



TEACHER
DEVELOPMENT
PROGRAMME

OUTDOOR EXPERIENTIAL CAMP

MANUAL FOR LEADS



Table of Contents

Dream A Dream	3
PYE Global	3
Imp things to remember as a Facilitator	4
POWERFUL BEGINNINGS	6
Name Tags	7
Welcome and Rhythm	8
Check-Ins	9
Name Games	10
Goals	11
Community Agreements	14
PLENARIES	16
Intentions	17
Beautiful You	18
River Of Life	20
Arts Challenge	22
Dream Trees	23
COMMUNITY BUILDING	26
Theatre Night	26
Music Night	30
Open Mic	31
CLOSING	32
Appreciation Circle	32
Seed and Stone	33



Dream A Dream

Founded in 1999, Dream A Dream (dreamadream.org) empowers children from vulnerable backgrounds by developing life skills while at the same time sensitizing the community through active volunteering leading to a non-discriminatory society where unique differences are appreciated.

Dream A Dream provides children from vulnerable backgrounds with non-traditional educational opportunities designed to allow them to explore, innovate and build important life skills. These life skills are fundamental to child/youth development and to the successful transition into adulthood and becoming fully functioning and productive members of our society.

PYE Global

Dream A Dream has been partnering with Partners for Youth Empowerment (PYE) for the last 4 years. PYE is an international organization that partners with communities around the world to activate the creative potential of young people and provide vital life skills to succeed in a rapidly changing world.

PYE provides training and support to program leaders and youth serving organizations globally in using creativity and the arts to empower youth based on a proven methodology called the “Creative Community Model”. The Model combines techniques with lasting impact drawn from the arts and motivational learning to develop creativity, personal power, cross-cultural competency, and skills for leading purposeful lives. External evaluations give the Creative Community Model high marks on key indicators of healthy youth development especially in increasing self-awareness and confidence, young people’s motivation to learn and engagement in their schools and communities.

The Outdoor Experiential Camp derives its foundations from this methodology of the creative community model. PYE has also developed the Life Skills through Arts Curriculum for Dream A Dream. A lot of the work in this manual has been inspired and drawn from the work of PYE and *Catch the Fire* written by Peggy Taylor and Charlie Murphy

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Program Elements

- ❖ Powerful Beginnings
 - A Warm Welcome
 - A Creative Invitation
 - Goals and Agreements
- ❖ Content Activities
- ❖ Reflection
- ❖ Closing and Celebrations

Important Things to Remember as a Facilitator

1. Hold an attitude of welcome and inclusion

- ✓ Invite everyone into the space, for eg by saying something like “Let us hear from someone who hasn’t spoken yet.”
- ✓ Ensure adults also take creative risks (it would be fitting to start this process as early as the induction)
- ✓ Welcome conflict and diversity

2. Build and tend a strong learning container

- ✓ Learn each other’s names
- ✓ Attend to staff meetings to understand what is happening to the group
- ✓ Work closely with your co-facilitator in moments of doubt
- ✓ TRUST THE PROCESS

3. Engage the body, mind and emotions in the learning process

- ✓ Attend to the energy of the group

4. Consistently invite individual and group creativity

- ✓ Build the level of individual creative challenge as you go along, starting from name tags
- ✓ Posing group creative challenges e.g., during community skit, family group name and sound etc.



5. Support the group in making its own art and entertainment

Start with a blank page and welcome group expression

- ✓ Handmade signs for welcome, and other logistical needs by staff
- ✓ Art Village to ignite the creative spark
- ✓ Music night, theatre and open mic- using own creativity rather than copied forms

6. Track the journey of the group

- ✓ Remind yourself as a facilitator the goals of the camp and the roadmap of the process to achieve those goals
- ✓ Remind the group of its intentions, e.g. on day 3 you could say that “we have only a day to go, let us take a moment right now and think back to the intentions we made for ourselves when we arrived on day 1. Are you doing what you set out to do and what more would you want to do to move towards the intentions?”

7. Develop a culture of appreciation

- ✓ Paying attention to what *does* work instead of what *doesn't* and acknowledging that.
- ✓ Identifying strengths in individuals and the group
- ✓ Remind the group of the community agreements such as “no put down of self and others.”

8. Look through the lens of possibility

- ✓ See the youth as a bundle of possibilities to engage with rather than problems to fix.
- ✓ How we react to situations that challenge us as a community? Move beyond usual ways of responding and see this as an opportunity to build the community further.

9. Hold the larger story of what's possible in the world

- ✓ Standing in possibility rather than cynicism empowers individuals to believe in their own capacity. As a facilitator acknowledging the problems out there, and not creating a blissful bubble of everything being all right but really moving towards building a space where the young people can see themselves more capable of living the life they want to once they return is important.



POWERFUL BEGINNINGS

The purpose of this module is to start the camp on a strong note. This includes getting everyone involved and building a sense of safety and connection between young people. This is the foundation to have a successful camp and therefore spending time in to this segment is critical.

Welcome

Purpose: To create a warm and welcoming space for the young people

Arrive before the participants come to set up the space the way you like and add colourful signs.

At a camp, a song adds much more value in creating this welcoming space. This is usually complemented with welcoming the young people with streamers, colours and/or ribbons. Most often we see that something as little as singing a song goes a long way in building a connect with young people. We have seen many people speaking of this as their ‘high’ during family group discussion at the end of the first day.

One of the songs we often sing at camp is

Welcome to the camp

We hope you have some fun

This is your camp

Welcome everyone

Facilitator Notes: It is always great to create a new song depending on the context and the group.



Name Tags

Name tags add a level of creative risk right at the start of the program. Most people jump into creating and decorating their name tags, but some may require gentle encouragement.

Purpose: Icebreaker, imagination, creative risk

Time: 10-15 minutes

Materials: Card stock; glue or glue sticks; scissors; yarn or string; a variety of colorful materials for decoration such as glitter, glitter glue, marking pens, oil pastels, crayons, feathers. If you don't have access these materials, you can use old magazines, scraps of paper, leaves, sticks, pencils—anything you can find.

