

EDUCATION COMMITTEE MANUAL



Everything you need to know to run a successful committee

YOUTHLINC EDUCATION COMMITTEE MANUAL

A complete guide for Mentors, Alum Leaders, and youth volunteers facilitating cultural exchange abroad.

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PART 1. OVERVIEW

1.1 Purpose of the Education Committee

Education is a basic human right. Many communities around the world do not have consistent access to quality education, English language learning, or STEM opportunities. Your committee supports community goals by creating simple, hands on learning experiences that build skills and confidence.

As a member of the Education Committee, your role is to help:

- Plan and run English Camp and, when appropriate, STEM Camp.
- Support community priorities for learning English and basic STEM concepts.
- Help every team member prepare at least two interactive lessons that can be adapted for different ages.
- Prepare materials and projects like Mondo Art and Music in a way that is sustainable and culturally respectful.

Your work helps make education camp:

- Organized
- Fun and engaging
- Respectful of local schools and teachers
- A space where both Youthlinc volunteers and local students learn from each other

1.2 Philosophy of Teaching and Learning

A guide for how to approach education work respectfully and successfully

Education committee work is not about showing that we know more or fixing local schools. It is about sharing, learning together, and supporting local teachers and students.

- **Students Already Have Knowledge**

Every student and teacher you meet already has important knowledge, skills, and experiences. Our job is not to replace what they know. Our job is to build on it and support their goals.

As a committee member, you help prepare the team to enter classrooms with humility and curiosity, not with the mindset that we are the experts.

- **Participation Is Better Than Lecture**

Teaching should feel shared, not one sided.

This means:

- Keep lessons interactive

- Use games, partner work, and small groups
- Avoid long lectures or talking at students
- Invite students to share their ideas and experiences

We are there to learn and practice together, not to give a long speech at the front of the classroom.

- **Less Talking, More Doing**

Hands on and visual activities work much better than long explanations, especially when there are language barriers.

Aim for education activities that are:

- Visual
- Movement based
- Easy to follow
- Adaptable for different ages and levels

If a student can understand what to do without many words, it is probably a great educational activity.

1.3 Respectful Education and Dignity

Every lesson your committee prepares should honor the dignity of the students, teachers, and community. Local teachers are the education experts. They understand their students, school system, and community.

Show respect by:

- Asking permission before taking photos in classrooms.
- Dressing appropriately for local schools.
- Following school rules and teacher requests.
- Avoiding activities that feel childish for teens or adults.
- Asking teachers what their goals are for their students
- Inviting teachers to join or lead activities if they would like

Avoid:

- Comparing schools or students to those in the United States.
- Talking about “fixing” or “saving” the school.
- Leaving behind “junk in the jungle” or materials that create trash or inequity.
- Jokes about school buildings, supplies, accents, or abilities
- Assuming students cannot learn because of where they live or what limited resources they might have

Respectful education work requires humility, kindness, and awareness. Your committee helps the team understand these expectations before departure.

1.4 Working With an Interpreter in Education Settings

Not all sites will use interpreters during education lessons. Your committee should work closely with your Team Leader to understand what your specific site requires.

If your site **does** use interpreters, remember that they are partners in teaching. Your lesson will be more successful when you work with them intentionally and respectfully.

When using an interpreter:

- Use short, clear sentences
- Pause after each idea so the interpreter can speak
- Face the students, not the interpreter
- Use gestures, pictures, and demonstrations to support understanding
- Share lesson goals and key vocabulary with the interpreter ahead of time when possible

Treat interpreters with respect and gratitude. They help make learning accessible for everyone.

1.5 Understanding Educational Contexts

Before you travel, your committee should learn about:

- Typical class sizes and age groups.
- Languages spoken at school and at home.
- How teachers usually run classes (teacher led, group work, strict, relaxed).
- What topics might be sensitive or inappropriate.
- What supplies are common or rare in local schools.

This research helps you design lessons that fit the local context and support, rather than interrupt, what teachers are already doing.

1.6 Committee Roles and Responsibilities

Who leads what, and how your committee works together

The Education Committee is designed for youth volunteers to take the lead on planning all education projects. Mentors and Alum Leaders guide and support, but the creativity and follow through come from humanitarians.

Humanitarians

Humanitarians are responsible for driving the committee's projects from start to finish. This includes:

- Brainstorming and selecting lesson topics.
- Using the Youthlinc lesson template to create clear, interactive lessons.
- Helping your peers write and improve their lessons.
- Determining if English or STEM Camp is a better fit for your community.
- Planning English Camp/STEM Camp schedules with your Team Leader.

