

HOW TO...



# LEAD INTERNATIONAL WORKCAMP

MANUAL OF:

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und Jugend



**IBG**

Internationale Begegnung  
in Gemeinschaftsdiensten e.V.

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# PART 1: Who is IBG?

IBG is short for 'Internationale **B**egegnung in **G**emeinschaftsdiensten' (meaning "international encounters in voluntary community services" in English). IBG is a **non-profit association based in Stuttgart** and was founded in 1965. Under the motto "... **peacing the world together!**" we want to empower young people around the globe to help build a more peaceful world. IBG is committed to **international understanding**, the promotion of **tolerance** and **openness**, the strengthening of **democratic awareness** through independent and responsible action, the **overcoming of disadvantageous social conditions**, as well as a **lasting positive impact** of Workcamps on the local project communities.

**Why Workcamps?** Workcamps are a form of **International Voluntary Service (IVS)**. In an international Workcamp, differences and similarities can be discovered and reflected by the group and each participant with respect to their own identity. This process can help **reduce prejudices, inhibitions and cultural bias**, as well as **raise interest in other countries, cultures and people**. We expect all participants not only to be willing to work, but also to be **open to new experiences and ideas**, and to be ready to interact with others in order to integrate all parties into the project. We expect this 'balance of taking and giving' from all of our volunteers, in all international Workcamps.

**Workcamps are open to everyone!** IBG is committed to **equal rights and equal opportunities** and expects everyone involved in its projects to be **fair and respectful**. We believe that, regardless of nationality, gender, sexual orientation, cultural or social background, income, education, religion and other beliefs, physical and health conditions or limitations, **every motivated person should have the opportunity to join a Workcamp**. Local hosts should not see the volunteers as cheap labour or as an advertisement for their own aims. Only if volunteers are valued as an integral part of the community's improvement, they can have a positive effect and influence also on local citizens.



# ORGANISATIONAL STRUCTURE

**Association:** IBG is enlisted at the 'Amtsgericht Stuttgart' as 'eingetragener Verein (e.V.)', an NGO. IBG has a non-profit status of common good and is an approved provider of extracurricular education.

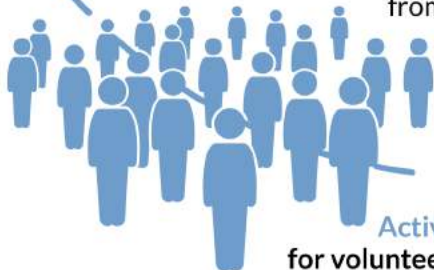


**Board:** IBG is managed by a **voluntary board**, consisting of **up to seven members**. Meetings of the board take place every two months and are open to all members and active volunteers.

**Office:** IBG has a **small team of (mostly part-time) employees** who are supported by **interns** and **volunteers** during the year. In addition to organising Workcamps in Germany, the employees work on finances and funding, the placement of German volunteers in projects abroad, the coordination of youth exchanges, trainings and seminars, communication, promotion, public relations and more.



**Members:** All activities and offers from IBG are open to everyone regardless of membership. However, **only members can be elected to the board and vote at the association's general assembly**. There is a membership fee of 18 Euro per year. Camp leaders who join are freed from the fee for the first year.



**Active volunteers:** IBG is an **association for volunteers by volunteers** and is happy about every helping hand! Each year, around 100 people actively support the team of IBG. They lead Workcamps, support trainings and seminars, facilitate workshops concerning specific topics or organise regional meetings. Some active volunteers also help regularly at info events or preparatory meetings for volunteers going abroad.

# ACTIVITIES OF IBG

## 1 Organising Workcamps in Germany

Each year, IBG organises **30 to 40 international Workcamps in Germany**. They all follow the same concept:

- **The international group**

The main foundation is the **international group of volunteers with a variety of nationalities and languages** in each camp. English is usually the official camp language, with some exceptions where it is necessary to speak another language (e.g. German) for the work project.

- **The local partner**

All projects are implemented in close cooperation with a local partner, or local host, who is **responsible for the organisation of the work project**. Local hosts are often public institutions, such as communities, cities, associations or youth centres.

- **The work project**

The types of work projects range from **environmental protection, landscape maintenance, renovation, restoration and construction work to working with children** or at **local festivals**. What all work projects have in common is the principle of **public benefit**. The work is voluntary. The combination of an international exchange experience with a work project is based on two factors:

1. Many young people want to do something useful in their free time and invest their work force in a project of public benefit.
2. At the same time, the work projects require teamwork and communication. Because of this, the work project can become a tool itself which helps the group come together and exchange.

- **Involvement of local citizens**

An international Workcamp should **not only have a positive and lasting effect on participants but also on the local citizens** – something should 'remain' long after the end of the camp.

IBG therefore tries to include local people throughout the work project. The inclusion of local youth centres etc. makes it easier for locals to get in touch with the international guests. The inclusion of different social groups can be enriching for all participants - international and local.

- **Self-organisation of the group**

The group organises their everyday life themselves. Activities like shopping, cooking and cleaning, as well as leisure activities and community life are **shaped and designed together with input from all participants**.

- **The camp leaders**

All international camps are guided by **1, 2 or 3 camp leaders** whose main task is to act as mediator(s). They are the mediator(s) between the group and the local host, especially in the preparation and start of the project. They support the international group in organising and shaping group processes, start common discussions and communication processes, and help with individual problems or issues that may arise. This is an important responsibility, so camp leaders have to be **prepared** properly and need the possibility to **evaluate and reflect their experiences and actions afterwards**.



## **Sending volunteers to volunteering projects abroad**

IBG cooperates with other non-profit organisations to **place 100 to 200 young people from Germany in volunteering projects abroad each year**. IBG cooperates mainly with members or partners of the **ALLIANCE of European Voluntary Service Organisations**. The ALLIANCE is a network of European and non-European Voluntary Service Organisations with over 70 members and partner organisations from all continents.

Currently, IBG is engaged in cooperation and exchange with organisations in the following countries:



Armenia	Finland	Japan	Poland
Austria	France	Kyrgyzstan	Portugal
Azerbaijan	Great Britain	Latvia	Serbia
Belgium	Greece	Lithuania	Slovakia
Canada	Greenland	Malaysia	South Korea
China	Hong Kong	Mexico	Spain
Colombia	Hungary	Mongolia	Taiwan
Costa Rica	Iceland	Nepal	Thailand
Czech Republic	India	Netherlands	Turkey
Denmark	Indonesia	Palestine	Ukraine
Estonia	Italy	Peru	USA
			Vietnam



**Volunteers choose their project and destination individually.** All projects abroad are prepared and implemented through partner organisations which follow similar aims and organisational approaches as IBG. IBG organises **preparation days/seminars** to prepare volunteers for their projects and the new experience they will make abroad. The preparation is included in the **application fee** all volunteers pay.

Irrespective of origin, education, gender, income or other factors, **participation in international Workcamps should be open to everyone.**

This is why 10% of all application fees paid to IBG go into a **solidarity fund**. Through this, volunteers going abroad enable other volunteers to participate in Workcamps, too: Volunteers with lesser opportunities can receive support through IBG's solidarity fund, e.g. by paying a reduced application fee. In individual cases, we also subsidise travel expenses.

### **Offering trainings and educational activities**

In addition to participating in international Workcamps and leading international Workcamps or youth exchanges, IBG offers the possibility of individual development and learning processes:

- **Trainings and seminars hosted by IBG:** Each year, we offer on-site and online training courses for prospective group leaders of international Workcamps as well as seminars on other topics such as sustainability, peacebuilding or inclusion.
- **Long term training course “Kompetenz international”:** In this multi-month training program, IBG offers practice-oriented knowledge with a focus on leading and coordinating international teams and global learning.
- **International trainings and youth exchanges hosted by partner organisations:** IBG also offers places in international trainings, seminars and further education programs abroad every year.
- **Regional groups of IBG:** All volunteers can connect with other IBG volunteers in their city and organise small events or workshops together. The IBG office team in Stuttgart is happy to support you with info material, ideas and contacts.
- **Internship or long-term voluntary service at the IBG office in Stuttgart:** Get a behind-the-scenes look into the world of international volunteering, help with project coordination, manage applications for Workcamps, support the preparation and facilitation of trainings, or help with public relations and promotion.



# FINANCIAL SUPPORT AND FUNDING

IBG's annual budget is covered through the following funding:

- **Public grants from the German Ministry for Family Affairs** ('Ministerium für Familie, Senioren, Frauen und Jugend')
- **Cooperation fees from local hosts**
- **Application fees from participants**
- **Public grants from the European Union** (Erasmus+, European Solidarity Corps)
- **Public grants from foundations** (e.g. Baden-Württemberg-Stiftung)
- **Membership fees**
- **Donations**

Because the public grants IBG receives do not cover all expenses, the **local hosts of each camp take a share in the costs of the Workcamp** through a cooperation fee. This fee is primarily used for the financing of the organisation of the project (preparation, supplies, insurance, camp budget, expenses of the camp leader, etc.)

If you would like to make a **donation**, we would be more than happy. With your support, we can continue to realize great project ideas or support volunteers who would otherwise not be able to participate in a Workcamp. You can donate to:

Vereinigte Volksbank Sindelfingen  
IBAN: DE74 6039 0000 0041 1450 03

... or via Paypal: [paypal.me/ibgworkcamps](https://www.paypal.com/ibgworkcamps)

Donations are tax deductible and we will of course be happy to send you a donation receipt.

# PART 2: Your role as a camp leader



There are many different "puzzle pieces" to an international Workcamp:

*Find the corresponding module of our online course for group leaders here*

1. Local host(s)
2. Accommodation
3. Work project
4. Kitchen duty
5. Camp budget
6. Leisure and free time
7. Participants/Group
8. Locals, visitors and guests
9. Press & public relations
10. Co-camp leaders



The following guidelines are meant to illustrate what is expected of you as well as the limits of your actions and responsibility. In other words: We set the framework and put our faith in you and your abilities to be able to lead a group independently and responsibly!

