



INSTRUCTOR'S GUIDE

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activities

What is International Club?

International Club is a global education tool designed for young people. It is a process that allows young people to actively plan, join and manage international projects, such as youth exchanges, by themselves. The objective is also to get to know different cultures, international opportunities and global world phenomena.

International Club guides young people in learning about international encounters and appreciating diversity and equality, and supports their possibilities to discover other cultures as well as share experiences of their own culture.

The youngsters are active members of the club, not only participants or “consumers”. Their initiative and ideas are realised during the club meetings.

INTERNATIONAL CLUB IS PART OF
GLOBAL EDUCATION IN YOUTH WORK.
GLOBAL EDUCATION SUPPORTS YOUNG PEOPLE'S
GROWTH INTO BECOMING ACTIVE GLOBAL CITIZENS
AND INSPIRES THEM TO TAKE ACTION FOR
A MORE EQUITABLE AND EQUAL WORLD.



Why participate in an International Club?

Acting in a quickly changing world demands children and young people a complexity of skills and capacities to face diversity. These abilities, information and attitudes, required in responsible functioning, can be reinforced by participating in International Club. Being a responsible world citizen consists of respecting human rights and protecting our environment.

In the International Club young people have the opportunity to:

- Learn to appreciate different cultures
- Co-operate with young people from different countries
- Expand their own points of view and views of the world
- Learn to understand and respect diversity and differences among people
- Develop their language skills

The club meetings can address for example following opportunities:

- EU's Erasmus+ Programme
- Platform network
- Different associations' and organizations' camps
- Languages courses
- Rotary/Lions

“INTERNATIONALITY CAN'T BE STUDIED, IT HAS TO BE LIVED AND EXPERIENCED”

*Erik Häggman
Western Finland Province, education department*

Where did everything begin?

“Well, in the smallest of the small Swedish speaking coastal towns in Ostrobothnia!

Uusikaarlepyy had already been doing European youth projects for years, when the idea of expanding the international youth activities became of interest. Money was known to be granted as soon as suitable partner countries would be found to arrange a group meeting. The department of cultural and leisure services took action and things went ahead with speed, but where to find a suitable group of local young people to realize the exchange?

Uusikaarlepyy didn't have a youth house where it would be easy to put together a group. However, challenges are meant to be overcome! If a group doesn't exist, let's start one. Let's establish a group and welcome all the young people interested in international issues to join. Said and done. The first posters of the International Club were brought to the schools and 30 young people announced their participation in the club. The first group's objective was to realize a group event abroad with the support of the EU Youth Programme. The group found partners and the first trip had Slovenia as its destination.

It is said that appetite comes with eating, and that is what happened to the International Club, too. With the support and help of the province's working group for international matters, a guide was made to give International Club instructors ideas for the activities.

I hope that this well perceived tool expands all over Finland and why not the whole Europe!”

*Heli Lehto
Youth Centre Villa Elba, Development Manager*

Instructor's Guide

This guide contains information, ideas and tips for leading the International Club. The presented activities are suitable for youngsters aged 13 and older, but they can be adapted to suit other age groups as well. The instructor can adjust the materials according to the group participants' ages and experiences.

The meetings can address one theme each, or one theme can be discussed in several meetings if needed. The instructor can also assign homework to prepare for the next meeting. This guide describes examples, exercises and themes for different club sessions.

It is recommended to include icebreaker and team building games in each session. Some examples are mentioned in this guide and more games can be found in books and online.

The guide also gives suggestions of interesting places to visit. Choose local and easily accessible destinations and get to know them and the organizations beforehand. If you can't find suitable visiting places nearby, search for information online. It is also a good idea to invite people from organizations to visit club meetings or to contact local people who come from a different country or who have worked abroad and ask them to share their experiences.

A good club session consists of:

- A clear objective
- Introduction
- Games
- Thematic activities
- Needed equipment

Meetings 1-9 and 14-15 address preparations for an international project, 10-13 handle visiting places and 16-18 discuss different global themes to deepen the participants' knowledge of active citizenship.

**ACTIVE PARTICIPATION IS THE KEY TO
A SUCCESSFUL INTERNATIONAL CLUB.
FIND OUT WHAT THE GROUP IS INTERESTED IN
AND TAKE THEIR WISHES INTO ACCOUNT
WHEN PLANNING THE THEMES AND ACTIVITIES.**



Tips:

- For example EVS volunteers, Rotary students or exchange students can be good assistants for leading the club
- Recommended length for one club session is 2 x 45 minutes

1st meeting

Who is who?