- Helping organize Mondo Art and Music projects.
- Gathering and organizing education materials.
- Coming prepared to each committee meeting and following through on tasks.
- Working together as a team to support the community and your volunteers in country
- Ensures all participants have planned, prepared and filled out the Education Lesson Plan

Alum Leader

Your Alum Leader has been on a Youthlinc trip before, which means they bring experience, insight, and practical tips that can help your committee succeed. They work closely with the Mentor but also directly with humanitarians.

The Alum Leader will:

- Keeps the committee organized and on schedule.
- Checks in with members about lesson progress and deadlines.
- Shares tips from past trips about what works well in English or STEM camp.
- Helps students practice teaching in a simple, engaging way.

Mentor

Your Mentor helps guide the committee and makes sure everything we plan fits Youthlinc values. Their role is to support the committee, not take over.

The Mentor supports the committee by:

- Ensures all participants have an adequate number of lessons planned and prepared, as determined in coordination with the ICC and Team Leader.
- Ensures lessons and activities align with Youthlinc values and respect the host community.
- Helps solve problems with logistics, supplies, and scheduling.
- Providing guidance, feedback, and approval on final lesson plans and projects.
- Being available for questions, challenges, or brainstorming

PART 2: TRAINING TO LEAD EDUCATION ACTIVITIES

This section teaches you how to lead lessons in a way that is clear, engaging, and culturally humble. These skills apply to English Camp, STEM Camp, Mondo Art, Music projects, and any classroom or small group you work with.

2.1 How to Lead as a Youth Teacher

You do not need to be a professional teacher to lead a great lesson. You are:

- A learner
- A helper
- A role model of kindness and curiosity
- Someone who can make learning fun and active

Good teaching is less about knowing everything and more about:

- Being prepared
- Using simple language and strong visuals
- Keeping students active and involved
- Working well with interpreters
- Being flexible when things change

Most importantly, you help create a learning environment where everyone feels comfortable and respected.

2.2 What Good Teaching Looks Like

Good lessons feel simple, clear, and fun. You do not need fancy or complicated lessons to connect with others. Instead, focus on:

Clear and simple communication

- Use short phrases, pictures, and demonstrations instead of long explanations.

Warm and positive energy

- Smile, encourage, and celebrate effort.

Active learning

- Use games, songs, role plays, drawing, and movement. Lessons should not be long lectures.

Checking in often

- Watch faces and body language. Adjust if students look confused or bored.

Respectful curiosity

- Ask questions that invite learning on both sides.

Flexibility

- If something is not working, change it. If the community wants something different, adapt.

Good leading feels comfortable, collaborative, and easy for everyone.

2.3 Common Teaching Pitfalls and How to Avoid Them

Education misunderstandings can happen easily. Being aware of common mistakes helps prevent them.

Pitfall 1: Talking too much

Students tune out quickly, especially through translation.

Avoid by: Showing rather than telling. Use examples, actions, and visuals.

Pitfall 2: Lessons that are too advanced or too childish

Avoid by: Planning age flexible lessons and checking with local teachers or your Team Leader about age ranges.

Pitfall 3: Only focusing on English words, not meaning

Avoid by: Connecting vocabulary to real actions, objects, stories, or drawings.

Pitfall 4: Relying on materials that are hard to find in country

Avoid by: Designing lessons that can work with simple supplies like paper, pencils, and chalk, or no supplies at all.

Pitfall 5: Making students feel “tested”

Avoid by: Using games and group activities to check understanding instead of calling one student to the front unless they volunteer.

Pitfall 6: Arriving Unprepared With No Lesson Plan

Avoid by: Completing your lesson plans *before* you leave to travel internationally. Use the lesson template, practice your activities in advance, and make sure any needed materials are packed. When teachers arrive prepared, students feel more engaged, supported, and excited to learn.

2.4 Adapting Lessons for Different Ages and Levels

You may interact with:

- Primary students
- Secondary students

- Adults
- Elders
- Mixed age groups
- Mixed literacy levels

Each group may need something different.

Young Children

- Keep activities short
- Use large movements
- Use visuals or demonstrations
- Avoid anything that requires reading

Teens

- Use games, music, discussion, and shared interests
- Ask open questions they can answer confidently

Adults and Elders

- Use respectful tone and body language
- Allow space for them to share stories
- Avoid activities that feel childish

Mixed Groups

- Demonstrate everything
- Keep instructions simple
- Choose activities that work for all ages

The best activities feel inclusive and easy to follow regardless of age or background.