Instructions: Invite the young people to make a creative name tag using card stock and a variety of materials spread out. When the nametags are finished, punch two holes in them, thread some yarn or string through, and hang around the neck.

The nametag table is a place where people can begin the process of getting to know each other through casual conversation.

Facilitator notes: Prepare your name tag before the young people arrive. Set up multiple name tag stations depending on the number of young people.



Welcome and Rhythm

Purpose:

- To get the group energized and in sync at the start of the camp

Time: 5 min

Script: “Welcome everyone. My name is _____. Rather than starting with a lot of talking we’re going to do something together. I’d like to invite you all to stand in a circle. We’re going to build a group rhythm. No rhythmic expertise is required.

Just follow me and we’ll get there. Over the next four days we are going to be taking a creative journey together. Let’s begin walking together to represent this journey. (*take 8 or 10 steps together at a moderate rate*) Great! Now, I’d like you to clap on the one of a four beat count... ‘and Clap 2, 3, 4, clap 2, 3, 4.’” Continue to build the rhythm offering a steady dose of encouragement and praise.

If young people get it quickly, break them into two groups. Ask for a volunteer who thinks they’ve learned the rhythm to lead half of the group.

Facilitator notes: Continuously encourage the group as they do this rhythm. Many of them will be doing it for the first time. Also ensure that the group does not go faster and maintain a steady rhythm throughout.

Closure: Acknowledge the group about the group success.

Invocation

Purpose: To set a powerful context for learning

Starting the program with a poem, a spoken piece, a song often sets a powerful context for learning. It is a great way also to invite volunteers and young people (especially on Day 2 and thereafter) to stand in front of the entire group and take the risk of sharing something meaningful.



Facilitator Notes: While thinking of an invocation to do or inviting an invocation to be done by others, it is important to choose something that connects with the larger purpose of the event. Also credit and explain cultural sources if using songs or traditions from a specific culture.

Lead Introduction

Introducing yourself and sharing something about yourself builds instant rapport with the group. The group in the process gets to know something about you and know that they can trust you for leading them and most of all that you believe in them.

Purpose: To establish personal credibility with the group by speaking authentically.

Time: 5-7min

Instructions: Follow a simple format for creating a personal introduction which includes

1. Name
2. The organization you represent and what it does
3. The role you play with the group
4. A short story from your life that demonstrates your passion for leading this group. It could be something about how you were transformed or it could be a story from your work leading this theme with other people (such as your experience at another camp).
5. Something you believe about the group. This is where you share your vision of what is possible for your group and express excitement for the task at hand.

Facilitator Notes: Keep your story short (not more than ten sentences) and crisp. Prepare your story beforehand and practice saying it to ensure that your story is powerful and compelling.

Check-Ins

Check-ins are always used at the beginning of a workshop, a day or at the beginning of a session. It literally means to check into or commit into a space.

Purpose:

- To engage every single person in the room.
- To get a sense of the group's state of mind.



Time: Usually 10 minutes (depending on the group size)

Facilitator Notes: Check-in is an opportunity for each individual to take a small creative risk and be seen and heard by the group. As the facilitator it is important to support the group in giving full attention to each member of the group, and to encourage everyone to participate to the fullest extent that is possible for them that day, without forcing them. This is a time to set the tone for safe space, and for creative risk taking.

Examples of check-in questions include:

- Who did you smile at today and why?
- If the way you feel right now was anything in the sky, what would it be and why?
- If how you feel today was a kind of food, what kind of food would it be and why?
- Show how you are feeling through a mime

Name Games

Purpose: Name games are designed to help participants learn each other's names, begin conversations, and set everyone in the group at ease.

A good name game not only helps attach names with faces, it helps associate participants with their personal interests or talents. Although all activities and ice breakers are fun, many people find new settings to be stressful, and these activities help establish basic introductions in a fun way.

It is also for us to remember that a person's name is the first thing that is associated with their identity and when called by our names, it establishes our presence in the group. It makes a person feel acknowledged and listened to by everyone. Thus it is essential to have the culture of knowing names.

It is always best to do a few of these activities first before beginning any session with a new group

Time: 20 minutes

One of the name games that we commonly use in the camp is the Special Walk.

Special Walk

Instructions: This game allows everyone in the group to be seen and heard and feel special about who they are.



Instructions:

- The first person walks into the centre of the circle by walking in a special way. The walk can be simple or fancy. A simple example would be skipping into the centre. Once in the centre, the person looks around the entire circle and says, “Hi, my name is (name).” He/She then returns back to his/ her place in the circle with the special walk.
- The rest of the group then walks together to the centre of the circle copying the walk they just saw. Once in the centre, they turn to the first participant, who is still standing at the edge of the circle, point toward her, and say all together: “Hi (person’s name). **You’re special!**” They all then return to the outside of the circle using the same walk.
- Repeat this one at a time going around the circle to the left. Asking people to go in order keeps the flow of the game and prevents confusion.

Facilitator Notes: Between name games, ask participants to quickly get into new groups of 8-10. You can have fun with this by saying things like: “In total silence get into new groups by the time I count to 5.” Or “In total silence, tip toe as quickly as you can to form new groups.

Goals

Purpose:

- To set the foundation for a strong programme.
- To get everyone excited about the journey ahead

Time: 10 min

Format for delivering the goals:

- State the goal
- Talk about how reaching this will positively affect your participants
- Restate the goal

- ***To gain a deeper understanding of ourselves***

A primary focus of the camp is to understand ourselves and gain an insight into who we are. How we react/ behave in situations, how we understand life skills, how we express and manage emotions, who we are, who we are in different roles of our lives, why am I the person that I am – all these questions are explored through this workshop. We do believe, however, that there is a whole world within us that is just as vast and important as the world outside. That inner world is the world of our emotions, our



imagination, our dreams, and our hopes. When we begin to pay attention to our inner life, we become clearer about what we believe and what we stand for, and we begin to discover an inner compass through which we can make decisions and live lives we're proud of.