GOAL

The first club session is about getting to know each other in the group: who organizes the club, who leads it and who the participants are. Everyone introduces themselves and tells about their previous international experiences and contacts, their future plans and their hopes and expectations regarding the International Club. The group can also do brainstorming on course contents for upcoming sessions.

Needed equipment: pens, paper

INTRODUCTION

Name round

- Everybody introduces themselves by saying their first name and coming up with an adjective that describes them and a greeting move.
- For example, one can say “Fiona Friendly” and tap their head, and the group responds by saying “Hello, Fiona Friendly”, and tapping their heads.

Tenner

- The group sits or stands in a circle and their task is to count to ten by saying the numbers in turns. The turns have to be random and it is forbidden to agree on an order of counters.
- If two people say the number at the same time, the group has to start counting from one again.

Paper tower

- The group gets 10-15 A4 sized papers and they have 10 minutes to make the highest tower possible out of them without any other tools.

THEMATIC ACTIVITIES

The instructor goes through the preliminary program of the course and briefly tells about possible visiting places. Then the group is divided into pairs. Everyone gets to know their pair’s previous international experiences, contacts and future plans and introduces these to the group.

The instructor takes three big papers and writes “Expectations” on one, “Interests” on the second, and “Fears” on the third. Everyone in the group gets to go and write on the papers what they expect from the International Club, what kind of contents they are interested in and what fears they have regarding the activities. The group goes through the answers together and then makes a draft of the themes for upcoming club sessions.

CONCLUSION

At the end of each session, it is good to summarize the activities and share thoughts on them. Examples of ways to wrap up the theme:

- Participants are asked to go to a spot in the room where they felt good or got inspired during the club session. The group discusses these insights.
- The instructor leads a closing discussion and asks the participants their views on what the session was about, how they felt about the topics, what they learned and how it can be utilized later.
- Speaking stick: Everyone sits in a circle and a stick or other object is passed on. Only the person holding the object is allowed to speak and tell about their thoughts on the meeting.

2nd meeting

Examples of realised projects

GOAL

On the second meeting the aim is to examine experiences of people who have previously participated in international programmes and get to know different possibilities.

Preparations

Invite people from previous clubs, people who have done a student exchange or volunteering period abroad, or youngsters who have participated in other international programmes, to come visit the club and tell about their experiences. You can ask schools or local youth workers if they know people you could contact. If possible, you can try and get samples of food specialities from different countries.

Needed equipment:

- food supplies for the samples
- computers or tablets and internet connection for researching projects
- other possible equipment for presenting experiences and encounters

INTRODUCTION

Changing places –game

The participants sit in a circle. One person stands in the middle and tells a fact about themselves, for example “I like dolphins”. Everyone who also likes dolphins stands up and rushes to change places with the others standing. The one who is left without a place is the next one to stand in the middle and tell a fact about themselves.

THEMATIC ACTIVITIES

The guests share their experiences of travelling abroad and meeting people from other countries. Photos and videos can be shown and food samples tasted. If there is a possibility to use computers or tablets, the group can search examples of realised projects online. For example, the website of The Finnish National Agency for Education provides young people’s stories on different projects.



3rd meeting

Interests

GOAL

The third meeting aims at specifying what kind of international activities the participants are interested in: volunteering, youth exchange, Platform camps, work camps etc.

Needed equipment:

Computers and internet connection

INTRODUCTION

Toothless countries –game

The participants sit in a circle. One person starts by saying a country name to the person next to them, but their teeth or gums are not allowed to show when they say it or they are out of the game. If the person who the name is said to, laughs, s/he is out. The game can be made more challenging by changing the direction or having to country names passed on at the same time. The one who stays in the game longest by not showing their teeth or laughing on their turn, wins the game.

THEMATIC ACTIVITIES

The participants are divided into small groups according to their interests and each group searches information of an international programme of their choice. In the end of the session the groups present their main findings to the others.

Examples of programmes to choose from:

Erasmus+ Youth in Action, EVS volunteering projects, youth exchanges, Platform camps and other camps.

Tips:

- The instructor should remember his/her own resources and define and limit the programs offered to the young people according to them.
- If possible, order brochures and materials beforehand.



Europass CV is a resume form created by the European Council. Its aim is to present a unified form to make applying for a study place or a job clearer inside Europe. Europass is designed especially for international applying which is why it has been made generalized and as easy as possible to read for employers throughout Europe.

4th meeting

Tell about yourself - CV

GOAL

During the fourth meeting the group goes through making a CV for an international programme, such as volunteering projects. The CV should present information on a person's work experience, hobbies, language, IT and social skills and other special know-how. The aim of the session is to learn how to introduce oneself positively when searching for opportunities.