2.5 Motivating Participation and Handling Shyness

Some people may feel shy, especially when interacting with foreigners. Volunteers should make participation feel safe and enjoyable.

Ways to Encourage Participation

- Start with simple actions (clapping, pointing, standing up)
- Use group activities rather than individual tasks
- Demonstrate first so people know what to expect
- Celebrate effort, not perfection

If students are shy:

- Do not tease or pressure them.
- Let volunteers model activities first.
- Use small groups or pairs so students feel safer speaking.

- Never call someone out for not participating

Participation should feel welcoming, never pressured.

2.6 Using Visuals, Games, and Hands On Learning

Because of language barriers, visuals and activities are your best teaching tools.

You can use:

- Pictures and drawings
- Real objects such as fruit, classroom items, or simple tools
- Gestures and body movement
- Songs and chants
- Role plays and short skits
- Matching and sorting games
- Art projects that connect to lesson goals
- Repeat-after-me activities

Make sure every activity connects to a clear learning goal, not just entertainment.

2.7 Monitoring Understanding Without Pressure

Instead of asking “Do you understand?”, use check ins that feel natural, such as:

- Thumbs up or sideways
- Watching body language
- Asking people to copy a motion
- Having volunteers demonstrate again
- Asking for a simple repeat after me moment

Avoid putting one student on the spot unless they want to participate.

PART 3: EDUCATION COMMITTEE PROJECTS

The Education Committee helps design and prepare education experiences that support learning in the community. Every site is different, so your approach should reflect the language level, school goals, and interests of the community. This section explains each type of education camp, why it matters, and what your committee must do before departure.

3.1 What Education Camp Is

Each Youthlinc team will run an education camp in the community, either during the school day or after school hours depending on the site. This means that every team participant will create 1 to 2 education lessons, using either the English Education Lessons, the STEAM and Environmental Education Lessons, or designing their own using the Youthlinc Lesson Template.

During camp, team members teach their lesson to small groups of learners, usually 3 to 5 rotations. Because lessons are repeated multiple times, they must be simple, interactive, and easy to run with limited materials. Exact numbers of classroom sizes and rotations should be determined in consultation with the Team Leader and In Country Coordinator/

What the Education Committee Does

The Education Committee helps ensure that:

- All team members select appropriate lesson topics.
- Lessons are completed early and follow the Youthlinc Lesson Template.
- Activities are interactive, culturally respectful, and age appropriate.
- Materials are realistic to pack or purchase locally.
- Lessons can be easily recreated by local teachers following Youthlinc's Teach the Teacher model.
- The entire team feels confident and prepared to teach before traveling internationally.

This structure is the foundation for both English Camp and STEAM Camp, which your committee will plan based on the language level and educational needs of your assigned community.

3.2 English Camp

English Camp is used in communities where students and teachers speak little to no English or are beginning English learners. Lessons must be simple, visual, movement based, and focused on building foundational vocabulary and communication skills.

Purpose

To provide simple, engaging lessons that build basic English vocabulary, confidence, and communication skills in ways that are fun, active, and easy to understand.

What English Camp Includes

- Daily English lessons taught by team members using the Youthlinc Lesson Template.
- Activities focused on vocabulary, simple phrases, conversation basics, and skills that support English learning.
- Visual, movement based, and hands on learning that supports comprehension.
- Group games and review activities between lessons to reinforce key concepts.
- A clear class rotation so groups remain balanced and organized.
- Collaboration with local teachers whenever possible to understand goals and expectations.

Lesson Planning for English Camp

Students may:

- Select a lesson from the English Education Lessons Library, or
- Create an original lesson using the Youthlinc Lesson Template.

All English Camp lessons must be reviewed and approved by the Education Committee to ensure they are:

- Age appropriate
- Simple and clear
- Easily understood across language barriers
- Focused on English learning and vocabulary development

Your Responsibilities

- Help each team member select at least two English lesson topics early in the year.
- Review all lesson drafts for clarity, interaction, cultural respect, and age flexibility.
- Work with the Team Leader to design a practical, balanced English Camp schedule.
- Prepare simple warm up, transition, and closing activities for each day.
- Determine what basic supplies are needed, how they will be gathered, and who will carry them internationally.

Why It Matters

English is often a valuable skill for students in many communities, opening doors to education, employment, and communication opportunities. For beginning English learners, even small gains in vocabulary and confidence can make a meaningful difference.