- ***To learn from each other***

Dream A Dream's work is all about taking different levels of creative risks, trying out new things constantly to explore our comfort zone and increase it. Each of us here has so much within us to offer, each of us are unique and have different strengths. Therefore, through this camp there will be abundant opportunity to learn from each other. The more we do this the more we are able to find ways to build new skills, learn new things and build deeper bonds.

- ***To learn to take leadership to build my community***

A community can be defined as 'a group of people who are brought together by various factors like geography, belief systems, their work, values and many such factors.' Why do you think it is important to build leadership within us?

- ***To have fun.***

This final goal is at the bottom not because it is the least important, but because it is the foundation of what we're here. We believe this mode of learning has long lasting impact. Fun also does not mean fun in terms of laughing, games and songs. But fun with this workshop would also mean the fun in learning and experience. The enjoyment in finding something new, discovering something and experiencing something.

Facilitator notes: While presenting the goals, observe if you are doing the following – are the goals clear, inviting and inspiring? Does your delivery make the participants want to join right in? You can practice delivering the goals to a colleague and get feedback from him/her about the above.

While talking about the goals:

- Get everyone excited about the programme
- Tell participants why they should care
 - Invite responses from participants about each goal and why they believe each goal is important.
 - What benefits will they receive by achieving these goals?
 - How will this learning improve their lives?



Format for delivering the goals:

- State the goal
- Talk about how reaching this will positively affect your participants
- Restate the goal



Community Agreements

Purpose:

- To set a strong foundation for group work through group consensus
- To provide a space for thoughts and opinions to be shared

Time: 20min

Instructions: “Now, how do we make these goals more than just words on a page? We call these community agreements. As the word ‘agreement’ suggests, these are not rules set by somebody else. While working in a group, these are decisions taken by the entire group together. In order to achieve the goals mentioned, what are some of the agreements we would need? “ (Pause here and allow for the group to come up with their responses).

Incase, you feel there is something important that needs to be added as an agreement, then put this out to the group and post their consensus, add it to the list as well. Do not spend a long time on this process as this is only the start and there maybe things that may come up later when you revisit the agreements on Day 2 that can be added.

For effectiveness and ease of remembering, it is best if community agreements are few in number (5-6) and are written in a way which is easy to understand and is short. Also instead of having don'ts (negative statements) ask the group to rephrase that in a more positive way.

Some of the community Agreements at that come up through the workshops are:

- No put down of self and others
- Be willing to try new things
- Listen well
- Participate fully and ask questions
- Share your reflections
- Be on time
- Ask for translation/ Ask Questions
- Confidentiality
- Keep mobiles on silent

Building clear community agreements creates safety. Clear boundaries let the participants know what they can count on from one another and the community.



Sealing the Deal:

Once all of the agreements are on the flip chart, ask participants to read through them to see if they are in agreement. You might need to remind them that these are not rules written in stone, rather they are intentions we will hold for our time together. Once they've had a chance to look through the agreements it's time to seal the deal. You can tell participants that you are going to take them through a short process that works well with youth: "If you can go with these agreements, please raise your right hand in the air, put your left hand out in front of you. On the count of 3 bring your hands together in a clap and say 'yes' so loud that people in (pick a faraway place) can hear us. OK, 1, 2, 3, Clap."

Facilitator Notes: The community agreements are a very important element of the powerful beginnings. It is the point where as a facilitator you are truly creating a space for them to feel that this is their learning process and the ownership lies within them. Try and get participants' consensus to put agreements on the sheet.

By this point, one also gets a good sense of the group itself.

Getting the Group's Attention

Anytime you are working with a group you need to have ways to get the group quiet. Otherwise, you'll end up having to raise your voice to talk over the crowd. This can be jarring and can also waste a lot of time. Here are a few effective methods.

- **Raise your hand, close your mouth:** "I'd like everyone to imagine you have a string attached to your chin. When you take hold of the string and raise it up, it closes your mouth. Just try this mechanism a few times." (Model it yourself as they do it.) "When I want the group to get quiet, I will raise my hand pulling the imaginary string and my mouth will close. When anyone sees me with my hand up, please do the same. When you see others with their hands up, do the same until the group gets quiet."

Now ask them to give it a try. "Everyone make a lot of noise." Then raise your hand, watch them get quiet and appreciate their efforts.



- **If you can hear me clap once:** Call out in a loud voice: “If you can hear me clap once.” Some people will clap. “If you can hear me clap twice.” More people will clap. “If you can hear me clap three times.” By this time everyone should be clapping. Say, “Thank you,” and then move on. *[A fun alternative is to clap a simple rhythm and have the group respond with that same clapping rhythm.]*
- **And a hush fell over the crowd:** Call out to the group, “And a hush fell over the crowd!” Everyone is to respond with a long, “Hushshshshshshshshsh,” and then fall silent.
- **Churmurri:** When you say Churmurri, they have to say “Oh, ho” with the same pitch and rhythm.

Facilitator Notes: Be sure to share at least one way to get the group quiet before you do any activities. You can share the other two ways as you go along.

PLENARIES

The entire group gathers at camp for a whole group learning session on a theme. These are known as plenaries. Usually time for a plenary is 60-90min. These sessions provide the young people a chance to reflect and speak from the heart. At our camp, we have the following plenaries which are given in detail below.

- Intention Tree
- Beautiful You
- River of Life
- Arts Challenge
- Dream Trees



INTENTIONS

Purpose:

- To bring a sense of purpose by identifying personal intention through the camp
- To build and strengthen the community through speaking these intentions

Materials Needed: A5 size sheets for each participant, sketch, colors and a thread to hang intentions

Time: 90min

Instructions:

Defining Intentions

- Start by asking the group what is an intention? If anyone has an example of an intention they have made
- After getting some responses, challenge the participants to think of something which is personal to them, by asking them to think about what they would most want to achieve through the four days at camp. What would make this experience real for them?
- Remind them to make their intentions as specific and clear as possible, for instance instead of saying, “I want to be friendly and nice to everyone.”, a clearer intention might be “I want to make two new friends every day at camp.”
- Hand out some pieces of paper to each person and ask them to think of their intention, and then write them down in the following phrase, “My intention is.....”
Young people usually have a number of intentions however ask them to think of that one intention that they wish to seek out the most. Encourage them to keep the others in mind but write one only. Usually this will keep it more focused.