## 1. Local host

There are **different local hosts**. Oftentimes, they are

- municipal/ communal institutions (communities, villages or cities),
- socio-cultural centres/ youth-centres,
- non-profit associations,
- facilities for handicapped and/or elderly people,
- or 'nature and biodiversity conservation unions' and 'forestry commission offices'.

Inviting an international Workcamp is a great opportunity to **demonstrate internationality and open-mindedness**, as well as to make a contribution to hospitality and international understanding.

It is important to many local hosts that local people are interacting with the volunteers and that '**bridges between cultures**' are built. However, interests and motivations to invite an international Workcamp can vary. The main focus of your local host might also be on the completion of the work project, the exchange with the local youth...

**IBG has a written agreement with each local host.** In this agreement, the work project, timeframe, accommodation, number of participants and a cooperation fee are set. The local host is obligated to find work instructors, provide the accommodation and - if necessary - additional supplies. They are paying a cooperation fee to IBG, which is used partly for the budget of the group, partly to finance the IBG staff. **Good communication between the local host, IBG and the camp leader(s) is absolutely necessary.**

## Your tasks & responsibilities



Before the camp starts, you will **receive all necessary information** about the local partner, the work instructor(s), the work project and the participants. IBG will also share your contact with the local host and the participants. You will **get in contact with the local host** via phone or mail. **Introduce yourself and arrange your arrival to the camp.** (Fix your travel plan with the local host so someone can meet you when you arrive!)

One day before the camp starts, you will **arrive at the camp location**. You will **meet the local host** or the designated person in charge and start the camp by taking over the accommodation, meeting relevant people, getting more information about the work project and location and check with the instructor(s) about working times. This will make it easier for you to forward all important information to the participants.

**Be aware of the expectations and obligations of the local host** and be sure to differentiate between voluntary offers and obligatory events (e.g. official welcome barbecue with the mayor or suggested hiking tour).



The camp leader is the **mediator between the local host and the participants**. Your job is to unite the expectations and obligations of both parties. This can lead to conflicts and difficulties concerning your own role and should therefore be approached carefully and with much consideration. In case of emergency, confusion and difficulties, **you can always contact the IBG office person in charge of the camp**.

## 2. Accommodation

The accommodation is **organised by the local host and checked by IBG**. Often, the accommodation is in **schools, youth centres, sport-halls, community-halls, possibly also tents**. Most fundamental items should be provided. Check when you arrive to the accommodation whether something important is missing. Be aware: Luxury and the newest technical equipment are *not* a priority, but you will have all basic necessities provided. You can enjoy comfort in almost every accommodation, so remind yourself that your attitude functions as an important tool in building up a positive atmosphere. You can decorate your temporary home, which can be a great first task for the whole group to bond.

## Your tasks & responsibilities



In order to take over the accommodation, you will go to see it together with the local host or another person in charge. It is important to **check whether - and to which extent - you can decorate and re-arrange the accommodation and also to see whether there are already existing damages**.

Record all damages in a form, the '**Übergabeformular**' together with the local host. At this point, you should also ask about dealing with the inventory (what can you use? what not? etc.) to prevent future conflicts. Ask where you can find the fuse panel/breaker box '**Sicherungskasten**' and the **First Aid Kit**.

It might be a good idea to introduce yourself and the project to the neighbours when you see them. If they live very close, why not even ring their bell and politely introduce yourself? If you explain to them what is happening next door you can avoid trouble and make a first connection.

For the **take-over at the end of the camp**, make sure that the accommodation is clean and in good condition. Do not forget to get the 'Übergabeformular' signed again by the local host. **You are the last one leaving!** A good last impression is often the most sustainable one.

### 3. Work project

The work project makes up a large part of each Workcamp and not only the local host, but also IBG has expectations about it. Some basics rules:

- The **working time is 30 hours per week**. Weekends are usually free for leisure activities. This might change when necessary for the specific work project (e.g. festivals).
- The local host provides **work instructors** who have the necessary know-how to help you complete the project. At the beginning of the project, you will be **introduced to the working plan, methods and tools** and **receive safety instructions** (if necessary). If an instructor cannot be on site every day, it must be clear what, and how, the work is to be done. If there are problems or questions, it should always be possible to reach the instructor and/or the local host via phone.
- All participants should be able to do the work **without previous knowledge**. The necessary know-how, the objective and other important information concerning the work project should be showed and explained by the instructor at the beginning of the project. The work project can be a **combination of several smaller tasks**. The different steps, goals for the day, and final goals are important for the motivation of the participants. All participants should be included in the process as much as possible. The more they are included and informed, the more motivated they will be because they will feel valued and appreciated.



# Your tasks & responsibilities



You are part of the group and have the **same rights and duties as the participants**, with the addition of your tasks as camp leader. Your **presence during work is very important** for many reasons.

One of your most important tasks is to **translate and explain all necessary facts into English**. You can neither expect that your participants speak German, nor that the instructor speaks English.

Not only your presence but also your good mood and an active participation during work are vital. You will be a **role model** and set standards; your good mood can raise the motivation and enjoyment of the participants enormously. The **absence of a camp leader without reason** during work is highly demotivating for the whole group. If you have a co-camp leader, make sure that at least one of you is always at the work site and that all participants have your mobile numbers in case of emergency.

And lastly: **Be on time for work!** This means not only the camp leader, but the whole group, of course.

## 4. Kitchen Duty

Food provision in camps can be different. In most cases, the group is **responsible for their own grocery shopping and cooking**. In some cases, the local host will provide the camp, partly or completely, with meals. Preparing food together is an important part of the camp and of community life and brings several organisational tasks with it.

At the beginning of the camp, you might do the first big grocery shopping trip yourself and **provide food for the first days**. Later, you can create a plan for kitchen-duties to **divide tasks among the participants**. How this is done, and how the tasks are shared, differs from camp to camp. Include input from the whole group in the planning, however.

Ideally, two participants are responsible for shopping, cooking and cleaning each day and are freed from work for that day. This, of course, depends on the size of the group and the distance to the work site. If it is far away, it might not be possible to go back home for lunch. In this case, it is easier to take lunch with you in the morning to have a nice open-air break at the work site.

## Your tasks & responsibilities



The first job concerning kitchen duty is the **first big shopping trip** and the provision of the food for the first few days. With the first meal, standards are set – so provide a tasty and cheap meal that leaves noone hungry. (Check some of the recipes in this manual for inspiration if you are out of ideas. You will also find an exemplary shopping list in your camp file.)

A **plan and schedule for kitchen duty** should be discussed and fixed before the first day of work. Avoid an unfair distribution of tasks. Problems may arise when not everybody is equally included in all tasks. Discuss together:

- What **time** is breakfast/lunch/dinner?
- Are there any **special needs** like allergies/special diets...?
- Does kitchen duty include **wake-up and/or cleaning duty**?
- Do you have **lunch at home** or should you take along sandwiches?
- Do you want to make a **specific schedule** or organise spontaneously?

Through the participation in daily tasks, the participants take part in group-life and can more easily find their place within the group and do their jobs independently and responsibly.

The organisation of meals, cleaning and shopping is also a good opportunity for you to **share responsibility and to strengthen the feeling of responsibility and independence within the group**. Another task that should be shared is the cleaning of the accommodation at the very end of the camp.



## 5. Camp Budget

Every camp has a **budget for groceries and leisure activities**. When the group is provided with meals by the local host, this amount is reduced. The whole budget can be spent for your camp, so don't be shy to spend it completely. If you do not spend the whole budget, however, you will return the rest of the budget to IBG and it can be used for other projects.

Each group can decide how to spend the money, but **providing enough food is the first priority**. Hungry volunteers are not happy volunteers!

The camp budget will be **transferred to your bank account or given to you in cash**, so you are accountable and should make sure that the money is handled correctly. It is very effective to check the budget regularly to have an overview about how much has been spent and how much is left. The finances should be transparent for all participants. It is **very important to keep all bills and receipts** so that there are no unrecorded expenses! This also applies to possible income like donations or bottle refunds.

### Your tasks & responsibilities



Deal with the budget sensitively and keep an overview, as discussions and questions about finances can arise quickly. We encourage you to **use the digital camp file for book-keeping**. If you cannot bring a computer with you, you can also do this manually. In any case, **check the budget regularly!** There is no reason why you shouldn't be able to tell the group how much money you all have and you should decide with the group how to spend it.

Keep in mind that participants might have different cultural and social backgrounds: Not everyone might be able to pay for all leisure activities. To keep it fair and simple, **try to pay all free time activity costs with the camp budget**. If individual spending is necessary, you may also ask the group whether it is okay to use the camp money for someone's concert ticket, etc. Be aware that **money can be a sensitive topic** and some volunteers might not want to share their concerns with the group.

## 6. Leisure & free time

You will have **many different possibilities to shape and design your group's community life according to everyone's wishes and preferences**. In the first days, it is advisable to stay in your group and accommodation to get to know each other and your new temporary home. Take time to get to know each other. (Check the games and activities in part 7 of this manual for some ideas for 'getting-to-know-each-other' games). Have a walk to the city centre to boost informal and easy communication. When coming back to the accommodation, you might already have the feeling of 'coming back home'.

Although it is not obligatory in adult camps to stay together the whole time, collective activities strengthen the group feeling and help fight eventual home sickness. Considering the different financial possibilities of the participants, it is great to have some **free activities** (free of cost - not of fun, of course) like hiking, going to a lake or a forest, sports, playing games outside and maybe even having a campfire and telling scary stories at night.

### Your tasks & responsibilities



It is not your responsibility to plan and to organise everything alone or to be the group's entertainer! It is far more important to **facilitate planning the free time and to provide information about possible activities to the group**. Suggestions about what you can do or where you can go make it easier for participants to decide what they would like to do. As many participants in the group likely have never been to Germany before, they won't necessarily know what to see or do in the area. Be a helping hand! In addition to providing the group with information and suggestions, it might also be necessary to give directions, get entrance or bus tickets or be the driver for the group.