English Camp matters because it:

- Supports local goals. Many schools and teachers want more English exposure but may have limited time or resources to provide it. Your lessons help meet a need they have identified.
- Builds confidence. Simple, interactive lessons can help students feel proud of what they can understand and say.
- Creates positive learning experiences. When students have fun while learning English, they are more likely to stay motivated long after the team leaves.
- Respects the local classroom. Well planned lessons reinforce, rather than replace, what teachers are already doing.

- Provides sustainable impact. By using Youthlinc's Teach the Teacher model, your lessons become tools that local teachers can reuse, adapt, and continue teaching year after year.

English Camp is not about mastering a language in a week; it is about creating engaging, supportive experiences that strengthen long term learning.

3.3 STEAM Camp

STEAM Camp (Science, Technology, Engineering, Art and Mathematics) is used in communities and schools where students speak fluent English or use English confidently as a second language. When language barriers are minimal, lessons can be more in depth and focus on meaningful STEAM concepts.

Purpose

To offer interactive learning experiences in Science, Technology, Engineering, Art, and Math that spark curiosity, problem solving, and creativity while supporting community interest in STEAM education.

What STEAM Camp Includes

- Daily STEAM based lessons that are hands on, inquiry driven, and more complex than English Camp.
- Projects that develop critical thinking, teamwork, and real-world application of STEAM skills.
- Activities that remain culturally respectful, low waste, and safe to repeat after the team leaves.
- Integration of English vocabulary, when helpful.

Examples of STEAM Lessons

- Simple science experiments exploring matter, colors, plants, or energy.
- Engineering challenges like building bridges, towers, or boats using simple materials.
- Art and design projects that incorporate pattern, measurement, or creative problem solving.
- Math activities using real life scenarios such as budgeting, time, or distance.

Lesson Planning for STEAM Camp

Students may:

- Select from the STEAM and Environmental Education Lessons Library, or
- Create an original STEAM lesson using the Youthlinc Lesson Template.

All STEAM lessons must be reviewed and approved by the Education Committee to ensure they are:

- Age appropriate and safe

- Interactive and meaningful
- Culturally appropriate
- Realistic given the materials available in country

Able to be recreated by local teachers

Your Responsibilities

- Help identify which team members will teach STEAM based lessons.
- Review each STEAM lesson for safety, clarity, cultural fit, and low material requirements.
- Work with the Team Leader to finalize the STEAM Camp schedule.
- Ensure experiments and materials remain simple, low waste, and practical.
- Provide guidance on explaining STEAM concepts in clear, accessible ways.

Why It Matters

STEAM education encourages creativity, problem solving, and confidence skills that are valuable in every community, regardless of age or language ability. In many Youthlinc partner communities, students have limited opportunities for hands on science and engineering experiences, even if they speak English well.

STEAM Camp matters because it:

- Expands access to hands on learning. Many schools focus on textbook based learning. Interactive STEAM activities give students a chance to explore, build, test, and discover.
- Builds critical thinking. STEAM challenges help students learn how to experiment, solve problems, and think creatively. These skills support success in school and beyond.
- Supports local interest in STEM fields. Many communities want more opportunities for students to explore science, technology, engineering, art, and math. Your lessons help strengthen that foundation.
- Creates meaningful engagement. Students often feel more confident and excited when they can touch, build, and try things rather than just listen.
- Provides sustainable impact. When STEAM lessons follow Youthlinc's Teach the Teacher model, local teachers gain reusable activities and ideas they can continue long after the team leaves.

STEAM Camp is not about complex experiments, it is about sparking curiosity and giving students tools to explore and understand their world.

3.4 Teach the Teacher Model

Youthlinc's "Teach the Teacher" model is foundational to all education work, whether your site uses English Camp, STEAM Camp, or a blend of both.

Purpose

To create lessons and resources that local teachers can continue using long after the Youthlinc team leaves, ensuring sustainable and meaningful impact.

What Teach the Teacher Means

- Lessons should be easy for local teachers to understand and recreate.
- Activities should use simple, affordable materials that are available in the community.
- Instructions should be clear enough that a teacher could run the lesson independently.
- Students should learn skills or concepts that support long term growth, not just a one day activity.
- Youthlinc volunteers should invite teachers to observe, participate, or lead portions of the lesson if they choose.

How to Apply the Teach the Teacher Model

- Use the lesson template to create clear, step by step instructions.
- Keep materials limited to items that can be purchased locally or reused.
- Identify the “core concept” of your lesson (the part a teacher can easily repeat).
- Demonstrate activities slowly, visually, and simply so teachers can follow along.
- Provide teachers with any printouts, visual aids, or instructions used during the lesson.