Sharing intentions

- Once each person has written the intention, ask them to go around the circle and read them in their family group.

Intention Tree



The intention tree is a beautiful process of at the beginning of the camp that gets everyone to focus and state their intention, speak it out in front of others and ask and receive for support.

- Ask one family group at a time to come in front. They share their group name and then each person comes one by one and shares their intention sheets with the whole group.
- They face the audience and say, “Hi my name isand my intention is.....” Will you support me? The group responds by saying in chorus, “ Yes (Name), we support you.”
- The person hangs the intention on the tree and the next person comes forward.

Closure: End the session with a song or a poem. Encourage each person to come back and read through the intentions if they would like to and remind them of their intentions over the course of the camp.

BEAUTIFUL YOU

The intent of this activity is to empower participants in identifying their own strengths, enhancing them, and also building an ability to notice others’ strengths and appreciating them.

This activity involves some degree of creative risk, which might be new for some participants. However, considering the reflective nature of this session, it helps in setting the tone for deeper awareness about one’s inner life and more appreciation for one’s own self. This helps them build their self-image (what they think of themselves), and in turn enhances their self-esteem.

This is also a medium through which participants can indulge in self-expression in a safe and effective way.

Purpose:

- To understand oneself deeper by identifying inner strengths
- To appreciate one’s own strengths and those of others

Materials needed:

- One chart paper per participant
- Sketch pens/crayons
- While the young people are drawing, play soothing music in the background if possible.

Time: 90 minutes



Space required: A room which has space for people to lie down.

Warm up: Ask each participant to think about one personal strength they have. Then say, “We’re now going to make a group sculpture that will include all our strengths and give extra power to these strengths. These strengths are gifts that we have.” In a circle, ask a volunteer to stand up, share their strength in a word or two and make a sculpture to represent that strength quality, openness, honesty, helping others etc. Once the person has struck their pose, they need to stay in that position until the group sculpture is complete. Go around in the circle till everyone states their strengths.

Instructions to lead the activity:

1. Demonstrate how to trace the body outline. This can be done by one person lying down on the brown paper and their partner drawing the body’s outline clearly
2. Divide the entire group into pairs and give one brown paper and crayon per participant.
3. In pairs, trace each other’s body onto the brown paper/chart paper.
4. Set the context around strengths.
“We all know ourselves. Let us now think about what is beautiful in me. What can be beautiful? It can be a behaviour, skill, quality, anything within us. Beauty can also be dreams within us. Now is the time to find out what is beautiful in me. Remind them not to worry about how the image looks. What is more important is what goes into it.”
5. “Everyone has inner beauty. Put all this beautifulness of yourself inside your body on the chart. Represent this in whichever way you want. You can use images or colours. We are not thinking of one or two things. Let’s try and fill our entire body with as many beautiful things about ourselves as possible. How you represent this is entirely up to you.”
6. Give around 20 minutes to the participants to make their beautiful you.
7. If some of them finish early, ask them to spend time with their drawing and see if there is anything else they would like to add to it.
8. Once the drawing is finished, asked them share this in their family groups. Each person will get around 2 minutes to share. When one person is sharing, remind the group to listen from their heart, completely and wholly.

Facilitator Notes: The tone in this activity must convey beauty and positivity.

Closure: At the end of the paired sharing, you can ask any one comfortable with sharing in the big group circle to do so. After that you can ask the following questions for the entire group.

1. How did it feel to draw yourself and share your drawings?



2. If you noticed any insights as the participants were sharing, you can ask them to elaborate now. This can be a really intimate time for people to talk about their bodies and their inner lives.

RIVER OF LIFE

We believe that who we are today, is a result of our experiences, the people we've met, the choices we have made. In short, the life we have led so far, defines us. But do we understand this well? Do we all know why we think/ behave in certain ways? Do we accept our past and accept ourselves?

The River of Life activity creates an experience where we can understand ourselves through our life's journey. The kind of acceptance that the River of Life activity brings about, can lead to realizations and transformation in the person sharing as well as the person listening, as we come to terms with our lives. Only true acceptance can pave the way to change.

Purpose:

- To help participants reflect on their life journey and hence start building more self-awareness
- To increase acceptance of self and others' stories.

Materials Required: Crayons, Coloured pencils, Pastels, Chart Paper, Music to play while participants are drawing

Time: 75 min

Instructions:

- Context of stories set along with the facilitator's own story which has to be a maximum of 7min.
- The exercise then begins with a short visualization (eyes-closed imaginative experience) in which participants are asked to imagine their own life journey as they are floating down a river. The river begins with their birth, continues to the present and then goes on into the future. As they float down the river ask them to notice the most formative events and relationships that shaped or impacted their lives (at least 5 milestones or incidents).
- Give them 3 or 4 minutes to do this.



- Pass out large sheets of blank white paper, crayons, coloured pencils, or pastels.
- Ask participants to open their eyes and create a drawing of their life as a stream.
- Ask them to include at least three or four twists and turns, each representing an important person or event that has led them here, shaped their sense of purpose, and influenced their decision to become involved with their current work. “Draw your stream to represent the major events and influences, both negative and positive, that made you into this person you are today. Your stream might become large or deep, or it might get small or shallow. There may be rocks or waterfalls. You can use images and words to represent people and experiences.”
- Give at least 15- 20 min for each participant to draw their river of life. Allow them enough time to do the same.
- Post they are done, ask them to stay with themselves.
- Each person shares their river of life within the family group. Here it is important to add that one can share as much as one is comfortable with, they can add things to their sharing. Since the sharing is personal, it is important for the others in the group to give their full selves when that is happening and not ask questions or seek clarification. Also, the person who is sharing may get extremely emotional and break down. Invite the family group members to hold the space to express their emotions and ask them not to comfort them.
- Give each person 3-4 min to complete their sharing and then bring it to a close.
- Ask if anyone would like to share their story in the big group.

Facilitator Notes: The activity is very deep and personal, and most often participants in the process of reflecting have an emotional experience. The tone therefore has to be gentle yet authentic throughout the activity.