**Leisure time activities are optional** and participation is not mandatory. However, some **activities proposed by the local host(s)** will be 'obligatory free time activities', such as invitations from the mayor or the



local host to participate in dinners, welcome meetings or other events. Encourage everyone in your group to join because it is a great chance to meet locals!

A **written daily or free time-schedule** informs the group about the planning and all invitations and events.

**International evenings** are great possibilities to learn something about the other countries and cultures. This can be done with presentations, pictures, traditional dances and, of course, food and drinks. If you **ask participants before the camp to prepare something** for this occasion, they often bring great items from home, like traditional costumes or special food ingredients.

In any case, all evenings provide a great time for everyone to offer something and to bring in their own ideas. You can **play games** from other countries, **have a language session** to learn some basic words from every language... To support cultural sharing, you can start a **'human library' poster** on which everyone can write what they can offer (a more detailed description can be found in the collection of games and activities in part 7 of this manual).

## 7. Participants

The composition of a group is just as individual as the participants themselves. **Motivations and reasons** for participation can be very different and reach from 'looking for a cheap holiday' to 'Workcamp-junkie'. Some choose a specific project because of the work project, while others choose based on a preferred time or specific location. The same goes for the **expectations** participants have and **goals** they want to reach. What all volunteers have in common is that **they have all been informed about the project, Workcamps in general, and their tasks, rights and duties**. They all signed up for a Workcamp and with that, declared themselves ready and eager to get active and to make the camp a good one. The **social and cultural background** of each person can be crucial for the camp. Intercultural sensitivity is therefore absolutely necessary.



Keep in mind: **No one arrives voluntarily to a Workcamp with the intention of having a bad time!**

## Your tasks & responsibilities



You can have a big influence on the group by exemplary, positive or negative actions. Why not **share with the participants at the beginning of the camp your own motivations and expectations and ask about theirs?** Give all participants the opportunity to express themselves – not only at the end of the camp but from the very beginning.

It is important to give **space for feedback at all times**. If there is dissatisfaction in the camp you should not miss the opportunity to change something. If someone doesn't want to share their feelings with the whole group, you should always **have an open ear** and be ready to talk with them about their issues or concerns in private. This is a matter of mutual trust and respect. **Respect is the most crucial element of a strong group.**

The camp language is usually **English**. For this reason, you receive this manual in English and you should try to stick to English in your camp. English is a **common basis** and one can feel excluded really quickly if others speak in a language which is completely alien for them. Even if some participants don't speak English very well, integration and communication is always possible... somehow.

**Your aim should not be to prevent any problems, but to enable an individual learning process for the group** by helping participants overcome problems and conflicts together.

**Always remind participants that it is THEIR camp, and that they have the freedom (and responsibility) to form and shape it according to their needs and wishes!**

## 8. Locals, visitors & guests

One of the main objectives of IBG is a **positive sustainable effect** of a Workcamp on the project location. In many cases, there will be a visible, completed work project that stays. But also, through your presence and the contact with locals, **you will be role models for voluntary and civic engagement as well as ambassadors of the different countries.**

This is a **'balance of taking and giving' for everyone:** While volunteers give their work force and share their cultures and perspectives, they benefit from the hospitality of the local inhabitants and can get to know regional cultures, people and places.

Visitors and guests are generally welcome in Workcamps, but the group should not have any inconveniences because of them. **Visitors and guests should integrate and adapt to the group life** (e.g. respecting the group rules, sticking to English, taking active part in communal group life, etc.).

### Your tasks & responsibilities



**Getting in touch with with locals** is an almost inevitable part of every Workcamp and you should do everything you can to support this. There are many ways to do this effectively: Introduce yourself and the project to the neighbours, put flyers in their mailboxes, organise an international evening or a local action day to include them into the work project and to explain what you are working on...

It is important, however, to **keep the balance between 'too much' and 'too little' interaction.** You should be informed about visitors and also inform the group. If guests wish to stay longer or even to join the camp permanently, integration and adaptation is important. If it is inconvenient for the group, it might be better not to invite any extra volunteers to join permanently. This should not be decided hastily and alone, but as a group.



## 9. Press & public relations

Local hosts are often interested in **presenting the Workcamp in (local) media**, be it to justify the expenses connected to it or to attract attention to the international efforts. Other times, local hosts have no specific interest in fostering media reporting about the camp.

IBG is very interested in **visibility** for our work and we love to read about camps in local or regional newspapers. However, we put no pressure on our camp leaders to initiate press visits, interviews, etc..

### Your tasks & responsibilities



As camp leader(s) you are officially in charge of the group and will be the **first people to contact for the press**. If asked for a press statement, **present the group, IBG and the local host positively**. Feel free to contact the IBG office in Stuttgart for help, tips and advice.

Since IBG is trying to create maximum visibility for international voluntary work, we are very happy if you **share pictures of the camp with the IBG office team** to use for the organisation's website, social media and other public relations material. (If everyone on the pictures is ok with publication.)

## 10. Co-camp leaders

You can lead a camp **alone** or in a **team of two or three people**. There is **no hierarchy in camp leader teams** and IBG does not appoint separate tasks. Sometimes it is good to share and separate tasks and responsibilities according to your preferences and abilities. In any case, you should be on the same page regarding information. It is useful to get together regularly and to exchange. If possible, get to know each other before the camp and do not lead a camp with someone you absolutely don't like. There is no guarantee or recipe for a good team; however, **the number one rule for good teamwork is communication!**

If there are **conflicts among the camp leaders** team, try to solve them discretely. Do not bring them into the group! If this is not possible, get support and mediation from the IBG office team.

Sometimes a second camp leader isn't necessary or available. Inexperienced camp leaders will always be supported by the IBG office team and/or a mentor in that case. Experienced camp leaders sometimes prefer to lead camps by themselves.

### Final remarks...

The recommendations and guidelines explained in this manual come from the experiences IBG members, employees and camp leader(s) have made over the past years and are based on the general understanding of international Workcamps of IBG and the Alliance network.

**The international Workcamp community holds high standards for its work and thus expects all camp leaders to understand, accept and live up to its values and standards.**

**Every camp is different**, so it is hard to pinpoint specific situations that might occur or not occur during a camp. This manual is meant to give you basic orientation, but **real experience can only be achieved in practice.**

Camp leading is only the first step of a personal development and learning which will end, at the earliest, with the reflection and evaluation meeting after your Workcamp. Remember that **before, during and after the camp, you can count on support from the staff at the IBG office and, if available, also experienced leaders** who can support and help you with any kind of issue that might occur. Support can also be available during the first few days of camp to help you with logistics, weekend plans or in case of emergency. So always remember:

**DON'T PANIC AND STAY COOL!  
You are NOT alone!**

# PART 3: Theory and background knowledge

In this part of the manual, we want to provide you with theoretical background knowledge to give some ideas for the process of preparation for and reflection on your Workcamp. The theoretical framework presented here concerns **several, linked dimensions of social interactions**, which will be crucial in a Workcamp:

1. Group dynamics
2. Leading styles
3. Conflict management
4. Communication
5. Motivation
6. Intercultural learning
7. Social justice
8. Self-Reflection



## GROUP DYNAMICS



### Group processes in a Workcamp

A Workcamp and its group dynamics are special and individual to each situation: In a Workcamp, a group of strangers come together and only have about 2 to 3 weeks together. It is a new situation for everyone and such constellations can hardly be found in 'real life'. The fact that the group is living and working together in **basic conditions** and with **little space for privacy**, means that **extensive communication and contact within the group** is important. In other groups, for example in school classes, the time spent together is scheduled and limited; people can 'step out' of the group situation easily if they need personal space or time.



Group life in a Workcamp can be **quite demanding**, and a good group life is not always easily achieved. Participants in a Workcamp, often foreigners to the country, must try to get along with the others without always having an easy way to move away from the situation.

With the following description of **group dynamical phases** (a model by Tuckman and Bruce), we want to give you an idea of how to work with and within the group, in order to become a strong team and create a wonderful Workcamp feeling.

**In an ideal scenario, a group is going through the following phases:**

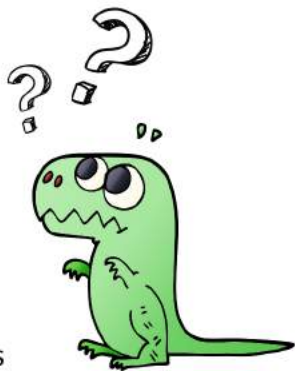
### Phase 1: Forming – 'lost strangers'

#### Characteristics

- Everyone is new, everyone is alien to each other.
- There are no common experiences yet.
- Fear and insecurities
- Expectations
- Big corporal distance

#### Possible Problems

- Insecurities of the leader
- Insecurities/fears of participants
- Communication problems
- Misunderstandings due to language barriers



#### What to do as camp leader?

- Inform the group about the basics of the camp.
- Care for participants and establish a positive and warm atmosphere. Everyone should feel welcome.
- Give orientation, be present, have an open ear.
- Initiate activities like 'getting-to-know-each-other' games or 'icebreakers' (without body contact - give the group time to get to know each other!).

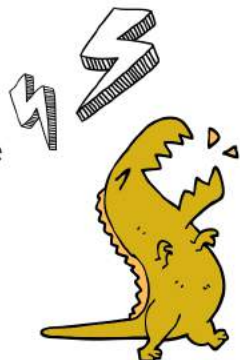
## Phase 2: Storming – finding one's place

### Characteristics

- Determining: Who am I within the group? Who are the others? Where do I stand?
- Connections and relations are being established.

### Possible Problems

- Strong personalities might become prevalent and dominant.
- Camp leader has to find their position and may have to adjust their way of leading the group.