Your Responsibilities

- Ensure that every English and STEAM lesson submitted by team members follows the Teach the Teacher guidelines.
- Help team members adapt or simplify lessons that rely too heavily on complex supplies or one-time activities.
- Encourage volunteers to think long term: “Will this still matter after we’re gone?”
- Model humility by supporting local teachers, not replacing them.

Why It Matters

Youthlinc teams are only in the community for a short time, but local teachers continue teaching every day. The Teach the Teacher model helps your lessons make a lasting difference by giving teachers activities, ideas, and resources they can keep using long after the team has returned home.

Teach the Teacher matters because it:

- Creates long term impact. A lesson that can be repeated by a local teacher benefits far more students than the ones you teach during camp.
- Respects local expertise. Teachers know their students best. This model centers their strengths instead of replacing them.
- Builds sustainability. Simple, affordable, and reusable activities allow learning to continue without depending on outside materials.
- Strengthens partnership. When volunteers teach alongside local teachers, it builds trust, connection, and shared ownership of learning.
- Helps students grow beyond one week of camp. When teachers can reuse your lesson, students continue practicing skills long after Youthlinc leaves.

Teach the Teacher is not just a method, it is the heart of how Youthlinc creates meaningful, community driven education experiences.

3.5 Daily Kids Games for Education Camp

Purpose

To support Education Camp by providing organized activities for primary age students.

What You Need to Create

- Four simple, easy to run games per day (do NOT need to be different every day)
- Clear, printed instructions for each game
- Activities that require minimal or no equipment
- Games that can be led by any team member (not just your committee)

Examples:

- Relay style movement games
- Matching or sorting activities
- Simple follow along games
- Rhythm or clapping games
- Jump roping or body movement activities
- Sports games or activities

Your Responsibilities

- Select all games
- Write clear instructions
- Collect or request any needed supplies
- Train team members before departure
- Laminate final game cards for in country use

Success Tip

If a child can understand the game with gestures alone, it's perfect.

3.6 Mondo Art Project

Purpose

To connect students in your community with students in Youthlinc partner countries through the universal language of art. Mondo Art allows young people around the world to share their stories, experiences, and identities in a way that does not require language.

What This Project Includes

- A global art binder.
 - The committee member leading Mondo Art will take a Youthlinc Mondo Art binder with them. This binder contains artwork created by students from every Youthlinc site around the world, as well as pieces drawn by RealLife students in Utah. It serves as an introduction, showing students how others have expressed "a message about their life."

- An art lesson for the classroom.
 - The volunteer teaching this lesson will invite students in the host community to create their own artwork to send around the world. Students should draw something meaningful about who they are, what they love, or what life looks like in their community.
- Appropriate materials.
 - The teacher should bring cardstock and markers and/or colored pencils for students to use. The goal is to allow students time to create something thoughtful, detailed, and personal.
- Time to create.
 - Work with your Team Leader to schedule enough time during Education Camp for students to draw without rushing. This should be a meaningful, reflective activity, not a quick exercise.
- Artwork exchange.
 - After the lesson, the completed artwork will be collected and brought back to Utah. These pieces will later be shared with students in other Youthlinc communities around the world, continuing the global exchange.

Your Responsibilities

- Select someone on the committee or team to oversee Mondo Art.
- Ensure the Mondo Art binder and all materials (cardstock, markers, colored pencils) are gathered and packed for travel.
- Teach or support the Mondo Art lesson, making sure students understand the purpose and have time to do their best work.
- Work with the Team Leader to collect all finished artwork and return it to the Youthlinc office after the trip.

3.7 Music Project (Optional)

If your team chooses a Music project, your committee may help plan it, or it may be shared with the Cultural Committee.

Possible music projects:

- Teaching a simple song that includes English vocabulary.
- Organizing a rhythm or body percussion activity.
- Helping with music for ceremonies or classroom transitions.

Keep music projects:

- Simple to learn
- Appropriate for the culture
- Easy to repeat without special equipment

3.8 Classroom Culture and Environment

A positive, welcoming classroom helps students feel comfortable and ready to learn. Small details can make a big difference in how organized and enjoyable Education Camp feels.

Your committee can:

- **Set up and clean up daily:** Help prepare teaching spaces before lessons begin and return them to their original state afterward. This shows respect for the community and keeps camp running smoothly.
- **Support name recognition:** Take simple, low waste name tag ideas so volunteers and students can learn names quickly and build connections.
- **Create an organized learning space:** Arrange chairs, materials, and activity stations so the room feels inviting and easy to navigate.
- **Model positive behavior:** Show kindness, patience, and encouragement. Students often mirror the tone volunteers set.
- **Follow local teacher guidance:** Ask for teacher input and adjust to their routines and expectations. This strengthens partnership and helps lessons fit naturally into the classroom environment.