Closure: River of Life usually ends with the sharing and how the participants feel post the sharing. It is important to acknowledge and thank the participants for opening themselves up and for bringing out their inner selves. At the end of River of life it would be great to have a small closing, which could be a check out of how they are feeling, a song, or just a tight circle of all participants holding hands.



ARTS CHALLENGE

Purpose:

- To help participants identify issues within the community and find creative solutions to the issues.
- To build leadership and confidence through helping young people envision their roles in the process of working on the community issues.

Instructions:

- Begin by getting participants into groups of 5 or 6. If you have a particularly small group, groups could be as small as 3.
- Start with brainstorming the possible issues that young people see within their own communities and that affect them or those around. Generate a list of issues.
- Once you have a list, ask each group to identify one issue together that they would like to choose from the list.
- Inform the group that their task is to create a 3-5 minute performance that:
 - addresses a social issue, which means portraying the issue but more importantly looking at the solutions to the issue.
 - includes personal story (this can be your own stories or stories of people you work with)
 - employs at least 3 art forms (brainstorm art forms)

To enable the young people to think of solutions, it is good to guide them to think of solutions on the following lines:

1. What is a good solution or idea for this problem?
 2. What is a bad solution?
 3. What is a crazy solution?
 4. What is a free of cost solution?
 5. What is a solution that requires financial assistance?
 6. What is a short term solution?
 7. What is a long term solution?
 8. What can I do?
 9. What can we do together?
- “Everyone in your small group participates in the performance in some way. We’re not asking for a long skit here. It might include some short scenarios, but also high



impact messaging through statues, storytelling, and the like. Your task is to create a motivating performance.”

- Provide 10 min to the groups to prepare for the performance.

Performance

If possible set up a slightly more formal space with a stage and an audience. Once participants are seated remind them that this is a quick, thrown together performance. No one is looking for perfection. This is just practice in using the multi-arts to get a message out. And yet at the same time, ask them to perform as if they have been practicing their piece for six months.

Debrief: After the performances are complete, give the small groups ten minutes or so to debrief their experience. How did their group process go? What was their experience giving the performance? How could they see using performance with youth in their programs?

Whole Group Debrief: Take some time having group members give feedback on each of the performances and hearing a short report back about each group’s process.

DREAM TREES

Purpose: To help young people explore hopes and dreams for their lives

Materials Needed: One chart paper per participant, sketch pens, colors

Time: 90min

Instructions:

Brainstorming Dreams

- Begin by asking participants what their dreams are? What are some things you want and desire in your lives? These could be in different areas of your life, it could be in relationships, health, material things, qualities you would want to have.



- Once you get the a few responses from the group, share the elephant story.
- Now tell them to think again of what they want and what they desire if the chain is broken and nothing is stopping them.

Elephant Story: Once upon a time there was a elephant by name Anarkali, it was a newborn elephant. Anarkali's father and mother were very happy and proud to have had her. One day, Anarkali, her father and mother were walking in the woods, and little Anarkali lost her way, while they were going walking, and was caught by a Circus manager who was looking for a baby elephant. He took Anarkali to the city and wanted to train her for Circus. He tied little Anarkali to the stake. At that time, the little elephant pushed, pulled and sweat trying to become free wanting to go back to the forest and unite with her parents. And, despite all her efforts, it didn't make it, because that stake was too hard for her. She used to fall asleep exhausted and tried again the next day, and the next, and the next. Until one day, one terrible day in its history, she felt helpless and submitted to her destiny. That enormous and powerful elephant we see at the circus won't escape because poor thing thinks she can't. The memory of her inability she felt soon after being born was imprinted in her mind, and she never tried to test her strength again.

Drawing Dream Trees

- Handover the charts and ask each person to represent their dreams on a tree. The dreams are the top half of the tree where the branches and leaves are
- Encourage them to use images and words.
- Ask them to think of who all support them in achieving these dreams, who are the roots? Ask them to write their support systems on the roots of the tree
- Finally ask them what their strengths are which will help them in achieving these dreams. These strengths are to be written on the trunk of the tree.
- Give them around 15 minutes to draw the trees.
- Put on some inspiring music in the background while the young people draw their Dream Trees

Closure: Dream Exhibition

- Once the Dream Trees have been created ask the young people to step out of the room.
- In the meantime, arrange the images in the way of an exhibition



- Welcome young people in groups of 8-9 and allow them to walk through the exhibition and see each other's 'dream trees'.
- A beautiful song as this is happening that we often sing is
All Life is a Circle
And we are all together
A stone drops in the water
And ripples on forever
I'll carry you always in my heart (2)



COMMUNITY BUILDING THROUGH CREATIVE ARTS THEATRE, MUSIC AND PERFORMANCE

Theatre Night

The world of theater is chock full of activities that you can use to bring energy to your group, engage the imagination, think outside of the box, and help participants gain comfort speaking in front of a group. If you are a person who is shy about theater, let me assure you that we are going to approach this in a way that is really safe and easy.

Purpose:

- To incrementally increase the level of creative risk-taking for the young people
- To invite imagination
- To help them open up their whole selves

Facilitator Tips for leading theatre games:

1. Make it safe
2. Share Agreements
3. Engage the body
4. Share your own delight
5. Give clear instructions and demonstrate
6. Look for multiple benefits of activities
7. Prepare a sequence of activities ahead of time

Imagination Warm-Up Games

This is not a...

Time: 10-15 seconds per person

Purpose: imagination, relaxation, laughter and play, creative risk

Materials: One stick, water bottle, magic marker, or similar object for each group

Instructions: Ask participants to form circles of 8-12 with one leader in each group



- The leader (A) holds the stick (or other object) and says, “This is not a stick, it is a (fill in the blank—comb, for example). He then demonstrates using the stick as a comb, making appropriate motions and sound effects.
- The leader then passes the stick to the person on his left.
- Person B repeats the leader’s demonstration of the comb, copying his movement and sound as accurately as possible while saying, “This is not a comb...” She then gives the stick yet another identity, saying “This is a (fill in the blank—say, a pair of scissors). She demonstrates the pair of scissors with movement and sound and then passes the stick on to the person on her left.
- Person C, repeats B’s demonstration of the pair of scissors copying the sounds and movement as accurately as possible while saying, “This is not a pair of scissors.” He then gives the stick a new identity and demonstrates the new object in movement and sound. And so it goes, around the circle.