### What to do as camp leader?

- Include more 'extroverted' participants into facilitating the group-building processes.
- Change groups and teams at work (mix the constellations).
- Initiate common activities to strengthen the group-feeling like team-building activities.

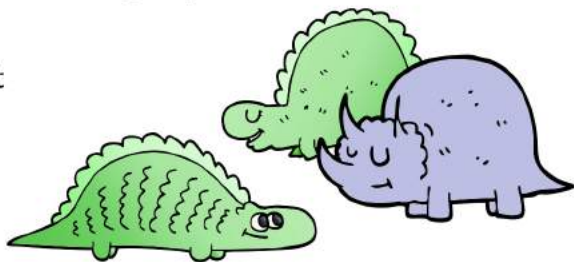
## Phase 3: Norming – getting together, finding a common basis

### Characteristics

- A 'we-feeling' and a feeling of self-responsibility is established.
- There is a common basis; organisational and social rules are made or re-made.
- Everyone has found their role within the group.

### Possible Problems

- A strong group-feeling makes it hard for 'outsiders' to get in (late-comers, guests, meeting with other Workcamps etc.).



### What to do as camp leader?

- Give space for ideas and shaping of the camp (accommodation, social life, leisure time activities etc.).
- Delegate and give responsibilities to the participants.

- Organise specific activities to support and include 'outsiders'.
- Organise activities with other groups (visit another Workcamp, invite people from town etc.).

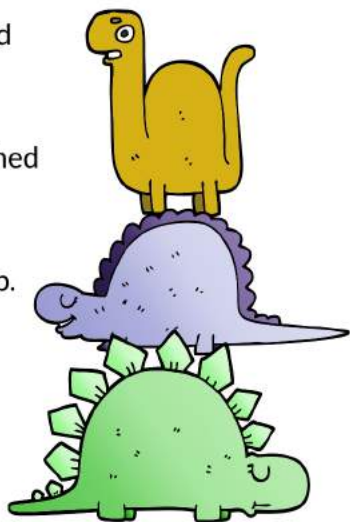
## Phase 4: Performing – working together, being a group

### Characteristics

- The group knows about individual strengths and weaknesses – everybody is accepted.
- Individuals might take a leading position.
- A good and cooperative atmosphere is established in the group.
- Group is open to cooperate with other groups.
- Internal conflicts can be solved within the group.

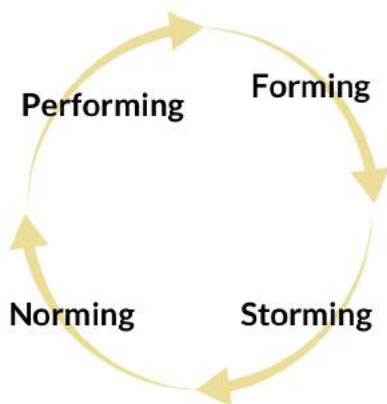
### Possible Problems

- The group might split up into smaller groups.
- Your decisions or positions as leader might be questioned by individuals or the group.



### What to do as camp leader?

- A lot of spontaneity is possible: Take up ideas from participants and help to implement them.
- Accompany participants rather than lead.
- 'Primus inter pares' – the first amongst equals: You are a participant like everyone else, your role as a leader is drifting to the background.



Those four phases are ideal. Keep in mind that **every group is different and phases might be shorter, longer, or more intense than others**. It is also possible that phases are repeated.

The extended model by Tuckman also includes a 'Re-forming' phase after the 'Performing' phase.



Another important phase, which is not included in most models, but crucial for every Workcamp, is the 'Phase of Separation'.

## Phase 5: Separation – 'time to say goodbye'

### Characteristics

- Sadness because you have to leave
- Happiness to return home
- Looking back on what happened

### Possible Problems

- Fear (coming home effect, reverse 'culture shock')
- Stress and many organisational tasks for you as a camp leader



### What to do as camp leader?

- Prepare participants for farewell.
- Plan and schedule an evaluation a few days before; take time for it.
- Organise a farewell party.
- Exchange pictures and contact information, open a mailing list or a group on a social network.
- Initiate 'Sugar Cubes'. (Find a detailed description of this activity with the games and activities in part 7 of this manual.)
- Remember the good times together and have a great last day.
- Check the departure times and arrange drop-offs at the train station.

**Keep in mind for all phases: When personal needs are neglected, frustration and anger might occur.** Abraham Maslow rates the following factors as most important for well-being in his 'hierarchy of needs' pyramid:

- **Physiological needs** (hunger, thirst, sleep)
- **Security and social needs** (comfort, safe space, love, belonging)
- **Need of esteem** (status, appreciation, respect, self-esteem)
- **Need of self-fulfilment** (personal development, self-responsibility)

# LEADING STYLES

The camp leader takes on a lot of responsibilities and plays an important role in the group dynamics and in the success of a Workcamp. Let's see how **different styles and approaches of the leader** might support or endanger the group dynamics and the Workcamp success.

## Styles of leading a group

A commonly used model of leading styles is the one of **authoritative, democratic and laissez-faire style**. In the following table, you can see the main characteristics of those three different styles of leading a group:

Authoritative	Democratic/partner-like	laissez-faire
Dictatorial/bossy	Democratic	Liberal
'I'-rule	'we'-rule	'it'-rules
Leader on top	Leader in the middle	Leader not present
Participants become unrelated/irrelevant	Participants develop relations/form a group	Participants become unrelated/irrelevant
Monologue	Dialogue	Self-talk
Leader gives instructions	Leader gives advice	Leader gives information

Another model on 'how to communicate with groups' is differing '**Telling**', '**Selling**', '**Consulting**', and '**Participating**':

### Telling

You identify or rate the problem, evaluate different solutions, and inform the group what you decided. e.g. "Just to be sure, give me your passports and I will lock them away."

### Selling

As in the 'telling' style you identify and rate the problem and decide on a solution, but instead of just informing the group, you try to 'sell' your decision to the participants by telling advantages. e.g. "If we spend less money on alcohol, we can afford a trip to Stuttgart on the weekend."

## Consulting

You identify the problem and consult the group in order to discuss possible solutions; but you make the decision in the end. e.g. "After you suggested some really good things, I think it is best to rent canoes on the weekend and have a nice tour on the river with a pic-nic afterwards."

## Participating

You ask the group to help identify the problem. Everyone can participate to find a solution, and the decision is taken by the whole group. You agree to fulfil the group-agreement. e.g. "It seems that there are some communication issues amongst some member in our group. Let us talk about it and see whether we can find a solution together."

## Finding your own leading style

Being a camp leader means that you have leadership skills. It does not mean, however, that you can behave as someone who is giving the orders to others. To find out what style of leading fits you best, start by reflecting how you would handle different scenarios in your camp. **How do you position yourself to the following statements? Do you agree? Do you disagree? Why?**

- I give the **key to the accommodation** to participants.
- I like to **plan everything** beforehand.
- Men and women should **sleep in separate areas** of the accommodation.
- I let participants **handle the money** from the camp budget.
- I do **not plan any leisure time activities**.
- It is great if **my partner/friend is coming to visit** me in the Workcamp on the weekend.
- When participants don't want to work any more, there is **nothing I can do** about it.
- I do not have to ask the participants whether everything is okay - **when they have a problem, they will tell me**.
- My co-camp leader should have the **same leading style** as I do.



**Keep in mind:** There are many different ways and styles to lead a group, some of them are more appropriate in specific situations than others.

Be aware that there is **no perfect leadership style that fits all situations and people**. Always aim at finding the style that fits you and the group you are coordinating best. And remember that **at the end, the goal of each Workcamp is to develop the responsibility of all participants, to empower everyone involved and to create a friendly atmosphere**.

And don't worry, **no one has just one style** – how you lead a group is affected by your personality (and that of your co-leader), the group, the situation and the task at hand. Keeping in mind all those factors will lead almost automatically to a **flexible style - so be ready to reflect, evaluate and adapt!**

## CONFLICT MANAGEMENT



In your Workcamp, you will live together 24/7 and share a lot. Not everybody is used to living in a group and in such an environment. **Some conflicts might seem inevitable. The question is how you are going to handle them.** Conflicts can, indeed, become an opportunity for empathic understanding.

**It is important not to be afraid of conflicts** – in most cases, they are actually useful and will help the group to find and grow together even more!

### Reasons for conflicts

- Different **experiences**
- Different **expectations**
- Different **sources of information/processing of information**
- **Lack of information**
- Opposing **goals/interests**
- Different **perceptions** of situations
- Different **values and norms**

- **Social structures** within the group (e.g. unequal distribution of power, resources, property relations)
- **Misunderstandings**

## Conflict levels

A continued conflict starts with a problem that needs to be solved and can escalate to a major crisis in the worst case. **Conflict often begins and then escalates in a predictable pattern** by going through different levels. Learn to become aware and recognize these different levels:

**Discomfort:** Maybe nothing is said yet, nothing has happened yet, but something does not feel right. It is hard to pin-point the problem.

**Incident:** A short, but intense event without a long-lasting inner reaction.

**Misunderstandings:** Motives and facts are perceived (very) differently.

**Tension:** Relations are devalued by negative and fixed opinions and attitudes.

**Crisis:** Behaviour is impaired; normal behaviour is not easy to perform any more; there are extreme gestures and reactions.