Maintaining a thoughtful classroom culture helps students feel safe, respected, and excited to participate.

PART 4: COMMITTEE MEETINGS AND PREPARATION

Committee work does not happen all at once. It builds gradually throughout the year as your team learns more about the English and STEAM projects you are responsible for and gathers lessons, materials, and teaching skills. This section outlines how your committee should prepare, meet, and practice your education responsibilities before departure.

The goal of your preparation is simple:

Make sure every lesson, activity, rotation, and project is organized, practiced, and ready *before* you travel.

This helps your team feel confident, reduces stress in country, and ensures students receive a clear, meaningful, and respectful learning experience.

4.1 Purpose of Committee Meetings

Committee meetings allow you to:

- Plan English Camp or STEAM Camp step by step
- Assign responsibilities and deadlines
- Review lesson drafts from the entire team
- Practice sample lessons and teaching strategies together
- Gather and test materials needed for lessons and activities
- Prepare Mondo Art and any Music projects
- Check what has worked well in past years
- Identify problems early and solve them as a group
- Ensure nothing is left until the last minute

These meetings should feel supportive, organized, and collaborative. Everyone plays a role in making Education Camp run smoothly in country.

4.2 How to Run an Effective Committee Meeting

Committee meetings are where most of your education projects actually get built. Even though your Mentor or Alum Leader may help guide decisions, humanitarians should lead the work.

A strong committee meeting usually includes:

Clear goals: Everyone knows the purpose of the meeting and what must be accomplished.

Quick progress check: Members share brief updates so the group knows what is finished, what needs help, and what needs follow up.

Focused work time

This is when you:

- Write and review lesson plans
- Plan English or STEAM Camp schedules
- Brainstorm and practice warm ups or review games
- Organize materials and supply lists
- Prepare Mondo Art or Music projects

Group problem solving: If a lesson is confusing or unrealistic, the group talks it through and adjusts the plan together.

Action steps: Before leaving, every member writes down what they will complete before the next meeting and the exact deadline.

Good meetings feel productive, organized, and collaborative. When everyone contributes and follows through, your education projects will run confidently and smoothly in country.

Additional Monthly Meeting: If work is not finished during the monthly team meeting, your committee should schedule one additional meeting outside the team meeting each month to complete tasks and review progress. This helps ensure everything stays on track before departure.

4.3 What You Should Do in a Committee Meeting

Each meeting focuses on specific preparation tasks. By the time you travel, your committee should have:

English Camp and STEAM Camp Plans

- A clear structure for English Camp and/or STEAM Camp
- A draft and final teaching rotation schedule
- Decisions about when camp will occur (during school or after hours)

Completed Lesson Plans

- Fully written, reviewed, and updated lessons for each team member
- Lessons typed, organized, and approved by the committee
- Activities checked for clarity, visual elements, age flexibility, and Teach the Teacher alignment

Camp Activities and Materials

- Warm up games, transitions, and closing activities prepared
- Backup “no materials” games ready in case lessons end early
- A full supply list: what is purchased, who purchases it, and who carries it

Mondo Art and Music Projects

- A finalized plan for Mondo Art

- Materials gathered and packed
- Any Music-related activities planned and approved

Communication Tools

Use the Education Committee worksheet to:

- Set expectations for communication
- Delegate tasks
- Track deadlines
- Create lists of questions for the Team Leader

Your committee is responsible for organizing and preparing all education projects so the entire team is ready to teach confidently and respectfully in country.

4.4 Practicing Lessons as a Committee

Instead of calling this “rehearsal,” this manual uses language that reflects what you are truly doing: preparing, testing, and building confidence. Education Camp will run smoothly only if the full team is trained, organized, and ready to teach before traveling internationally.

Step 1: Practice and Model Strong Teaching

As a committee, you should practice:

- Model lessons that demonstrate active, student-centered teaching
- Pacing with an interpreter: or someone echoing your lesson (for sites that use one)
- Visual, hands on instructions that do not rely on long explanations
- A few backup activities for early finishers
- How to give clear, kind, and helpful feedback to one another

Practicing within the committee first helps you feel confident when you teach the rest of the team.