Facilitator Notes: Emphasize the importance of using exaggerated movement and a strong sound to demonstrate the object. Encourage participants to copy the person before them as accurately as possible. If a participant tells you all of their ideas have been taken, remind them that the stick can be anything.

Use an imaginative way to get participants into new groups of 8, such as “When I say go, tiptoe in total silence as fast as you can to get into new groups.” Or, “See if you can get into new groups by the time I count to 5.”

What are you doing?

Time: 20 seconds per person

Purpose: imagination, relaxation, laughter and play, creative risk, learn names

Instructions: Ask participants to form circles of 8 – 12 people.

- The leader (A) mimes an obvious movement such sweeping the floor with a broom.
- The person next to her (B) asks, “[A], what are you doing?”
- She answers in a way that is at odds with her movement. For instance, if she is miming sweeping the floor, she might say, “I’m washing the dishes.”



- B then begins to mime washing the dishes and the person next to him (C) asks, [B] what are you doing?” Even though he is miming washing the dishes he now says he is doing something completely different. He says, for example, “I am flying a kite.”
- C then mimes flying a kite, and so on around the circle.

Facilitator Notes: Let participants know ahead of time that they will need to know the name of the people next to them to play this game, and give them a chance to make sure they know the names. Remind people to use the person’s name when they are playing the game.

We’re now going to play a game that demonstrates the connection between imagination and our physical sensations.

Pass the Ball

Time: 5-10 minutes

Purpose: imagination, focus, connect imagination and physical sensation

Instructions: Ask participants to stand in a circle. You can play this in circles of 8-10 or in larger circles. The leader stands outside of the circle or circles and calls out the directions.

- The leader hands an imaginary ball to one person in each circle and then says, “Please pass this imaginary ball around the circle. It’s about the size of a tennis ball.”
- After the ball has gone a ways around the circle the leader calls out changes in the quality of the ball by saying, “The ball is slowly getting lighter...now it’s getting lighter and bigger...now it’s very large and light like beach ball....keep passing it around. “
- The leader continues to change the quality of the ball: “And now it’s slowly getting heavier....and heavier....and heavier...until it’s very heavy. Help each other pass this rock-heavy ball around...”
- And now it’s the size of a soccer ball. Keep passing it around...It’s getting sticky. It’s very sticky...and it STINKS! Keep passing it...
- Now it is very hot...
- Now it is a very precious little thing...”
- After calling out several changes, the leader can give the groups the power to transform their own object by telling them that anyone in the group can now call out a new



quality when the ball comes to him or her. Remind them to let the ball go around for a bit with its new quality before someone transforms it to something new.

- Eventually the leader calls a halt to the game. A fun way to end the game is to say, “Now the ball has turned into a fine piece of chocolate.”

Facilitator Notes: Watch the groups carefully as you call out new qualities for the ball. Be sure to give time for them to get into each quality.

And now we’re going to play a game that takes this even further. Please start by getting into groups of 6.

Magic Clay

Time: 10 minutes for a group of 4-6

Purpose: spatial awareness, imagination, attention, focus

Instructions: Ask participants to form circles of 4-6 people. The leader begins by giving a piece of imaginary clay to one person (A) in each circle.

- A uses mime to slowly mold the clay into a usable object such as a hat. She then demonstrates using the object. If it’s a hat, she puts it on her head and shows it off.
- She then passes the imaginary object to a person next to her, B. He first plays with the imaginary object, and then compresses the “clay” into a ball and makes a new object. Demonstrates the object and passes it to C. Continue around the circle.

Facilitator Notes: The leader should demonstrate by making a fairly simple object. Encourage people to go slowly when they are forming their object. Ask participants to refrain from guessing what the object is until the person has demonstrated using it.

Magic Word

Time: 5-10 minutes depending on how many people take a turn

Purpose: focus, listening, energizer, group cohesion, storytelling skills

Instructions: Ask participants to form a circle. Participants hold their right hands out, palm up, toward the person on their right. They hold their left hand above the hand of the person on their left pointing their index finger toward that person’s open palm. The person who is “it” stands in the center of the circle.



- Ask participants to decide on a magic word. It can be any simple word such as ice cream, gardening, jogging, blue, or bike.
- The person in the center then starts to tell a story. When she says the magic word, participants try to grab the finger of the person on their right while at the same time trying to pull their left hand up so their finger is not caught by their neighbor on the left. The challenge for the person who is “it” is to slip the magic word into the story in such a way that group is surprised. The person can also slip in a word that sounds like the magic word to trick everyone into reacting at the wrong time.
- The person who is “it” gets to try to trick the group a few times and then picks a new person to be “it.”

Facilitator Notes: This is a great game to play when everyone is sleepy after lunch. It’s helpful to model it first. You can give people a chance to practice by identifying a magic word. Then say, “I will say 1, 2, 3, [magic word] a few times, to give you a chance to practice.” We’ve found that even very shy participants will successfully tell a story in the circle. They are so focused on tricking the group that they forget themselves. Later on you can point out, “Do you realize you just told a story to a large group of people?”

MUSIC NIGHT

Camps are filled with music and song. Music night is really a time to bring out the rich cultural music traditions of the community and give the opportunity for young people to share part of their culture, to take leadership and to be with and learn from one another.

A good place to start is by teaching with some easy to learn songs. Songs bring in harmony and get every voice in the room. It is always best to plan ahead and get volunteers and young people to do some song and dance and demonstrate leadership to the group.

Some possible ideas:

- Family group songs
- Two or three group songs
- A train around the camp fire
- Folk songs and music



In one camp led at Uttar Pradesh, the music night was actually a Shayari (couplet) night accompanied by the Dholki, a traditional Indian percussion instrument. At the end of the music night, we had discovered something about the young girls, and it was really a moment for them to show a side of themselves and open up through a lot of fun and energy.