Needed equipment:

paper and pens, computers and internet connection or printed Europass CV forms

INTRODUCTION

The participants are divided into pairs that interview each other about hobbies, families etc. and then present the answers to the whole group.

Example questions:

- Where are you from? What is your home town/village like?
- What are your hobbies? Do you have special skills?
- Do you have siblings? How old are they?

THEMATIC ACTIVITIES

Give the participants instructions on making a CV. You can fill printed Europass forms or fill them online if computers are available. The younger participants can do a light and funny "CV" in the form of a portfolio about their skills.

The instructor tells the group that a CV is needed when one applies for a job or an internship but also when applying for a volunteering opportunity abroad. A CV should give a positive but truthful image of the applicant as a worker. It is a brief presentation of your work history, abilities and personal features.

A good length for a CV is max 2 pages. This way the employer can easily see the essentials, such as personal information, education and work experience. Also other achievements, hobbies and interests can be included in the CV. If one has completed military or civil service or has driver's license, it is good to mention them, too.

5th meeting

Different cultures

– differences and similarities

GOAL

Fifth meeting leads the group to think about the concept of culture and cultural differences and similarities in order to understand other people and oneself better. It is ok to like one's own culture and ways but important to remember they are not the only option. The group is also encouraged to consider that while some differences can be seen and experienced as cultural, others are based on individual values.

Needed equipment:

Different small objects for the introduction game, printed pictures



INTRODUCTION

The instructor places a mixed selection of different objects on the floor, for example cards, rocks, toys, pens, pins, spoons, key fobs etc. The participants are asked to choose one object that they feel best describes them and/or their current mood, and once ready, everyone introduces themselves and tells why they chose the object they picked.

THEMATIC ACTIVITIES

Form small groups and discuss following topics:

- What does "culture" mean to you?
- What kind of "traditions" can be found among your friends? What remarks did you make when you visited them for the first time?
- We expect foreign people to adopt our customs when they are in our country but do we do that when we are abroad? It seems it's not simple. Some values, norms and customs are impossible or difficult to give up because we have learned them in a very early age and they feel like the only right ways to do things.

Tips: Cross-kitchen

You can combine tasting international flavours to getting to know different cultures:

- Cook dishes from different countries in a club session
- Invite a foreign visitor, for example EVS volunteer or exchange student, to cook typical food from their country and tell the group about their culture's food traditions
- Take the group to a local ethnic restaurant

Make scales of values from the point of view that if you moved to another country, would you adopt the values or not. Agree on an imaginary scale line through the room with "I will adopt" as one end and "I will not adopt" as the other end, and "I am not sure" in the middle. The leader calls one theme at a time and the participants place themselves on the scale according to their opinions. The themes can be for example:

- language
- dress etiquette / clothing
- religion
- food
- greeting
- daily life rhythm
- relations between men and women

The instructor can ask the participants to tell their reasons for choosing certain place in the scale.

Do an exercise on cultural prejudice. The instructor shows pictures from different countries. For example <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-images.html>

is a good source for finding pictures. The group has to try and guess where the picture has been taken. Then they think about what comes to their minds about the country in question. What do they think the culture, environment, living standard etc. of the country are like? Where do these ideas of the country come from? Have the participants visited the country or met a person who lives there? Have they formed the image through media? The answer to where the picture is taken isn't revealed until after the discussion.

6th meeting

Information about Finland

GOAL

International meetings often include a soirée where everyone introduces their country to the others. The sixth meeting is for discussing what characterizes Finland and being Finnish and what kind of things the participants would like to present to others about Finland.

Needed equipment:

Computer, internet connection, flip chart / paper, pens

INTRODUCTION

Imagine together a big map of Finland on the floor. Ask the participants to step on the imaginary map in a spot that represents where they were born. If someone was born somewhere else than Finland, you can imagine a more widespread map. Next ask the participants to step on the most northerly spot in Finland they have visited, then the southernmost and so on. Finally ask the participants to step on a spot they haven't visited yet but would like to.

THEMATIC ACTIVITIES

Divide the participants into small groups and give each group a paper with one of the following questions:

- What characterizes Finnish culture?
- What kind of traditions does Finland have?
- Which Finnish celebrities are you familiar with?

The groups write answers to the questions and switch papers with other groups.