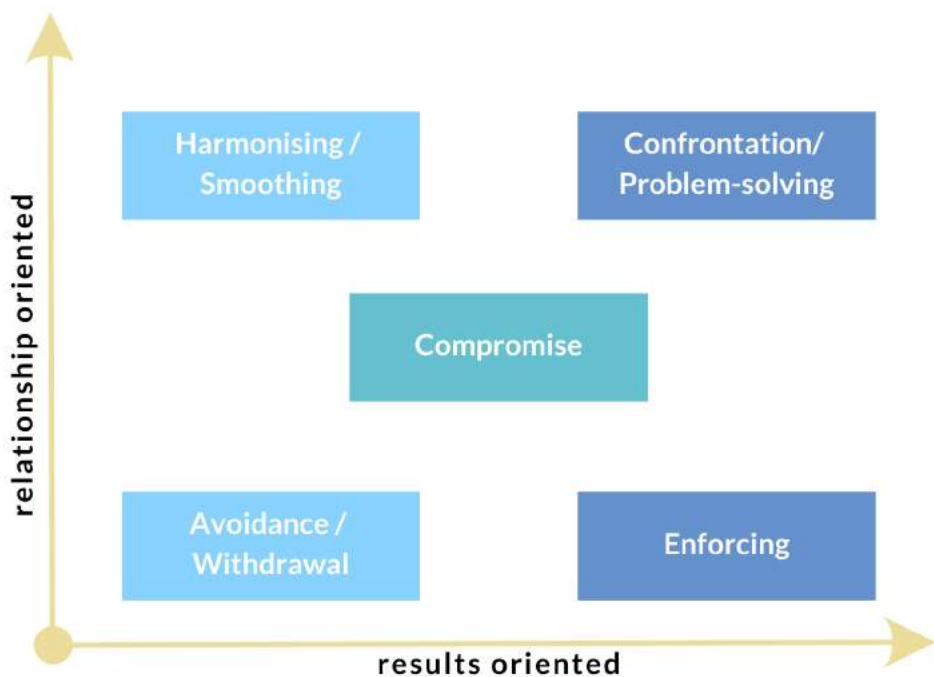
## Ways to react to conflicts

There are **different strategies and ways of behaviour** to react to conflict:

- **Withdrawal/Avoidance:** Taking yourself out/withdrawing from the situation, avoiding conflicts, not taking position
- **Harmonising/Smoothing:** Adjusting, smoothing the differences, searching for harmony
- **Enforcing:** Competing/rivalling, insisting on your opinion
- **Compromise:** Looking for a compromise, being ready to meet half-way, trying to find a common solution everyone is more or less happy with
- **Confrontation/Problem-solving:** Cooperating with each other, confronting divergences, looking for a solution

These different strategies to resolve conflicts can be oriented more towards **protecting relationships** or more towards **reaching results**.

Please be aware: **Every strategy has its advantages and disadvantages!**



When a conflict breaks out, it is important, as the campleader, to **understand the situation and to find a solution which works for everyone involved**. As the campleader you will have the **role of the mediator**. It is very helpful to develop a clear idea of the conflict process, and the different ways of responding. The **context of a conflict** gives you first directions on how to handle it best.

When the conflict is '**only**' concerning a few people, a talk with those two or three people should be the first choice of conciliation. When conflicts **involve the whole group**, everyone should have the possibility to express their feelings and opinions. In the best case, the group is able to find a solution together that everyone is happy with.



## How do I solve a conflict?

1. **Define** - What happened? What is the conflict about?
2. **Contextualize** - What is the background of the conflict/the underlying problems? What are the interests/needs/feelings, etc. of each of the parties involved? (Try to understand all points of view!)
3. **Look for a solution** - What do the parties involved wish for/what do they want? Look for a solution which is okay for all sides. Evaluate different solution-proposals.
4. **Reach an agreement** - Decide on one solution and talk about the next steps (make sure they are concrete and verifiable).



## COMMUNICATION

The first rule of successful communication is: **It is not important what I say, it is important what the other one understands!** The following model by Schulz von Thun can give you some orientation. Every message has at least **four 'sending-sides'** and **four 'receiving-sides'**. **Example:** Pierre loudly and clearly says: "The dishes haven't been done yet!" and addresses Mehmet.

Level	Sending-Side (Pierre)	Receiving-Side (Mehmet)
Context	The dishes are dirty, and need to be done. (That's how it is, facts.)	The dishes are dirty, someone has to do them.
Self-revelation	I won't do it. I am angry. (That's what I think about the matter)	Pierre does not want to do it.
Relation	Someone is responsible for it, and it's not me! (That's what I think of others)	Pierre thinks that I am lazy, irresponsible, dependent.
Appeal	The responsible person should do the dishes now. (That's what I want the outcome to be.)	I should feel guilty, remember that it is my turn and do the dishes now.

Note that there are **at least four different messages 'hidden' in a simple sentence**. That means that the receiver can decide how they want to understand and react to it; which message they want to hear.

If you want to communicate more consciously, you have to **recognise your own hearing and sending habits**. As a camp leader, try to see the different meanings of a message and ask clear, specific questions. It is crucial how the receiver interprets the choice of words, facial expression and gestures. Try to use primarily context- and relation-level messages.

## Facilitating group-discussions

For group-decision making, it is an advantage when the camp leader is able to confidently lead a discussion. For facilitating group-discussions, it is important to keep a certain order and not to leave it to chance or 'old' habits. This demands **a lot of energy** and the **active participation of the whole group**. Avoid creating mistrust or speaking for others. Instead make a point of speaking only for yourself and listen to the others' opinions and feelings. Basic rules for facilitation are:

- **Problems first!** It might be annoying and tiring, but it is better to talk about problems and discontent than to let them evolve and escalate into proper conflicts.
- **Everyone is responsible for the success!** Remind participants that it is not 'your' camp but 'theirs/ours' and that they have to put some effort into it to make it a good one.
- **Speak for yourself, not for the others.**
- **Stick to basic rules of communication.** Agree within the group on how to discuss, e.g. only one person talks at a time, everyone can say what they want to, putting hands up to signal you want to say something....
- **Talk to and with the participants, not about them.**
- **Keep it as simple and clear as possible.**

You may have to introduce some more rules, specific to the situation. Rules function best when they are agreed on, not enforced. Let the group make their own rules and discuss about the importance and necessity.

## Tips on communication

Be aware: *The wrong understanding of a message is the norm!* A very small percentage of all messages are understood just as the sender wants them to be understood. Everyone has to process tons of messages every day. Most of them we simply forget. The ones we remember are subjectively considered to be important... or not important at all. According to this rating, we will react by doing something... or doing nothing.

Orienting themselves and getting along in the international Workcamp environment will be the first, huge challenge for participants and might take a while. So **don't take it personally if some important messages get lost** in the overload in the beginning.

To make sure that important messages are received and perceived as such, always try to:

- **Speak slowly.**
- **Speak clearly.**
- **Use easy words and terms** (an appropriate level of English).
- **Keep it simple.**
- **Use examples/clarify with gestures** what you want to say if possible.
- **Ask whether everyone understood you and 'got your message'.**

## Non-violent communication

Non-violent communication can help you with **better communication and even with mediation in a conflict**. The concept of non-violent communication as developed by Dr. Marshall B. Rosenberg includes **two parts**:

- **Honestly expressing ourselves** to others, and
- **empathically hearing others.**

Using non-violent communication is like learning a new language or skill: Learning it step-by-step with time for practice can lead to mastery. Keep in mind: Any knowledge of a new language makes it more likely that communication can take place.



The following **four components of non-violent communication** are used with the ultimate aim that **everyone's feelings and needs are heard**.

1. **Observation:** Describe the concrete facts. It is important to find a simple describing and non-interpretative explanation without overstatement and in an objective way. What did you see? What did happen? What is happening?
2. **Feelings:** Ask about and express emotions and feelings. There are four fundamental emotions that we have: Joy, sadness, fear and anger. There are also those feelings that we feel all day long, such as tiredness, stress, happiness, tension, serenity etc.. The way to express feelings should focus on ourselves. Emotions and feelings are individual and subjective. Do not say "You annoy me". Say "I'm feeling angry listening to you right now." instead.
3. **Needs:** Find out about and express needs. Regarding the situation and the feelings of each person, try to define the needs in order to solve the problem. It could be: "I need to be listened to more, I wish for more attention." or "I need some time for myself once in a while." Define the different needs and find one or more solutions.
4. **Request:** Ask each person if they have expressed themselves and if their feelings and needs could be understood well by the others. Express and ask for concrete wishes associated with the needs. See if there could be some synergies and how to fulfill the wishes. Then make a short summary of the situation.

## How to handle participants displaying strong behavioural problems

In most cases, behavioural issues are a **cry for help and/or attention:** *Hey! I am here too!* The person somehow feels neglected within the group or is just not happy which could have many different reasons (take a look at Maslow's 'hierarchy of needs' pyramid). Try to figure out:

- What does the person **want from the group?** What do they **expect/want to be changed?**

- What are their **needs and aims**?
- Are they **ready to change** something about their behaviour? If yes, under which **circumstances**? If no, why not?
- What does the group **expect from them**? What can the group **do for them**?

You should **try to solve the problem and include them into the group**. But do not make them the 'star', keep it fair. If the person causing trouble is not willing to change anything and the group just cannot stand them any longer, they may even have to be excluded from the project. **Always consult with the office team of IBG about this**, however, before taking any big decisions!

## MOTIVATION

*“In the third week of the camp, when we actually were just carrying and chopping branches, the motivation for work sank rapidly. This dullness has been magnified by the fact that we have started to doubt the whole sense and point of the working-project.”*

If motivation sinks, the local host will not be happy, the group might have more and more issues to be on time and the breaks are getting longer... So **how can your group work productively and happily?**

### What you can do to help with motivation:

- **Be a role model!**
- Make sure that the **aim of the working project is clear** – explain what the outcome should be like, and why the project is important (the 'sense of it all').
- **Define specific goals** (for a day, for a week, for half-time and, of course, for the end of the camp).
- Give **positive feedback and celebrate milestones**: Do not only point out what more there is that needs to be done, but what you already reached. You can already celebrate this.