OPEN MIC

The Open Mic is the highlight of the camp. This is where you see the transformation that has happened to the young people over the days spent at camp. Open Mic is a culmination of the experience that the young people have gone through.

As a facilitator it may be important to ensure certain things in order to have an enthralling open mic night.

- Select the MC – Selecting MCs who can set the right tone is important. We often choose people who are on the verge of transformation and just need the gentle nudge from our side to shift completely. MCs need to keep the audience energized and getting some volunteer who can serve as support to them in their preparation to be MCs
- Permit one short performance per person – Ask people to perform solo only once and to keep it to 2-3min. This opens up the stage to other people to perform. However they can have as many group performances as they like.
- Educating the audience- It is important at the start to talk about the role of the audience. This is not about being an expert but just to go out there and share what you feel like.
- End with Calm – End the open mic on a calm note by singing a soothing song or taking a few deep breaths together.

Open Mic is a celebration of the time spent and the experiences shared. Don't forget to HAVE FUN as the young people star and shine through!



CLOSING

A closing goes a long way in helping the young people transition from the high of the camp to their lives back home. Closing actually opens the door for a new beginning of exploration and self-confidence.

APPRECIATION CIRCLE

Purpose: To send out positive energy to each participant towards the end of camp by identifying their inner strengths

Time: 20 min

Instructions:

- Ask the group to sit with their family groups
- Demonstrate by calling one adult to the centre (could be the camp manager) and the other adults forming a close knit circle.
- Speak of all the positive qualities, skills, strengths that you have seen in the person for 1 minute. People sitting around the person will speak simultaneously. The important thing to remember is that what you speak is authentic and that you don't have to raise your voice to be heard over others. The idea is to simply let the positive energy flow to the other person.
- One person in the circle must keep the time and put a hard stop at 1 min. OR The facilitator can time 1 minute, by saying start and stop, and one by one, each person in the family group can come to center of the circle to get appreciated.
- Each person in the family group then goes inside the circle and people forming the circle carry the process of appreciating the person in the centre.

Facilitator Notes: Remind the group to be open and take in or absorb all the appreciation they receive.



SEED AND STONE

The closing of the camp is as important as the beginning. Closing varies depending on the length of the program, but the intention of this is to help young people identify what they have learnt through the camp for themselves and prepare them for going back to their daily routine lives after the high they have most often experienced at camp.

Purpose: To close the camp through a leaving and taking process and to prepare the young people for their re-entry into their lives.

Materials Required: A bucket half filled with water, some symbolic gift like seeds for the young people to take back

Time: Usually 60 min

Instructions:

- “Now I want everyone to go outside and get a stone. I’ll tell you more later. We’ll have 3 minutes to get a stone. We will do this in silence and spend the next 3 minutes with ourselves. Look for a stone you are attracted to, connected to. It could be of any shape and a small size. Once you have got the stone, come inside, sit down and leave the stone in front of you.”
- Once each person collects a stone and sits, talk to them about how their experience at camp was.
- *Reintegration Talk* – Re-integration has 2 parts to it:
 - a. To acknowledge that endings are hard, but it is part of our lives. Youth are often distraught at the end of the camp, knowing that they have to go back to the challenging situations at home. Fundamental to this process is learning to say goodbye in ways that complete the experience and acknowledge and celebrate what we are taking forward in our lives. (*Refer to Catch the Fire for detailed instructions on this Pg 139-142*)



- b. The re-entry into the communities that they live in. When we leave an experience like this it feels like the world is divided in two - those who have been to the camp for the last 4 days and those who haven't. Our job when we go home is to bring these two circles together. As we have experienced so much over the last 4 days, we return home with a lot to share, but the people back at home can possibly not understand what you are sharing as they have not experienced it. All the while you have been here at camp having your experience, people in your life back home have been having their experience too, life has been going on.

Here is one of the best things to do; when you get home, rather than gushing with a lot of words about what happened here; what if you said, "Hey, I have missed you, tell me all about your 4 days," and then listen. While you listen, they feel good and they feel connected to you. Then you can share a few bits of your experiences and take time to relax and reflect, take your time, continue to do creative activities, stay in touch, etc. You can ask the youth for what else they can do.

- We spent the last 4 days together doing so many different things. We have reached the goals we decided on and have had a lot of fun while learning and doing new things. Since we are going to be leaving soon, let us think if there is anything we can leave behind – a quality or any baggage or weight that I am carrying which I can leave behind here? Also, what do we want to take back to our lives?"
[Facilitator can give an example here if necessary. Let the example be slightly elaborate and more than one sentence. This helps set the context for the participants.]
- "We will say what we want to leave behind and put the stone in the bucket. This symbolically represents that we are leaving this behind and will not carry it with us henceforth. Next to the bucket are seeds. These are for us to take back. Tell us what you are going to take back to your life and pick up a seed as a symbol for this. Once you go back, you can plant this seed in the soil and watch it grow."

Facilitator Notes: As this activity is very sacred, ask the youth to do this in complete silence. It is important here to also remind the youth to not push each other but really feel when they are ready to share. However if it is taking too long, gently encourage the group.



Closure: As the last activity at the camp, it would be important to acknowledge and thank everyone for sharing so deeply and for making this possible. You could end it with a song that the whole community can engage in and shake off the emotional energy.

Dream Outdoor Experiential Camp

Day 1- Intention: Exploring my self. Understanding who I am, and knowing that I am unique and special. Knowing my self better.