Discuss following topics:

- How would you present your own country, its capital and your home town or village?
- How would you present Finnish people and well-known Finns?
- What kind of traditional foods are there in Finland and what small samples could be easily taken on a journey?
- What holidays are celebrated in Finland and how?
- What kind of traditional games do Finnish people have?
- What is Finnish music (new and old, classical and popular music, folk music) like?

Get to know ready-made presentations of Finland online.



SUOMI QUIZ

1. Who is Martti Ahtisaari
a) Nobel peace prize winner
b) rally driver
c) pop singer
2. When did Finland become independent?
a) in 1865
b) in 1917
c) in 1968
3. Which of these games is invented by a Finnish company?
a) Angry birds
b) Farmville
c) Candy Crush Saga
4. Name three Finnish bands you know
5. What color is the Finnish flag?
a) blue and yellow
b) blue and white
c) blue, red and white
6. Which is the other official language of Finland?
a) Swedish
b) Russian
c) German
7. What is the largest lake in Finland?
a) Inari
b) Pielinen
c) Saimaa
8. Which of these is a Finnish Eurovision song contest winner
a) Nightwish
b) Abba
c) Lordi

7th-9th meeting

Writing project proposals and finding partners

GOAL

At this point it is recommended that the group spends several club sessions getting to know different international opportunities and searching for interesting projects. The group makes a project proposal of their own and tries to find suitable project partners.

Needed equipment:

an object for the introduction game, computers and internet connection, paper and pens

INTRODUCTION

Where is the cone?

The participants stand in a circle. One person goes in the middle of the circle and others stand facing him/her with their hands behind their backs. The instructor secretly gives a cone or other object to someone in the circle and the object is passed on from person to person in the circle. The one in the middle has to try and find out who has the cone by interpreting their gestures and expressions. If s/he guesses, the one who had the cone goes to the middle and the game continues.

THEMATIC ACTIVITIES

Present projects that the participants could be interested in and tell them where to find more. Good sources are for example:

www.cimo.fi

www.alli.fi

www.maailmanvaihto.fi

https://europa.eu/youth/evs_database

(EVS-tietokanta)

http://www.villaelba.fi/kansainvalinen_nuorisotyö/fi_FI/platform/

When the youngsters have gotten familiar with different options (youth exchanges, international camps, volunteering projects), the participants can discuss what kind of project would best suit their group.

FINDING A PARTNER

- Local youth workers or a nearby Youth Centre can give ideas on reliable partners
- A partner database can be found at <https://www.salto-youth.net/tools/otlas-partner-finding/>
- It is recommendable to have a preliminary meeting with the partners
- Be prepared to cancel if cooperation doesn't seem to run solidly
- Check the legal basis of the partner
- Aim at respecting the interests and practices of both organizations
- Utilize the general agreement form when making the contract between organizations
 - goals, objectives, activities, leaders' roles, safety regulations etc.
- Make a risk assessment check list for the planning visit (incl. accommodation, programme, leaders etc.)

The following questions can be helpful when writing the project description for the proposal

The objective and target group of the project

- Why do you want to realize the project?
- Who is the project meant for?
- What goals are achieved through the project?

The contents of the project

- What is the theme of the project?
- What kind of activities does the project include and what methods are used?
- What are the essentials needed for the implementation?

The time and place

- When will the project be realized?
 - What is the length of the project?
- When does it start and end?

Practical things

- What kind of travel arrangements are required?
- What practical things need to be considered? (accommodation, guidance, supervision etc.)

Partners

- Who are the partners of the project?
- What are the roles of each partner?
- How is the cooperation organized?

Communication

- How is internal information arranged?
- How is external communication arranged?
- How is the media utilized?

Funding

- What are the total costs of the project?
- How is the project funded?

Evaluation and monitoring

- How and when is the project evaluated?
- What aspects are evaluated and why?

Important! The project needs to have a clear objective. That makes it easier to evaluate whether the project succeeded in achieving its goal or not.

After the project proposal the process proceeds with following steps:

- Finding partners for the project
- Starting cooperation with the partners by making agreements on collaboration
- Preparing the application (for example in Erasmus+ projects the national agency helps gives advice on the application process)
- Waiting for the funding decision

10th-13th meetings

Visits

GOAL

International Club is not just about travelling abroad but also getting to know cultures locally. You can, for example, participate in Red Cross' box collecting or UNICEF's campaigns, visit a World Shop, charity associations' local departments, churches' missionary work or other places where you can take part in activities to help common-good organizations. The visits can also provide you with information and understanding of international work in the field.

