



Education Committee Manual



Section One

Context:

Education is a basic human right. In many developing countries, people lack access to educational opportunities that could potentially allow them to break out of the cycle of poverty. According to data from the UNESCO Institute for Statistics, about 263 million children around the world, ages 6-17 (or one in every five) are out of school. In order to promote education globally, every Youthlinc Service Year team has an Education Committee.

The international communities Youthlinc partners with have all expressed an interest in either learning English or refining their English skills. English is the 2nd most-learned second language in the world and is commonly accepted as a *lingua franca* of many governments. Additionally, many of our partners are also interested in STEM education- science, technology, engineering, and math. In today's world, it's more important than ever that youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions.

As the Education Committee, you will have the opportunity to share the basics of English through hands-on, interactive, and engaging lessons in an English Camp. In communities whose English language is more advanced, you will conduct a STEM Camp to introduce new English vocabulary and other important life skills. Your efforts will provide communities with the tools necessary to improve their circumstances.

Committee Goals:

1. Work together to create and carry out meaningful projects that will provide international communities with useful English and/or STEM skills.
2. Ensure all team members create quality English and/or STEM lessons, are prepared to teach in-country, and recognize their involvement in the education committee as an opportunity to develop leadership skills.
3. Prepare all materials necessary to complete international projects: English Camp, STEM Camp, Mondo Art Project, and/or Music Project.

Committee Strategies and Timeline:

December

- Focus on local service throughout the month.
- Participants must set up their Youthlinc Dashboard.
- Review Country Specific information

January

- Team Leader will review Team Jobs and Committee options.
- Team Leader will review in depth role of each committee and team members will have an opportunity to submit their top 3 preferences.
- Focus on local service throughout the month.
- Focus on Team building and Leadership activities
- Start collecting clothes for the Big Brother Big Sisters clothing drive. This is how you raise money for your committee supplies!

February

- Youthlinc-wide committee training meeting. Youthlinc hosts committee-specific workshops this month. Here, you'll learn about what has and hasn't worked with your committee in previous years.
- At the Committee workshop:
 - Learn about the Education Committee, your projects, and best practices for carrying out those projects.
 - Read last year's Committee report, the End of Year Summary from your team, and advice from previous Youthlinc teams.
 - Identify any questions you have or information you need to plan your projects.
 - Brainstorm a large list of teaching topics. Almost anything can be an English lesson. In Section Two, you will find a list of potential lesson topics.
 - **Mondo Art Project (MAP)**
 - Review and Research here: <http://www.mondofineart.com/blog/mondo-art-project>
 - Decide who will oversee the MAP.
 - *Note: the MAP can be passed along to the Cultural Committee, depending on what your Team Leader decides.*
 - **Music Project**
 - Decide what music project the committee would like to do and who will be in charge.
 - *Note: the music project can be passed along to the Cultural Committee, depending on what your Team Leader decides.*
- **Assign someone from the committee to model a short, interactive English lesson for the rest of the team at the March team meeting.**
- Assign someone to present a mini report on your country (ethnic groups, languages, traditions, food, literacy rate, etc.) at the April team meeting.
- Make sure everyone has each other's contact information. Decide as a committee the way that will work best for you to keep in touch. Whatever you agree on as a committee you need to follow through with consistently throughout the Service Year.

Team Retreat

- This will usually occur later in January or early in February and will include a committee meeting. Due to COVID, your team may have to postpone your team retreat. Please check in with your Team Leader to know when and where your Team retreat will be held.
- The Team retreat will generally allow for an extended period of time to work on committee projects and make good progress.

March

- Review and follow up on items from January and February.
- Assigned committee member models a short, interactive English lesson for the rest of the team.
- Distribute a lesson plan template to team members.
- Let the rest of the team members decide their English lesson topics.
 - They should prepare lessons for at least two topics that can be adapted for different aged students. Announce that everyone is responsible for packing their own lesson materials.
- Every Team member should leave this meeting with a topic and the beginning of their lesson plan.
- Set a clear deadline for first draft of Lesson plans to be turned into the education committee to review
- Begin brainstorming the materials you will need to complete your projects.