6:00 AM	Bus Leaves from pickup point			
9:30 AM	Children's Arrival on Campus & Welcome Song			
9:30 - 10:00 AM	Breakfast			
10.00 - 11:00 AM	Activity to engage with the space around		Walk and explore	
11.00 AM	Powerful Beginnings			
	Name Tags			
	Rhythm			Big Circle
	Lead Facilitators Introductions			Big Circle
	Staff Intro using a Mime			Big Circle
	Name Game			Big Circle - Small Groups
	Short Intro of Schedule and Goals		Not giving out too many details	Theatre Style
	Agreements		Include that of language	Theatre Style
12.00 PM	Orientation			Theatre Style
	Schedule			Theatre Style
	Safety (snakes, etc) Camp boundaries Handwash Toilets Space needed for Prayer Time			Theatre Style
12.10 - 12.30 PM	Family Groups - Name & Sound			Theatre Style - Corners (Small Groups)



12.30 - 1.45 PM	Stretch your Imagination Writing Intentions and Intention Tree Walk in Power		Pointing finger, visualising and stretching further	Small Groups - Spread around - Small Groups - Theatre Style - Big Circle
01.45 - 02.45 PM	Lunch			
	Staff Meeting			
02.45 - 03.00 pm	Paper Drop (Holding group attention)			Big Circle
03.00 - 05.00 PM	Big Group : Beautiful YOU			Spread
05.00 - 05:30 PM	Tea Break			
05.30 - 06.30 PM	Free Time			
06.30 - 07.00 PM	Family Groups - High / Low & Cheer (Introduce journaling?)			Small Groups
07.00 -8:30pm	Theatre Night/Music Night			Spread around
08.30 -9.30 PM	Dinner			
09:30 - 09.50 PM	Gratitude Circle			Big Circle
09.50 PM-10.00 PM	Song & Close			Big Circle
10.00PM	Lights Off			



Day 2- Intention: Building interpersonal relationships. Who am I in relation to You? Connecting with family groups, friends and understanding relationships.				
Time	Activity	Leader	Detail	Seating Style
06.30 AM	Wake Up			
07.00 - 07.30 AM	Morning Circle			Big Circle
07.30 - 08.00 AM	Breakfast			
08.00 - 08:30 AM	Opening Circle Community Skit			Big Circle Theatre Style
08.30 - 09.00 AM	Revisiting Goals & Agreements			Theatre Style
09.00 - 10.30 AM	Set 1: Workshop 1 (Run by Volunteer)			
	Set 1: Workshop 2 (Run by Volunteer)			
	Set 1: Workshop 3 (Run by Volunteer)			
10.30 - 11.00 AM	Tea Break			
11.00 - 12.30 PM	Set 2: Workshop 1 (Run by Volunteer)			
	Set 2: Workshop 2 (Run by Volunteer)			
	Set 2: Workshop 3 ((Run by Volunteer)			
12.30 - 1.30 PM	Lunch Break Staff Meeting			
1.30 PM - 3.00 PM	Set 3: Workshop 1 (Run by Volunteer)			
	Set 3: Workshop 2 (Run by Volunteer)			



	Set 3: Workshop 3 (Run by Volunteer)			
03.00 - 03.30 PM	Tea			
03.30 - 05.30 PM	Big Group Session - River of Life		River of Life ends with the strengths circle, where each person stands in the centre after sharing their story, and the other tell the strengths they heard	Big Circle Spread Around
05.30 - 7.00 PM	Tea/Free Time			
07.00 - 08.00 PM	Family group -High/Low,Challenged yourself Prepare for Camp fire song / dance			Small Groups
08.00 - 08.30 PM	Dinner			
08.30 - 09.30 PM	Camp Fire and Music			Big Circle
09.30 - 09.45 PM	Gratitude Circle			Big Circle
09.45 - 10.00 PM	Story and Close			
10.00 - 10.15 PM	Hand Out			
10.30 PM	Lights Off			



Day 3- Intention: Taking ownership for giving back. Taking responsibility for the change I want to create.

Time	Activity	Leader	Detail	Seating Style
06.30 AM	Wake Up			
07.00 - 07.30 AM	Morning Circle			Big Circle
07.30 - 08.00 AM	Breakfast			
08.00 - 08:30 AM	Opening Circle Community Skit Revisiting Goals & Agreements			Big Circle Theatre Style
08.30 - 09.30 AM	Take sign-ups for youth led workshops			Theatre Style
09.30 - 11.00 AM	Set 1: Workshop 1 (Youth led workshop)			
	Set 1: Workshop 2 (Youth led workshop)			
	Set 1: Workshop 3 (Youth led workshop)			
11.00 - 11.30 AM	Tea Break			
11.30 AM - 1.00 PM OR	Big Group Session: Arts Challenge			Big Circle Small Groups
11.30 AM - 01.00 PM	Set 2: Workshop 1 (Youth led workshop)			
	Set 2: Workshop 1 (Youth led workshop)			
	Set 2: Workshop 1 (Youth led workshop)			
01.00 - 02.00 PM	Lunch Break Staff Meeting			
02.00 - 03.30 PM	Set 2/3 Workshop 1 (Youth led workshop)			



	Set 2/3 Workshop 2 (Youth led workshop)			
	Set 2/3 Workshop 3 (Youth led workshop)			
03.30 - 04.00 PM	Tea Break			
04.00 - 06.00 PM	Preparation for Open Mic			
06.30 - 07.15 PM	Family Group Time			Small Groups
07.15 - 07.30 PM	Gratitude Circle			Big Circle
07.30 - 08.00 PM	Dinner			
08.00 - 09.15 PM	Open Mic Night		Emcee, Stage Set Up, Sign-Ups	
09.15 - 09.30 PM	Song & Close			Big Circle
09.30 PM	Lights Off			

Day 4- Intention: Understanding the journey and beyond. Closure. Celebration.				
Time	Activity	Leader	Detail	Seating Style
06.30 AM	Wake Up			
07.00 - 08.00 AM	Morning Circle - Nature Walk			Big Circle
08.00 - 08:30 AM	Breakfast			
08.30 - 09.00 AM	Opening Circle			Big Circle
09.00 - 10.30 AM	Big Group Session: Dream Trees			Spread



10.30 - 11.00 AM	Tea Break			
11.30 - 12.00 PM	Appreciation Circle			Small Groups
12.00 - 12.30 PM	Camp Clean-up			Spread
12.30 - 01.15 PM	Lunch Break			
01.15 - 02.30 PM	Re-Entry/ Integration Closing - Seed & Stone			Big Circle
02.30 - 03.00 PM	Goodbye! (Closing Ritual)			
03.00 PM	Departure from Camp			