Step 2: Teach the Team How to Write an Effective Lesson

Your committee is responsible for teaching the entire team how to create a strong Youthlinc lesson. During a team meeting, your committee should:

- Explain the purpose of Education Camp
- Walk team members through each part of the Youthlinc Lesson Template
- Show them how to build a simple, repeatable lesson structure
- Demonstrate how to use visuals, gestures, and movement
- Review how to gather, pack, and care for lesson materials
- Give examples of strong lessons and explain why they work

The goal is to ensure every volunteer understands exactly how to prepare a clear, engaging lesson before writing their own.

Step 3: Review Every Team Member's Lesson Plan

Before traveling internationally, your committee must:

- Review every single lesson plan submitted by the team
- Provide kind, specific feedback on how volunteers can improve their lesson
- Check that each lesson is visual, interactive, and age appropriate
- Ensure directions are simple and easy to follow
- Confirm that materials are realistic to pack or buy locally

No team member should travel without a completed and approved lesson.

Step 4: Prevent Lesson Duplication

Part of your committee's role is to ensure variety in camp activities. During the review process:

- Check for repeated or identical lesson topics
- Help volunteers adjust their lesson if another team member is already teaching the same concept
- Encourage creative topics while keeping lessons simple and teachable

This keeps rotations balanced and prevents students from repeating the same activity multiple times.

Step 5: Prepare Backup Lessons

To keep camp running smoothly, your committee should prepare:

- 4 to 6 simple, high quality back-up English lessons to take internationally
- Lessons that require minimal materials
- Lessons that anyone on the team can teach at any time
- Lessons designed to be used if:
 - A volunteer is absent
 - A lesson finishes early
 - A lesson is too advanced or too difficult in the moment
 - Materials are missing or unavailable

These backup lessons ensure your team always has a plan, even when things change.

Step 6: Final Teaching Practice

Before departure, your committee should help the whole team practice:

- Teaching small sections of their lesson
- Giving directions with gestures, visuals, and demonstrations
- Adjusting pacing
- Transitioning between activities
- Using a friendly, patient, and supportive tone

This final practice helps volunteers feel confident and ready to teach in country.

4.5 Scenario-Based Preparation

Education Camp can be unpredictable in country. Your committee meetings help you prepare for real situations you may encounter.

Scenario 1: Students are much younger or older than expected

- Practice how to simplify or extend a lesson quickly
- Identify one backup activity that works for all ages

Scenario 2: Materials do not arrive or run out

- Practice “no materials” versions of key lessons
- Identify simple items that can be purchased locally

Scenario 3: Lessons end early

- Keep a list of simple review games and songs
- Identify quick activities that reinforce vocabulary or STEAM concepts

Scenario 4: Students are not engaged

- Practice adjusting pacing
- Add movement-based elements
- Identify ways to increase participation
- Make lessons more visual and hands on

Scenario 5: Students struggle with English instructions

- Practice giving directions with gestures, demonstrations, and simple language
- Identify which parts of the lesson must be shown rather than explained

Planning for these situations ensures you feel prepared, flexible, and confident in country.

4.6 Final Preparation Before Departure

By your final meeting, your committee should have:

- All lesson plans collected, typed, printed, and organized
- English Camp and STEAM Camp schedules finalized in correlation with Team Leader
- Mondo Art and any Music projects fully planned and packed
- A clear list of education supplies and who is carrying each item
- Extra copies of the lesson template and backup activity ideas
- All rotation plans, materials, and expectations ready to teach the full team

At this stage, your job is to double check everything, finalize what is incomplete, and make sure every volunteer understands their role in Education Camp.

PART 5: ADDITIONAL COMMITTEE RESOURCES

This section provides tools and templates to make your planning easier and more organized. Use them throughout the year and during committee meetings.

5.1 Lesson Planning Template

Use the Youthlinc Lesson Template whenever you create or review a lesson.

Each lesson should include:

1. Goal of the lesson
 - What you want students to be able to do at the end.
2. Why you chose the lesson
 - Why it matters for this community or age group.
3. Target age range
4. Materials needed
 - Keep materials simple and light to pack.
5. Step by step plan
 - Beginning (first 5 minutes)
 - Middle (20 minutes of activities and practice)
 - Closing (final 5 minutes of review and goodbye)

Remind team members that they *must* practice their lessons before traveling so they feel comfortable and confident.

5.2 Topic Ideas for English and STEM Lessons

Youthlinc provides a large collection of lesson ideas and fully developed activities that volunteers can use when planning for Education Camp. These resources are located in two separate documents:

- **English Teaching Education Lessons**
- **STEM and Environmental Education Lessons**

These lesson libraries contain dozens of activities designed specifically for Youthlinc sites. Volunteers should always review these resources before creating a new lesson from scratch.