- Introduce a **'wake up' and a 'motivation' team**. Every day, someone else should have this 'job'. Like this, participants can get creative and develop some great, funny ideas about how to get the others out of bed and off the lunch-table. You may connect these tasks to the cooking team duties, if it fits. For more detailed ideas on this, see 'Task Forces' in the games and activities in part 7 of this manual.
- **Discuss serious motivation-problems with the local hosts**. Together, you will have more ideas.
- Even when the work is boring, difficult or really exhausting, **try not to lose your own enthusiasm and humor**. When you keep up your good mood at work, it helps others keep theirs too!
- **Ask participants who appear not motivated why they are not motivated (any more)**. There might be reasons you haven't been aware of before.
- Always have enough **chocolate and cookies!** A little sweets-break during work is always a good idea. You can also ask the local host to take a longer break on some days. That too, might boost motivation.
- If motivation is really low, you might have to **remind participants that they signed up for a Workcamp, and that they all agreed to work on the project**. Remind them why they came, why the project is important, and how motivated they were when work began.
- **You are the role model also when it comes to social behaviour**. The way you communicate with other and how you treat them will be noticed and may function as a good example.

**Never forget; the two most important traits of a camp leader are to be flexible and a little bit crazy!**

### **Self-responsibility: The most important factor of motivation**

Participants' motivation can be affected by many **uncontrollable factors**, such as

- the basic interest of the participant for the working-project,
- their social interactions within the group or
- the weather in the project site.



There are also **controllable factors**, such as

- your style of leading the camp and the group,
- “rewards” for achievements or
- the feeling of self-responsibility for the tasks/the feeling of making an appreciated contribution .

It can be motivating to **give more responsibilities to participants and to choose changing leaders/people in charge for specific tasks**. Always communicate in the group who is responsible for which tasks, so that everyone knows what to do. To make sure that the volunteers feel valued and included in the whole process, **ask for feedback**. Help them feel that it is *their camp!*

## INTERCULTURAL LEARNING



Wherever people with different social and cultural backgrounds come together, you may encounter intercultural learning. What and how it is learned depends on the situation and on those involved. Results of intercultural learning are as unique as individuals. **It is *not* about the communication of 'pre-thought' contents, but about the development of a personal attitude, which will be formed through interactions with new things and the reflection of these encounters.** This attitude will affect how one is handling oneself and others.

### What is culture?

In this context, we understand culture as **human-made, shared and historically transmitted consciously or unconsciously**. As a system and set of rules, culture is aimed at providing **orientation in everyday life**.

National culture is just one aspect. Differences in age, gender, sexual orientation, and social background can overlay national aspects. Encounters with new, different cultures can start processes of self-reflection when the 'alien' is questioning the 'known'.

## What is 'culture shock'?

The term 'culture shock' describes a strong reaction to psychological disorientation. Many people who live abroad for a longer time face this disorientation to some extent. It can be caused by ambiguous situations, by wrong or unfulfilled expectations, unrealistic goals, etc.. Behaviour of others is seen as surprising or inadequate. This discrepancy can be a source of **misunderstanding, embarrassment or tension**. It can be experienced as a lack of respect or even as an insult or humiliation: One feels that **personal values are questioned** and it is **hard to understand the underlying social structures and rules**.

'Culture shock' can show in very different ways at different stages of an encounter with a foreign culture:

- **Enthusiasm and euphoria** ("Everything is new and awesome!")
- **Depression and frustration** ("Everything is different, I don't understand.")
- **Partial adaptation/regulation**
- **Complete adaptation**

The disorientation might eventually (or temporarily) be resolved in **biculturalism** - the ability to live with two different cultures.

Workcamps are an ideal place for intercultural learning: Working and living together with people from very different background, cultural differences and similarities can come to light in everyday life.

## What happens during a process of intercultural learning?

- Engaging with one's personal and cultural identity and history
- Comparing attitudes and beliefs
- Gaining understanding of other cultures
- Becoming aware of prejudices, stereotypes, ethnocentrism, racism and its mechanics
- Entering phases of approach and distance
- Emotional processes – pleasant and unpleasant feelings
- Potential for conflicts

## Stereotypes and prejudices

***“There is no one without prejudices, and when one claims to have none, then this might be the greatest prejudices of all.” (J. Dewey)***

Our brain has thousands of pieces of information to process every day. So we categorize information, generalize it, interpret it, transform it, focus on those which seem useful and omit a whole series of others. In this way, we form judgment about everyone we meet and unconsciously extend it to other members of the social groups they belong to. Or we form judgement about a group that we are not actually familiar with based on second-hand experience and information we have.

**The aim of stereotypes is to simplify reality, without taking into account individual differences. Prejudice is a stereotype that has an emotional component such as "I like" or "I don't like".**

*Experiences made in international Workcamps do not necessarily lead to a process of intercultural learning!* It can be extremely difficult for us when we are confronted with a reality that does not correspond with our preconceived ideas. It is oftentimes easier for us to modify our interpretation of reality, rather than changing our ideas. Prejudices and stereotypes can therefore also be confirmed and solidified. It is important to **reflect one's own attitudes and action patterns** in relation to and consideration of the respective socio-cultural norms.

## SOCIAL JUSTICE



In every group, there are **certain standards of behavior that are considered acceptable or 'normal' by the group**. This goes for groups of friends as well as for the societies we live in. These **social norms** can be very different in different societies and cultures. If you have lived in another country or spent time in a group different than your usual social group, you might have noticed that behaviour that seems 'normal' to you, does not seem 'normal' at all to people of another group.



Not only our behaviour and actions, but also our identity is influenced by the groups we live in and feel connected to. Human identity consists of different characteristics that all people have, such as origin, age, gender identity, religion, ethnicity, marital status, language, place of residence and many more.

**Privileges** are rights, advantages, or immunities available only to a particular person or group. Depending on social norms and our identity within a group, some of us have more privileges, and some of us have less. **Social justice promotes fairness and equity across many aspects of society.** It is the view that everyone deserves economic, political, social, educational and workplace rights and opportunities according to their needs.

### What you can do to support equity in your Workcamp:

- **Reflect:** Only when we are aware of our own position in society, we can make actual changes. Only if we know about our own privileges, advantages and disadvantages, we can find the best way to advocate for more fairness and justice for everyone.
- **Acknowledge:** Acknowledge that differences between people and groups of people exist. We do not live in a totally fair and equal world. But that does not mean you need to be ashamed of the privileges you have. Neither do you need to be ashamed of the disadvantages you experience. But use your awareness of them to make a difference.
- **Identify:** Identify your own values, beliefs, customs, and influences. Are there some characteristics of people that you think of as 'not normal'? Ask yourself how you came to think that. Identify your own privileges. Where do you belong to a more dominant group? Can you use this privilege to benefit others?
- **Empathize:** Use your understanding to empathize with other people and imagine their situation. Learn to actively listen to others. In dealing with our own issues, we sometimes forget that everyone around us has their own issues, wishes, worries and dreams as well.

- **Act:** Use your privileges and awareness to act for social justice. Make your voice heard and speak up when you see someone being treated unfairly. Support or adapt to others who are less privileged than you. Ask for support from others when you need it.

Keep in mind: When you reflect intercultural exchange and social justice in your Workcamps, you might become very aware of the differences in a group. But it is important that we **focus not only on our differences, but also pay attention to what values and experiences unite us as a group!**

## SELF-REFLECTION

As a camp leader, it is important to **think about your own behaviour, leading style, etc. from time to time (before, during and after the camp).**

These questions might help you to reflect yourself:

- What is my **motivation** to be a camp leader?
- What do I **expect from the camp**?
- What do I **expect from the participants**?
- In my personal opinion, **what should the ideal camp leader be like**?
- How do I want to be? **What kind of a camp leader do I want to be**?
- What do the participants **expect from me**?
- What are my **personal needs** during the camp?
- What might be **difficult** for me? What kind of situation might be hard for me to handle?
- What am I **afraid of**?
- How and from where do I get **energy and satisfaction** for and from leading?
- What are my **strengths** and **weaknesses**?
- What should definitely **not happen** in my camp?
- Do I feel **prepared** and ready to lead a Workcamp?
- Do I feel **comfortable with my role** in the group?
- Do I take **enough personal time** to unwind and recharge?

- Should/could I **do something differently**?
- Do I feel **safe** and reassured with my decisions?
- Do I **communicate** enough with my co-camplader?
- Do I **like the way things are going**?

Self-reflection is a very important part of good social work and as a camp leader, you are a social-worker by default. **It is not about finding faults but about thinking things through.** If you are leading as a team, take the time to sit down together at least every other day to check in with each other - better talk too much than too little!

Space for your notes



# PART 4: Organising

This part will give you an idea about the planning and organisation of IBG's Workcamps and some ideas and practical hints on how to organise yourself.

## The Workcamp chronology: "What is happening when?" (An ideal course of events)

### **September – January: Planning the camps for summer**

IBG contacts potential local hosts. If they are interested in hosting a Workcamp in following summer, the staff of IBG meets up with them up to go over the work project, group size, available accommodation, etc. If all details are agreed upon, the date, accommodation, work tasks and number of participants are fixed in an agreement that is signed between the local host and IBG.

### **February – March: Official start of the Workcamp season**

In the beginning of the year, the annual Workcamp programme of IBG is composed and presented. After a meeting with all international partner organisations in the beginning of March, all IBG Workcamps are opening for applications.

### **April – June: Peparing for summer Workcamps**

All camps are open for camp leaders to apply. IBG offers trainings for camp leaders, preparatory seminars for outgoing volunteers and continues to get applications from international participants. You pick *your* camp for summer.

### **latest 5 weeks before your camp starts**

You get the contact information of your local host, your co-camp leader and additional information about your camp. The local host receives further information about you and the participants. All participants receive the specific 'infosheet' with packing lists and travel information.

## Your tasks & responsibilities

- **Contact your co-camp leader.** Talk about the organisation of your camp and distribute tasks (if you wish to do so).
- You receive a preliminary **list of participants** so you can email them (introduce yourself, ask about their arrival times, give them additional info, what to bring, etc.).
- **Contact the IBG office** and together decide on how you will receive the camp file and camp budget.