Needed equipment:

Transportation, other equipment depending on the destination

EXAMPLES OF PLACES TO VISIT

World Shops

World shops are special fair trade stores that can be found all over Finland. They carry out fair trade with producers in Asia, Africa and Latin America. The World Shops' ambitious objective is to pay a fair price to the producers and to make sure that they have a good working environment, but also to change the way of trading so that fair trade becomes a general practice. Buying fair trade products is a direct way to make an impact on people's well-being. The price guarantees a reasonable income to the producer of a commodity.

Search for the nearest World Shop at www.maailmankaupat.fi/

Finnish Red Cross

Finnish Red Cross is one of the biggest non-governmental organisations in Finland. Red Cross aims at helping the people who most need it at home and abroad. Red Cross helps people in catastrophes and accidents and provides education in preparing for them. The organisation encourages people to take care of their health and care for each other. The activities in Finland include first aid groups, voluntary rescue service, friend visitors, Kontti recycling stores and different kinds of clubs for young people, immigrants and elderly people. www.redcross.fi

UNICEF

UNICEF is the United Nations' children's organisation that acts everywhere in the world for children that are in the most vulnerable position. UNICEF ensures that children's right to health, education and protection is implemented. UNICEF Finland raises funds for long-term development cooperation and emergency aid as well as defends children's rights all around. UNICEF aims at delivering permanent changes for the best of children both in societal structures and in people's attitudes. In Finland UNICEF cooperates with ministries, organisations and schools, produces data and material on children's rights and informs authorities and people working with children. The work is based on the UN's Convention on the Rights of the Child that has the objective to guarantee every child the basic rights: health, education, equality and security. UNICEF website provides a lot of material to be utilized when for example getting to know children's rights: www.unicef.fi

Amnesty International

Amnesty International is an international human rights organisation that aims at building a world where the rights and freedoms of the United Nations' Universal Declaration of Human Rights concern all the people. Amnesty promotes human rights, investigates serious human rights violations and campaigns against them all over the world. The organisation has had significant role in the prohibition of torture, the establishment of The International Criminal Court and the decrease in the use of death penalty. Finnish Amnesty works especially to eliminate violence against women and discrimination against minorities. www.amnesty.fi

WWF – World Wildlife Fun

WWF Finland is part of the wide international WWF network with the goal of building a future in which people and nature live in harmony and balance. The organisation protects the nature, solves environmental problems and encourages people to join activities in defending nature and wellbeing. www.wwf.fi



14th meeting

Preparing for the journey

GOAL

The 14th meeting is for getting to know all the documents needed for the journey (insurance, passport, European health insurance card etc.) and agreeing on the arrangements and rules.

INTRODUCTION

Travel agency

The instructor is a travel agency clerk. Others take turns in trying to book trips to destinations of their choice with their own name. The idea is that they should figure out they can only travel to a country with the same initial letter than their own name.

For example:

Participant 1: "Hey, I am Eetu and I would like to go to Norway."

Clerk: "Unfortunately all the trips to Norway were already sold."

Participant 2: "Hello, I am Paula and I would like to travel to Portugal."

Clerk: "Yes, we have room on our flight..."

THEMATIC ACTIVITIES

The group searches for information of who needs to apply for what documents for the journey and where the documents are issued. They also find out which vaccines are needed. The group lists things they need to know and looks for answers.

Getting a passport

Passport is a travel document issued by a country's government for a citizen. It is also an official proof of the identity of the beholder. Only a valid passport entitles a person to travel. This concerns also children. Broken passport may also prevent entry through border control. Always check from the authority or travelling regulations of the destination country, which kind of passport they require and if there is for example a rule on how long the passport needs to be valid after the trip.

When the passport is used, the name and identity code marked in it need to be up to date. Passport application can be submitted via the Police's eServices or in person at a police licence services point. The applicant's fingerprints are also taken, except from children under the age of 12.

What is needed when applying for a passport:

- 1 passport photo, less than 6 months old
- identity document, when visiting the police station (either passport or identity card, not driving licence)
- applicants under the age of 18: each guardian's written consent (unless the guardians are present at the police station when applying)
- male applicants between the age of 18-30: a military passport, a civilian service certificate or a conscription certificate

The passport is paid when the application is submitted.

www.poliisi.fi/passi
www.poliisi.fi/passport

Vaccines

Before travelling abroad, one should always check the vaccination recommendations of the destination country. It is advisable to have an appointment with the doctor latest one month before the trip to have the vaccines needed in time. Vaccination recommendations according to country can be found for example at www.rokote.fi

European Health Insurance Card

If you are covered for health insurance in Finland, you are entitled to a European Health Insurance Card (EHIC). With the European Health Insurance Card you prove your right to receive medically necessary treatment when you travel or stay temporarily in another EU or EEA country or in Switzerland and have acute illness or an accident. When you show the European Health Insurance Card, you should receive treatment to the same cost as the country's inhabitants. The card can be ordered from Kela on the Internet via Kela's online customer service, by phone or by submitting an application in Kela office. The card is mailed to you within a few weeks and it is valid for up to two years.