How to Use the Lesson Libraries

Team members can:

- Select a complete lesson directly from the library
- Adapt an existing lesson to better fit their age group or teaching style
- Combine ideas from multiple lessons
- Use the libraries as inspiration to create an original lesson

All lessons, whether selected or created, must be reviewed and approved by the Education Committee before the team travels.

Encourage students to choose topics they are excited about and that can be adapted for younger or older learners.

5.3 Mondo Art Lesson Guide

Refer to the Mondo Art document for the full lesson.

Key points to include:

- Ask about languages and introduce art as a universal language.
- Explain that art will travel to other countries.
- Invite students to send a message about their life through their drawing.
- Emphasize doing their best work and taking time.

5.4 Monthly Planning Checklists

These checklists guide your committee through the year so you stay organized, on track, and fully prepared before departure.

January Checklist – Understand Your Committee

Focus: Understand your role and build your foundation

- Attend Youthlinc's committee training
- Meet your committee and exchange contact information
- Decide how you will communicate as a group
- Review this Education Committee Manual together
- Look through last year's committee report for ideas that worked well
- Begin brainstorming English Camp and/or STEAM Camp possibilities
- Browse the "English Teaching Education Lessons" and "STEM & Environmental Education Lessons" libraries to see what resources already exist

February Checklist – Learn From Your Site & Begin Project Planning

Focus: Turn ideas into rough plans

- Begin outlining the structure for English Camp or STEAM Camp (depending on your site)
- Assign someone to model a sample lesson at the March team meeting (approve with TL)
- Assign a committee member to give a brief country report at the April meeting
- Review Youthlinc's English and STEAM lesson libraries together
- Identify who will help team members choose and refine their 1–2 lesson topics
- Assign early responsibilities, such as who will oversee Mondo Art and Music (if applicable)
- Prepare and submit questions for the community or In Country Coordinator to your TL

- Hold an additional committee meeting outside the team meeting if needed

March Checklist – Start Building and Drafting Materials

Focus: Drafts • Clarity • Early structure

- Model a sample lesson during the team meeting (approve with TL)
- Distribute the Youthlinc Lesson Template to the entire team
- Every team member chooses at least two lesson topics
- Set a firm deadline for first draft lesson plans
- Begin committee review of early lesson drafts
- Create a first draft supply list for Education Camp (materials, books, art supplies, etc.)
- Prepare and submit questions for the community or In Country Coordinator to your TL
- Hold an additional committee meeting outside the team meeting if needed

April Checklist – Practice, Test, and Improve Your Projects

Focus: Practice • Review • Strengthen

- Follow up with all team members about lesson progress and missing drafts
- Ensure no team members have duplicated lesson topics
- Review each lesson for clarity, age-appropriateness, simplicity, and Teach the Teacher alignment
- Begin planning the specific structure for English Camp or STEAM Camp
 - Rotations
 - Timelines
 - Teaching groups
- Decide what materials must be brought from Utah and what can be purchased locally
- Test simple backup activities and games
- Refine Mondo Art and Music project plans
- Prepare and submit questions for the community or In Country Coordinator to your TL
- Hold an additional committee meeting outside the team meeting if needed

May Checklist – Finalize Everything Before Departure

Focus: Final decisions • Approvals • All materials ready

- Collect and review all final lesson plans from the entire team
- Approve final lessons and request revisions if needed
- Finalize the full English Camp or STEAM Camp schedule
- Finalize Mondo Art, Music (if used), and all education-related projects
- Prepare 4–6 backup English lessons to take internationally
- Create or finalize your complete education supply list
- Prepare and submit questions for the community or In Country Coordinator to your TL
- Hold an additional committee meeting outside the team meeting if needed

June/July Checklist – Packing & Final Checks

Focus: Pack • Organize • Final review

- Print, organize, and label all lesson plans
- Print and organize backup lessons and rotation schedules
- Pack Mondo Art materials, music items, and education supplies
- Confirm who is carrying each item internationally
- Ensure lesson materials are divided logically between volunteers
- Complete a final review with your Team Leader and ATL
- Conduct one final committee check-in before departure

If your committee does not finish all assignments during monthly team meetings, you must schedule an additional committee meeting outside the team meeting. This should happen at least once per month to stay on track and ensure all tasks are completed on time.

5.5 In Country Daily Checklist

Each day in country, the Education Committee should check:

- Lessons and back up activities for the day are clear.
- All materials for that day are gathered and packed.
- Interpreters are briefed on goals and key words.
- Teachers know who is teaching which lesson and when.
- Extra games are ready in case lessons finish early.