### 1-2 weeks before the camp starts

IBG checks with the local host and you to ensure everything is prepared and ready. You receive the latest update on participants that have signed up for the camp.

## Your tasks & responsibilities

- You **received the camp file** (via post or you picked it up in the IBG office) and you are informed about the **camp budget**.
- You **contact the local host**, ask them about the preparations, talk about remaining questions. You can already inform yourself about the area, cultural offers and interesting things to see and visit. Does the local host know at what time you arrive? Do you know what kind of materials, games, transportation and shopping opportunities you will have in the accommodation?
- **If you bring your own car**, *do not* forget to talk with the IBG office team about it, if you want it to be insured by IBG.

### 2 to 3 days before the camp starts: Everything clear? Cool, let's go!

You are packing your backpack with all the necessities, including creativity and good ideas, and you make your way to the camp location.

Welcome to your new temporary home! You have a contact person who can show you the accommodation and inform you about the newest project developments.

## Your tasks & responsibilities



- **Talk with the local host or the work instructor** about working hours (at what time do you start, where do you meet, etc.)
- **Check the accommodation** and look for already existing damages and the basic equipment.
- Check if you have a **safe** in your accommodation or any **other possibility to keep valuable objects secure or locked away**.
- **Prepare posters with schedules** for kitchen duties (see ideas below), **plan the food and snacks for the first few days**.
- Do a **first basic shopping trip**, preferably to an inexpensive supermarke, to get groceries for the first few days.
- **Mark the way to the accommodation with the yellow signs** you find in the camp-file and/or **organise your pick-up service**.
- **Check everything for emergencies:** Where is the closest police station, doctor, hospital, pharmacy? Where is the closest post office, telephone and possibly WiFi point?
- **Prepare the accommodation:** "Home sweet Home!" Everybody likes a cosy and comfortable place to stay. So decorate the accommodation a little bit and prepare it with items such as a welcome poster, 'toilet (news)paper', world maps, human library etc.
- **Put up posters and signs:** Emergency phone numbers; "Your Rights" posters (we suggest the toilets/ bathrooms for this one), the big big schedule (see below), recycling and waste disposal info, etc.
- **Check for leisure activities.** It is always a good idea to (nicely!) ask at local public facilities if the camp might have free entrance to museums, public swimming pool, etc. Your local host might have ideas for your free time and leisure activities around the area.
- **Cook or prepare food and drinks** (e.g. tea, water, lemonade) for the arrival of the participants.



## Arrival Day: The participants of the camp arrive!

Do not plan too many activities for the arrival day. Many participants will have had a long and exhausting travel. You should have finished all preparations by now and have time to be there for the participants to boost the 'getting-to-know-each-other' phase. If some participants arrive early they can help you with the preparations.

## Your tasks & responsibilities

- Give everyone a **warm and friendly welcome**, present your culinary delicacies, show the accommodation, offer a place to sleep... (Check if everyone brought a sleeping bag!)
- **Introduce yourself as the person in charge**, have an open ear, ask about their travel, their well-being, etc.
- Ask if there is **anything special you should know** which was not listed in the list of participants you received (diets, allergies, health, etc.).
- **Give the participants time to arrive**, relax, to have a walk and to explore the location.
- **Encourage active participation**, for example with the preparation of the dinner or the decoration of the accommodation.

## The First Evening: Getting to know each other slowly...

After dinner, present and introduce yourself to everyone again and tell about you, your camp experience and expectations. Speak slowly and clear, everyone has a different level in English.

## Ideas & Suggestions

- Tell everyone **what is going to happen on the following day**.
- Check **language levels** – does everybody understand you?
- Present the **work project**.
- Explain **camp finances** and your **role as a camp leader(s)**
- Tell them about **specifics concerning the accommodation**, explain the recycling system, the handling of valuable objects and show them

where to find the emergency phone numbers.

- Play **some games** ('icebreakers').
- Take a **walk** together.

Be careful not to overwhelm participants with too much information. You can always talk about some points the next day. No hurry!

### **The first day at work: Getting into the project**

The local host should introduce themselves and other important people, explain the work project, and tell about their expectations and objectives. Normally, there is enough time for the group to explore the location together and to play some games to slowly get to know each other.

**Please contact the staff at the office of IBG**, at the latest, on the second day of the camp: Is everyone there? Is someone missing? The IBG office team needs to know.

The instructor or the person in charge should explain to the group what there is to be done, how it will be done and what else is important (safety measures etc.). You should also **talk about working hours and breaks**.

In many cases, the group will be split up into smaller groups at work. You will be the bridge between the instructor(s) and the participants. **At least one camp leader should be at the worksite at all times**. Emergencies are an exception to this, of course, but in that case, inform the instructor and/or local host and the participants about what is going to happen and what you will do.

## Your tasks & responsibilities

- Let all participants **sign the participants' list** (and make corrections only on the corrections list, please!).
- Check the **attendance list**, the **camp budget**, etc..
- Talk with the group about **camp rules**.
- Ask participants about their **expectations, fears, needs and wishes**.
- Get to know each other, play games, explore your surroundings.

### The following days: Everyday camp life...

Be sure to **check regularly**: Is everything okay? Is everything clear? Do not hesitate to contact the office team of IBG in case there are doubt and issues you cannot resolve with the co-leader and/or the local host.

Check with yourself: **How are you?** Do you share some responsibilities with the participants? Do you take enough time for yourself and your own needs?

Get **feedback** from the participants!

## Ideas & Suggestions



- On free (not working-) days, **dig out your creativity!** You should bring in some ideas to get things rolling, but the decision on what to do in the free time is made by the group in the end.
- Have a **“Bergfest”** - celebrate the middle of the camp!
- Have a **half-time evaluation with the group**. Determine for the remaining time: What should be changed? Are you happy? Is the group happy? Are there ideas and wishes? What do the participants do for the completion of the project? Are they motivated? Did the group have contact with locals and/or the media?
- During the camp **someone from the IBG office might come to visit you** to check whether everything is okay and to clear some formalities.

### The last days - The camp is almost over!

Although you still have a few days left, it is time to **start planning the last days and the departure of the participants**. Some participants might be leaving early. So check with the group when, where and how they are leaving. When do they have to be at the train station? Do they have their tickets organised? Sometimes volunteers need to leave in the middle of the night in order to make their flight, this can be problematic in rural areas, so check and arrange transportation if necessary.



A **reflection** on the achievements is important. It is also good for everyone involved to know what will happen with the project after the group has left. This will ensure that participants will feel their work is valued. Especially in camps with no visible achievements (e.g. working with children, social projects) it is important to know that there was a positive impact.

### **The second-to-last day**

The end is just as important as the beginning. Even though you only spent a few weeks together, the group-feeling can be overwhelming and the **goodbye can be very emotional**. Sometimes collective cleaning, preparing a little presentation for the local host, last collective tasks and eating the left-over food together might help.

## **Ideas & Suggestions**



- **Do the evaluation before the farewell festivities!** And do not forget to let the participants fill in IBG's **evaluation forms**.
- If the camp ends without a proper completion of the working project, it is highly unsatisfying for the group. To change that you can prepare **little rewards and/or souvenirs for milestones at work**.
- Plan a **glorious last evening for the group** and a **goodbye party for/with the local host**.
- As you all shared some weeks of your lifetime, it is nice to **have the very last evening just for the group**. Think about the good times, collect pictures, and exchange email addresses and social media handles. (Check out the 'sugar cubes' in the games collection, it is a fantastic way to remind yourself and the others of the great time.)
- Do not leave **cleaning the accommodation** to the last minute! Trust us: You will not want to be the only one(s) left to clean the kitchen and bathroom(s) in a rush before the local host arrives.

## Departure Day - time for the goodbyes

Pride, exhaustion and many souvenirs... Before you leave to go back home, there are a few final things to keep in mind.

## Your tasks & responsibilities



- Make sure the accommodation is clean and do the take-over of the accommodation with the local host and let them sign the 'Übergabeprotokoll'.
- **Thank the local host** and everyone involved in the project.
- Finish the **camp budget accounting** and take a look at the **lists** in the camp file: Has everyone signed everything?
- **You are the last one who leaves!**

### After the camp - you made it!

Take a deep breath, drop another tear and try to get the final account done quickly. Back home, don't forget to **send the camp file to the IBG office** and to **check the left-over budget with the office**. Write a **camp report** (take some time when you're back home to process all the events of the last weeks). We also love to read newspaper articles and to see your workcamp pictures, of course!

### Join the evaluation seminar at the IBG Volunteers' Weekend!

Each year in **autumn**, camp leaders and volunteers of IBG meet to exchange about their experience during summer: What was good, what was difficult, what did you learn, what could/should IBG do better? It is a **weekend about your experiences, your needs and your interests**. It is also a good opportunity to **get to know more about IBG's other offers** in international trainings, further education programs, camp leader trainings on specific topics, and more...

# ORGANISE EVERY-DAY CAMP LIFE

The **organisation of your every-day life in the camp** is essential for a smooth running. There are some simple and useful things you can do and prepare to organise your camp better. Here are some ideas for you how to organise as a group and make it easier to live together, cook together and keep everyone involved in leisure time activities and community life.

Please note that flipchart papers or big blank posters might not be provided at your accommodation, so feel free to improvise. You might want to buy some big papers and markers from the camp budget at your first big shopping trip. If you visit the office of IBG before your camp, you can also check whether you can borrow some material from the office.

## Big big schedule

A big big schedule/calendar is a very useful thing to have in your camp and we strongly recommend that you make one for your camp. It is basically exactly what the name says; **a big schedule on paper where you can mark every day of your Workcamp including dates, planned events and special occasions**. This way, everyone has a good overview of what is happening on what day and it is also a great method to visualise how much you actually did during the camp. Feel free to mark planned events but also to add what you did afterwards.

Hang your big big calendar somewhere you and your group spend a lot of time. Like this, everyone will automatically see it a lot. It can be practical for your dining area or community room. Big posters also serve as a way to decorate your accommodation and can make it feel more homey.