<http://www.kela.fi/web/en/european-health-insurance-card?inheritRedirect=true>

Check the security of the destination

The Ministry of Foreign Affairs follows the security situation of different countries and updates the information regularly to their website. The website also informs about health risks such as disease epidemics and health care.

Practical arrangements

- Book tickets
- Book transport
- Check that everyone has all the documents they need

Recruiting and training

- Confirm that everyone under 18 has guardian's written permission
- Confirm that the insurance is sufficient for all the stages of the activities
 - including the possible preparatory meeting
- Make a detailed background information form for participation
 - specifying how much information is needed (especially regarding medical information), how the information is used and how confidentiality is ensured
- Make selection of young participants open and transparent
- Ensure good guidance and preparatory programme for the youngsters
 - including making an agreement and setting basic rules for everyone
 - including providing information about culture, safety, wellbeing and building relationships
- Give the participants an info-pack
- Contact the sending country's national agency to find out if they provide pre-departure training or training material, and if they do, follow the suggestions

Leadership

- Name a head responsible
- Ensure that the leaders have appropriate qualifications for certain activities (mountain climbing, water sports etc. if such activities are included in the programme)
- When recruiting leaders from outside the organisation, use an application form. Also criminal record can be checked.
- Take into consideration age and gender balance among leaders
- Give the leaders clear roles and responsibilities
- Make sure the leaders commit to understanding and respecting the participants and taking care of them
- Make sure that at least one of the leaders has taken first-aid training

Programme

- Plan a daily info briefing among participants as a part of the programme
- Ensure that certain limits are set to informal activities and that the limits are overseen
- Ensure that the leaders have a clear programme that includes their responsibilities and rest period

Emergency measures

- Make a clear plan for emergencies including
 - information for constant communication between hosting country and home country
 - emergency measures in case evacuation is needed
 - emergency funds
 - being constantly aware of where the participants and the leaders are
- Keep your phone with you all the time and make sure you have the participants' phone numbers saved and they have yours
- Get the contact information of the nearest embassy/consulate
- Make a plan B in case the programme needs to be changed for some reason
- Take a first-aid kit with you on the trip

Background information on travel preparations for instructors

15th meeting - International project

– Implementation during the exchange

DURING THE EXCHANGE YOU NEED TO CONSIDER:

1. Documents

- insurance information
- participant information (background information/ participation forms)
- the programme
- first-aid certification (if the leader has training)
- group agreement
- guardians' consent forms
- contact information
- tickets (collect also the participants' used travel documents and boarding passes afterwards)
- accommodation information
- child protection regulations (home country's). During the exchange the strictest country's regulations are applied.

2. Support system

- creating a clear support system to the participants
- creating a support system to the leaders, who also support one another
- naming contact persons from the sending and receiving organisations for emergencies
- getting contact information of financing institution
- getting contact information of nearest embassy

3. Orientation upon arrival

- Usually the hosting organisation organises an orientation meeting for going through following things:
- practical arrangements and logistics, programme presentation
 - cultural information
 - contact information
 - "help me" card for getting to know the town and asking locals for instructions
 - responsibilities and group agreement
 - acknowledging homesickness and culture shock
 - where to get information if the participants have questions

4. Leader's role

- knowing how to act in case of emergency
- having daily meetings
- agreeing on clear responsibilities for each leader
- always knowing where the participants are, even during free time
- having a good system of making notes
- having good, open and continuous relations with the youngsters
- having phones available for sufficient communication

5. Handling a child protection issue

- always taking the matter seriously
- taking measures according to the child protection regulations (check both home country's and host country's policies)
- communicating with both countries' national agencies
- contacting sending and receiving organisations' emergency number
- keeping the participant updated
- ensuring that the leader handling the issue is supported
- if appropriate, moving the child away

6. Participation

- listening to the participants and supervising them constantly
- involving the participants in planning, doing things and evaluating progress together
- clarifying the rules and the consequences in case rules are broken
- telling the participants to keep a diary about the exchange and sharing it with the leaders

7. Accommodation

- meeting the host families regularly during the exchange
- visiting the participants in the host families
- meeting the participants regularly and making a report about the hosting arrangements and possible problems
- in case serious difficulties come up in the hosting family, moving the participant away immediately