April

- Review and follow up on items from March
- Assign each of your committee members a group of team members that they need to follow up with on planning their own lessons.
 - Check in with every student about their lessons- **everyone** must have two topics selected by this meeting.
 - Announce that everyone needs to bring a detailed, typed lesson plan to the May meeting.
 - Remind everyone that they must pack all their own lesson materials.
- Discuss what materials the committee will need in-country to complete projects. As a committee, you have a few options for purchasing and/or collecting materials:
 - 1. Use the money raised from Big Brothers Big Sisters to **purchase materials in-country**.
 - We recommend committees purchase as many materials in-country as possible, especially things that are easy to find like paper, markers, pencils, etc.
 - Work with your Team Leader to ensure you have a plan for purchasing materials in-country.
 - 2. Use the money raised from Big Brothers Big Sisters to **purchase materials in Utah**.
 - This option is best for materials that would be difficult to find in-country. For example, if your music project requires ukuleles, you'd probably need to purchase those ahead of time.
 - REMEMBER: team members do not have extra bags to pack their committee materials. As a committee, you may choose to purchase at extra bag for your materials with your BBBSU funds.
 - 3. **Collect your materials in Utah**.
 - As a committee, you can conduct a donation drive to collect project materials.
 - REMEMBER: team members do not have extra bags to pack their committee materials. As a committee, you may choose to purchase at extra bag for your materials with your BBBSU funds.
- Assigned committee member presents the mini report about your country at the team meeting.
- Plan various fun activities that can be done at English Camp or STEM Camp during down time.
 - Each committee member needs to have one random activity planned and prepared.
 - Gather any materials required for these activities- or be sure to come up with simple activities that require no materials. The captain of English camp each day, needs to have a list of these activities and any supplies that go with them.
- Present any committee needs to group (supplies, school materials, etc.)

May

- Review and follow up on items from April
- Collect completed lesson plans. Be sure lessons are interactive and can be adapted for different ages. Give feedback for lessons that need improvement.
- Be sure everything is ready for the Mondo Art Project, music project, and all activities/games.
 - Be sure you have your lesson plans ready with all materials required to teach them.
- Collaborate with the team leaders to understand and adapt the structure of the teaching schedule for the English or STEM Camp.
 - Make a draft of a teaching schedule based on this collaboration.

Section Two

In this section, we will cover topic ideas and a basic lesson plan structure. The topics should be used as a starting point, **not** an exact guide. They should be modified based on committee members and the needs of the community.

If you are still feeling lost after reading this section, the internet can be a rich resource for English and/or STEM lesson ideas.

This blog post has a nice overview of what to do during an English lesson:

<http://www.fluentu.com/blog/educator-english/recipe-create-esl-tefl-esol-lesson-plans/>

Topic Ideas:

- Colors
- Animals
- Shapes
- Business English: money, commerce, purchasing, etc. (for older learners)
- Numbers
- Basic conversational phrases: greetings, farewells, my name is..., small talk, etc.
- Nature: plants, landscapes, crops, etc.
- Time
- Weather
- Clothing
- Places of interest/tourism

Lesson Plan Structure:

- **Things to consider before writing with your lesson**

- Figure out your goals for the lesson. What do you want people to learn? What are you trying to accomplish by teaching this lesson?
 - Think about your target age range. Usually, we will be teaching kids ages 5 to 13, but be flexible. One day, you might be teaching preschool children and then the next, high school-aged people. Can your lesson be adapted for a wide range of ages?
 - What materials will you need for your lesson? We don't want to leave "junk in the jungle" so be minimal with your material needs.
 - You need to plan for at least 30 minutes of teaching. Sometimes, lessons go quickly. Always have a backup plan or an extra game in case you finish the lesson early.
- **Structure of your lesson**
 - *Beginning: first 5 minutes*
 - Introduce yourself
 - Have them introduce themselves. Teams in the past have made durable, reusable nametags for kids on the first day of English class. This is a great idea, as it reduces waste and provides a way for Youthlinc team members to know their names quickly.
 - Explain what they will be learning during your lesson
 - Tell them (through a translator if you really need one) a specific sound or motion means to quiet down. Past teams have had bells, agreed-upon hand motions and signs (check if they're culturally okay first!), or a short whistle.
 - *Middle: about 20 minutes*
 - Figure out SPECIFICALLY what you are going to do.
 - Write it down step by step. Try to break this down into small steps.
 - You are required to have 3 learning activities. Learning activities are games, art projects/crafts, songs, hands-on activities, etc.
 - Remember, students must be doing something. **Avoid lecturing!** You probably don't enjoy that as a student, so imagine going through that and not knowing the language.
 - *End: last five minutes*
 - Review your lesson if the students need the extra practice
 - Make it clear that the lesson and your teaching time are almost over
 - Tell them all goodbye. Many people enjoy giving the kids hugs or high fives when the lessons are over.

Sample Lesson (shortened):

Materials Required: white construction paper, finger paints, 2 aluminum pans

Activity Time: 15-20 minutes

Concepts Taught: How Secondary Colors Are Created

1. First read the book "Little Yellow, Little Blue" by Leo Lionni. Then discuss how two primary colors, yellow and blue when put together make green (which is a secondary color). Discuss other primary colors that make secondary colors.
2. Then take them over to the art center and pour yellow finger paint into one aluminum pan and blue finger paint into another aluminum pan. Have the students press one hand into the blue paint and then press their hand onto the paper. Then have them press the other hand into the yellow paint and press it down on the paper next to the blue handprint. They will then take their blue and yellow hand and rub them together until they turn green. Once they are green have them press them down on the paper below the yellow and blue handprints.
3. Once they are dry you can write next to the hands "One blue hand and one yellow hand makes two green hands!" You can use other colors to make secondary colors. Again, it is a great project to reinforce the concept of secondary colors.