briefly demonstrate how to make the additions before they take a passive role in the space and allow the students to work on their own.

Power Mapping Guide

1	2	3	4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



First, write your goal in the space at the end of the arrow. Then, use boxes "1-4" to name the steps needed to achieve the final goal.

Change Starts With Me

Workshop 4B | Thursday, May 31 St. Peter's: 10:30-11:30am | Louisiana Gov. School: 2:30-3:30pm

Objective

Finally, the last session of the Bonner Global Village conference, the students will have their completed “Build Yourself, Build Belize” worksheets in hand and will also be prepared to present their strategic action plans. To showcase the brainpower and intuition of the students’ creativity, this session requests four student groups to orally walk their peers through a devised action plan responding to one of Orange Walk’s community challenges. Throughout the program, the students have practiced the detection of issue areas that threaten the sanctity of a respectful community. Having been fully equipped with the council of their Bonner guides and this program’s leadership exercises, the Belizean students are ready to articulate their visions for the future of their community in Orange Walk, Belize.

After this workshop, the students and facilitators will:

- receive recognition and certification for their participation in the first-ever Bonner Global Village Network conference
- present their action plans in the form of a poster board presentation to the class as a whole
- walk away with a number of youth-executable visions for engaging social entrepreneurship and improving the future of Orange Walk, Belize

Credits

-- The “Mission: Orange Walk, Ceremony” activity included in this session originates from my own conception of what a useful group share-out of the students’ action plans might look like for our purposes in the community of Orange Walk, Belize.

Materials

- Snacks for four (4) classrooms of Belizean students (two earlier/two later)
- Pre-made certificates of participation for each Belizean student participant

How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, the Bonner facilitators should consult the teachers of the schools for a complete roster of the student participants so that certificates of achievement can be made in advance. Also, the Bonner facilitators should decide who is going to be responsible for facilitating the final group presentations and the closing award ceremony.

Brief Outline

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

31. Snack Time ☺ | 10 minutes
32. Mission: Orange Walk, Group Presentations | 20 minutes
33. Surprise Award Ceremony and Farewell | 20 minutes

Facilitator Guidelines

31. Snack Time | 10 minutes

After the students finish making their final additions to their “Build Yourself, Build Belize” handouts, tell them that they are free to break for a ten minute snack. This is the time to distribute the snacks to all of the students.

Ask the students to remain in their seats and to put their trash in the designated receptacles when they finish. Note that this ten minute period precedes the presentation of the groups’ projects. Be sure that the snack break is ended on time to allow ample time for completion of the next fifty minute’s worth of activities.

When snack time is over, tell the students that it is time to prepare for the presentation of each group’s action plan.

32. Mission: Orange Walk, Group Presentations | 20 minutes

This point of the session is dedicated to the Belizean students’ share-out of their group work. The students should return their desks/chairs to the semi-circle position so that the presenting group can stand in the “stage” at the center.

The Bonner facilitator leading this section should give the following instructions:

1. The student groups “1-4” will present in numerical order.
2. Each student group has 4-8 minutes to explain to the rest of the class (1) the challenge in the community that the group wants to address, (2) the objective that the group has chosen in order to respond to the issue and (3) the steps that the group will take in order to achieve the ultimate goal.
3. The group must then guide the class through their work via any illustrations or explanations they might have made on the white poster board.

Groups “1-4” will present until everyone has had a turn. Once a group finishes, the Bonner facilitators should encourage rounds of applause to affirm the work and success of that group.

After the presentations, the Bonner facilitators should ask all of the students to return to their seats, but, to keep their desks/chairs in the semi-circle formation.

In anticipation of the surprise award ceremony, one of the Bonner facilitators should have the certificates at the ready for distribution while another facilitator gives seating instruction to the group.

33. Surprise Award Ceremony | 20 minutes

The format for this final section of the conference is very flexible. All of the Bonners should thank the Belizean students and teachers for welcoming them into the community. Furthermore, they should reveal that “they have a surprise” for every student that participated in the past four days.

In alphabetical order, call each student up to receive their certificate and a hug (optional) from the Bonner facilitators.

It may be a good idea to include the students' teacher in the bestowal of the certificates—naming the student recipient, and then, having the teacher physically hand the award to the student.

Once all certificates have been distributed, kindly thank the group again for their participation, hospitality, and kindness. Finally, collect all conference track materials (allowing the students to keep all of their handouts and poster boards) and prepare to exit the Belizean students' classroom for the final time.

Congratulations! You have successfully facilitated the four-day Bonner Global Village conference. Incorporation of the program evaluation that is attached to the end of this program is encouraged but not mandatory.

Student Evaluation:

1. What are some things you thought went well during today's workshop?
2. What should we try to change/improve for future workshops?
3. What was your favorite part of today's workshop?
4. Additional thoughts?

Bonner Facilitator Evaluation:

1. What is your general assessment of today's reflection period?
2. What are some things you thought went well?
3. What should we try to change/improve for future reflection sessions?
4. What was your favorite part of today's reflection period?
5. Additional thoughts?