8. Monitoring and evaluation

- developing monitoring and evaluating system before the youth exchange and if possible, agreeing on it with the hosting organisation
- involving the youngsters, the leaders, the hosting organisation and the host families in the process
- clarifying expectations and basic rules in the beginning to make monitoring of progress and problems easier
- making daily evaluation with the participants and leaders
- having daily meetings among leaders to discuss the programme
- making final evaluation that is truthful and serves as an educational practice
- ensuring that there is a system for taking notes and making reports during the exchange

TIPS FOR EVALUATION

- Plan what you are evaluating, why and when, who is the target group and how the information created is utilized
 - Make an evaluation box in which the participants can leave comments at any time
 - Use different creative evaluation methods.
- Example: Draw a big ship and ask each participant to draw themselves in it to represent their own experience in the exchange. Are they at the helm navigating, falling over board or sunbathing on the deck?

9. Travel report

Sharing experiences is part of international activities. Make a travel report about the trip with the group and present it to club members, in schools to participants' classes and for example the municipal board of education.

Example:

Summary of a travel report about European Culture Week I in Neuerburg
2.-10.8.2014

Saturday 2nd August

We met with the Finnish group for the first time at Helsinki-Vantaa Airport around noon and said farewell to Finland. When we finally arrived in Neuerburg sharing a bus with the Spanish and Belgian groups, most of us had travelled over 12 hours, so after an evening snack we went to sleep.

Sunday 3rd August

Sunday was the official arriving day and the participants and leaders travelling from closer, Germany, Luxembourg and Liechtenstein, arrived in the castle. The day included getting to know each other through games and visiting Neuerburg's center. A careless Belgian boy had a seesaw bump into the back of his head. He was taken to the doctor for path-up. Luckily nothing worse happened.

Monday 4th August

The workshops began. Four Finnish participants chose the clay workshop, two tried out disc jockeying, one joined the theatre group and one went for geocaching. After the lunch the afternoon had been reserved for taking over Neuerburg through the so-called Farm Game, but due to heavy rain we had to carry out the game in the courtyard of the castle. Given the circumstances it went well and the youngsters seemed to enjoy the activity. After dinner most of the participants set up a match on the football field.



Saturday 9th August

Saturday's programme began with presenting the results of the workshops to other groups and parents of some participants from nearby. After that the buffet table was full of delicious food. For most participants this was the last day and tears weren't avoided when saying farewell, especially with the Spanish group that had become good friends for the Finns. The Italians arrived for the next week and in the evening there was some time to quickly get to know them as well while hanging out and playing ping-pong and cards.

Sunday 10th August

The Sunday morning was grey when the Belgian and Finnish groups woke up very, very early for a 7:30 bus to take the Finns to the airport and the Belgians to the train station. Still sleepy and yawning we packed our things and farewelled the brave leaders who made an effort to wake up with us and hug us goodbye and wave after our bus. Most of us spent the flight catching up on lost sleep and finally all nine travellers arrived in one piece back to Helsinki-Vantaa airport. Sad as it was, we had to say goodbye and head home, since next day was already the first school day of the semester.

16th meeting

Global phenomena – Human rights

GOAL

This club session is about getting to know human rights: recognizing one's own rights and increasing understanding of how to respect other people's rights.

Needed equipment:

People's pictures from newspapers, flip chart paper for drawing a human character, post-it notes, pens, a printed version of the Universal Declaration of Human Rights

INTRODUCTION

Before the session the instructor has cut out pictures of 3-4 different people (no celebrities) from newspapers. S/he has cut each picture in pieces so that each participant gets a piece of one picture. The participants then combine the pieces back into pictures forming small groups around each picture at the same time.

THEMATIC ACTIVITIES

Next each group discusses who the person in their picture is and what kind of life situation the person has. The participants draw outlines of a human character representing the person on a flip chart paper. They write on post-it notes first things that keep the person alive and attach the notes below the character's feet. Next they write things that help the person get a good future and attach these notes on the person's legs. On the upper body they attach notes describing things that make the person's life more comfortable but are not essential, and on the head notes about the person's future hopes and dreams.

(Adapted from Taksvärkki Oy's guide of children's rights)

Finally the whole group takes up the Universal Declaration of Human Rights and compares their notes with the articles. Can they find a corresponding article in the declaration for each note? The group can have a closing discussion to share thoughts on the assignment.

Tips

- It is useful for the instructor to get to know for example a Council of Europe publication called "Charter on Education for Democratic Citizenship and Human Rights Education" beforehand

- The theme can also be addressed from the point of view of children's rights; good materials for this can be found from Unicef and Plan

- Addressing the human rights theme can be combined with getting to know Amnesty International that as an organisation defends human rights

- Right to life
- Prohibition of discrimination
- Prohibition of slavery and forced labour
- Prohibition of torture
- Right to recognition as a person
- Prohibition of arbitrary arrest
- Right to fair trial
- Right to a nationality
- Right to protection of privacy and family life
- Right to freedom of movement
- Right to asylum
- Right to marry and to found a family
- Right to own property
- Right to freedom of thought, conscience and religion
- Right to freedom of opinion and expression
- Right to freedom of peaceful assembly and association
- Right to participate
- Right to social security
- Right to work
- Right to a standard of living adequate for the health and well-being
- Right to education
- Right to participate in the cultural life of the community

17th meeting

Global phenomena

Fair trade

GOAL

Get to know fair trade principles and discuss what structures in global trade keep developing countries in poverty and how one can try and make a difference by changing one's choices.

Background

Everyone has the right to make a living with their own work – also in developing countries. Fair trade has a vision of a world where farmers and workers in developing countries have secure livelihood, a chance to evolve and to decide their own future. Fair trade system is designed to improve the position of small farmers and workers of large farms in international trade.

Needed equipment:

Paper or balls of yarn, rulers, scissors, computer and internet connection

INTRODUCTION

Cutting the thread

The group is divided into a few small groups. Each group is given a ball of yarn or paper and asked to cut threads or pieces of 10 centimetres. Each group except for one is given a ruler. Next the group without a ruler is asked to cut threads or pieces of 20 centimetres. The instructor checks the true lengths. Finally participants discuss if they thought the assignment was fair and reflect on the situation of developing countries: Can competition be fair if some have better technology and tools than others?

-adapted from Fair trade's educational materials

THEMATIC ACTIVITIES

Examine Fair trade's website and their videos.

Visit a local grocery store. Participants can walk around the store in small groups and try and find as many Fair trade products as possible. The group with most findings gets cheers or, if possible, is awarded with some Fair trade product.

ENDING THE SESSION

Go through what each participant got out of the session and which Fair trade product they would consider starting to use.

Tip: Addressing the Fair trade theme can be combined with getting to know Worldshops.

18th meeting

Peace building & conflict prevention

GOAL

The goal of the meeting is to understand phenomena related to both conflicts and peace and think about what is needed for building peace and how one can act for peace as an individual.

INTRODUCTION

The group is divided into pairs. The instructor asks the pairs to sit facing each other and talk about a topic, for example summer holiday. After a while the instructor asks one person of each pair to turn their back on the other and continue discussion like that. Finally, the group goes through what it felt like to discuss in these two different ways. Conversational skills have a big role in the themes of peace, conflict prevention and conciliation.

Tip: Martti Ahtisaari is a Finnish Nobel Peace Prize laureate. Ahtisaari Days are held every year in November around the name day for Martti. Get to know Ahtisaari Days' website where you can find a lot of material about peace building and conciliation.

THEMATIC ACTIVITIES

A timeline is drawn on a paper and everyone gets to go and write societal conflicts they remember on it. After that the group discusses:

- Are there differences in what we consider conflicts?
- What can cause possible differences?
- What can cause that there are no differences?
- Are there general rules on how to act in a conflict situation?

Peace building includes preventing conflicts. Make a peace agreement to your group. The peace agreement can answer for example following questions:

- How does your group maintain good and peaceful learning environment?
- What concrete actions should be taken in order to create a peaceful and constructive atmosphere in your group?
- Who is responsible for the implementation and realisation of the agreement?

The next exercise is done outdoors:

Everyone searches for something in the nature that to them represents peace. Only natural materials can be collected but make sure no one rips off branches from living trees or takes moss or lichen. Go through what each participant found and how they think the thing they've chosen embodies peace. Then make a peace-themed work of art out of everyone's materials (collect more if needed). Take a picture of the artwork and share it in Facebook or other channel to spread the message of peace.

Useful links:

Finnish National Agency for Education, Internationalisation Services:

<http://cimo.fi/frontpage>

Opportunities for young people to go abroad:

www.maailmalle.net

The Council of Europe's human rights education site:

<http://www.coe.int/en/web/edc/>

European Union's programme for education, youth and sports:

http://ec.europa.eu/programmes/erasmus-plus/index_fi.htm

Youth Centre Villa Elba:

www.villaelba.fi