Here's an example of how your big big schedule can look like:



Sat. 03.05  Arrival day	Sun. 04.05	Mon. 05.05 First day of work	Tue. 06.05 16:00h Meet the mayor <u>Mexican evening</u>	Wed. 07.05 <u>French evening</u>	Thu. 08.05	Fri. 09.05 18:00h LOCAL FOOTBALL GAME & BBQ	
Sat. 10.05 Trip to Heidelberg (most beautiful city in GER)	Sun. 11.05 Hike to "Burg Friedstein" <b>evaluation meeting</b>	Mon. 12.05 VISIT FIREDEPARTMENT	Tue. 13.05	Wed. 14.05  17:00h Trip to forest lake with scouts	Thu. 15.05	Fri. 16.05 Goodbye dinner with mayor and locals	
Sat. 10.05 Cleaning party <b>Party Party</b>	Sun. 11.05  Departure day	go hiking horseback riding???	"Sommerrodelbahn"	<b>Ideas for free time activities</b>			TRIP TO HEIDELBERG Stuttgart Frankfurt

(design by Selina Z. Weber, based on calendars which have been used in real Workcamps)

## Kitchen & Cleaning planner

Depending on your work or camp set-up, some systems might work better than others for organising kitchen and cleaning duties. Some **common ways of organising kitchen and cleaning duties** are:

### 2 teams - Lunch at work

- everybody goes to work
- 1 cooking team
- 1 cleaning team
- Lunch is packed by cooking team in the morning (left-overs/sandwiches etc.)

### 2 teams - Lunch at home

- everybody goes to work
- 1 cooking team
- 1 cleaning team
- Cooking team leaves work early to prepare lunch

### 1 team - Lunch at work

- Cooking+cleaning team stays at home - does *not* go to work
- Team prepares lunch to-go
- Team is responsible for all kitchen and cleaning duties that day

### 1 team - Lunch at home

- Cooking+cleaning team stays at home - does *not* go to work
- Team is responsible for all kitchen and cleaning duties that day

While you can include the kitchen planner in your big big schedule, you can also have a special planner just for kitchen and cleaning duties. The example below assumes that the group decided to split cooking and cleaning duties into two different teams.

Keep in mind that the listed duties are examples and need to be adjusted to the specific needs of your camp. **All ways to organise are absolutely fine, but do not plan without your group!** Only start filling in the plan once the group has arrived and you agreed together on how to handle kitchen and cleaning duties.

Sat. 03.05 <i>COOK</i> Hans (CL)	Sun. 04.05 Carla (CL)	Mon. 05.05 Hans & Carla	Tue. 06.05 Carlos & Alejandro Eric & Derek	Wed. 07.05 Louise & Caroline Sam & SoYoun	Thu. 08.05 Louise & Mehmet	Fri. 09.05 Sam & Gabi Dinner: BBQ Gabi & Alejandro
Sat. 10.05 <i>COOK</i> Maria & Ivo (just breakfast, dinner in Heidelberg)	Sun. 11.05	Mon. 12.05	Tue. 13.05	Wed. 14.05 Hans & Carla German evening with scoots in forest	Thu. 15.05	Fri. 16.05 Goodbye dinner with mayor and locals
Sat. 10.05 <i>COOK</i> Everyone CLEAN	Sun. 11.05 Hans (CL) DEPARTURE DAY	<b>KITCHEN &amp; CLEANING TEAMS</b>				
		<i>Kitchen duties:</i>	<i>Cleaning duties:</i>			
		<ul style="list-style-type: none"> <li>- prep breakfast</li> <li>- pack lunch to-go</li> <li>- make dinner</li> <li>- dishes!</li> </ul>	<ul style="list-style-type: none"> <li>- clean bathrooms, toilets</li> <li>- and kitchen every day</li> <li>- clean common area if needed</li> </ul>			
			PLEASE have shopping list ready by tuesday evening!			

(design by Selina Z. Weber, based on calendars which have been used in real Workcamps)





## The camp file/'Campakte'

The following hints are essential for the correct and easy handling of the camp file. *Please read all hints carefully and take some personal notes to save yourself time and stress later in the camp.* A **digital version of the camp file** is available that has additional digital functionalities (e.g. automated Excel calculation for managing the budget).

### Participants' list

The participants' list is very important for IBG because it goes to the 'Bundesministerium', the ministry funding all of IBG's Workcamps. All attending participants have to sign this list - as well as the camp leader(s)!

- If you have visitors (friends, local teenagers, etc.) or applications very shortly before the camp, please let them sign in a free slot and write the address on the list for corrections.
- If you have participants who do not arrive at the camp, leave the space for their signatures free.
- The camp leader(s) have to also sign every list in the right, lower corner.
- Please do not write anything else in the lists (corrections or number of days). The IBG office team will take care of that.
- Keep in mind that those are lists for the German ministry, so please be careful with them!

### List for corrections

- On this list you can correct missing or wrong information (or add participants like visitors, etc. (see above)).

### Attendance list

- The attendance list is important for the final accounting of IBG with the local host.
- Please make a cross for every day and every participant, and only for the actual present days: If someone arrives later, do not make any crosses for the days before they arrived.
- You, the camp leader(s), also sign the attendance list.



## Camp budget

- You will receive the money for the budget from IBG 2 or 3 times; once a couple of days before camp starts, the rest after the start.
- Your budget is calculated as follows:  $8\text{€} \times \text{number of people} \times \text{attended days}$  (crosses on the attendance list).
- Early arrivals or late departures will not be considered - you won't have more money for those extra days. BUT late arrival and early departure of participants will affect the budget.
- Check the budget regularly and compare it to your expenses.
- It is normal to have more expenses in the first week (because of the first grocery shopping trip). Organise yourself with your co-camp leader about how to handle the money and pay attention that you account for everything and keep all receipts.
- If possible, use the digital camp file for bookkeeping, it will make your life easier!

## List of expenses

- On this list you note all expenses.
- Donations, any kind of other income, and insurance matters will be listed separately in the 'final accounting of the camp money'.
- If you get money back for bottles ('Pfand'), please use it for the next shopping trip. If there is extra 'Pfand' money left at the end, you can write it down as 'income'.

## Booklet for bills and checks

- In this booklet, you keep ALL bills, checks, etc.
- Handle the booklet very carefully.
- You need a receipt for every expense! Order all expenses (no income or insurance matters) with the correct date and number.
- Do NOT cut long bills and 'Quittungen', it might look nicer, but it makes them officially invalid.
- You can find blank 'Quittungen' (receipts) in the camp file. When you lose a bill or ticket, write yourself one to account for the expense.





## Insurance/ Doctors' visits

- At the beginning of the camp, check the insurance status of all participants. In your camp file you will find a template you can use to document their (and your) insurance information. We advise you to keep two copies - one in the accommodation and one to keep with you in case of emergency.
- Citizens of the European Union who are insured in their home countries have the 'European Health card'. With this card, basic medical treatment in Germany is free for them.
- Privately insured EU-citizens get a bill or have to advance the money.
- You (and your co-camp leader), and all German participants use their own, common German health insurance.
- Non-EU-citizens without private insurance can use the IBG insurance (see below) in case of emergency.

## Confirmation of insurance coverage

- The confirmation of insurance coverage is for visits to the doctor with a participant who does not have insurance or who is from outside of Europe. It works like private insurance: Take the person to the doctor. They will keep the confirmation and send IBG the bill. Always note in the camp file of who went to the doctor (including address of the doctor)!

## Damages

- If there are any damages (e.g. in the accommodation, equipment, etc.) a third party insurance ('Haftpflichtversicherung') should take care of, please talk to the IBG office team immediately. Provide a written report about the damages and pictures whenever possible.

## Cars

- Cars can be insured by IBG, but only if you talked to the IBG office team at least one week before the camp starts. This insurance only includes the full comprehensive cover ('Vollkasko'), so the third party insurance ('Haftpflichtversicherung') of the driver might have to jump in.





## Final accounting of the camp

- At the end of the camp, someone from the IBG office team will do the 'final accounting' of your camp budget. To avoid problems, please consider the following points:
  - The camp file should be up-to-date and well organised, so that it is easy to check.
  - All papers have to be completed and signed.
- If you are a camp leader team, you should *not wait until the last minute* to check who had which expenses for the camp. This makes it more difficult to remember and to get it right together, especially for a third person checking afterwards.

## Emergencies and prevention

Emergencies can happen at any time, at any place. However, we do not want you to worry too much - most Workcamps run smoothly and without any accidents. Please read the following very carefully, anyway, to make sure you are as prepared as you can be.

### Emergency/ Hospital visits

Depending on the type of medical emergency, contact local authorities and start first-aid. As soon as you can, write down the incident as detailed as you can. You will find a template in your camp file. In case of an emergency, or any other time you have to go to a hospital, please call the office as soon as you can, no matter what time it is. They can help you, calm you and tell you what needs to be done.

Emergencies are not always medical! In your camp file you will find emergency plans for different scenarios

### What you can do BEFORE something happens...

- **Identify possible "threats" and raise awareness of dangers** in your accommodation and on your work-site (e.g. kitchen tools, work tools, open electrical sockets, slippery ground, swimming, hot weather, allergies...).



- **Open communication:** It is very important to reassure your participants that you, as a camp leader, will always have an open ear for their concerns! But even if you are the camp leader, it is also very important to make sure that your participants know that they can ALWAYS contact both the IBG office as well as the sending organisation in their home country if there is any sort of problem that they don't feel comfortable discussing with you!
- **Clear signage:** Put up the posters from your camp file in your accommodation and/or where you spend a lot of time. These posters inform your participants about: Emergency phone numbers, contact info of the IBG office, and their very own personal rights. If you feel that you need additional posters or warning signs, feel free to draw them yourself (e.g. if the electric kettle does not turn off by itself and just keeps on heating / if a door closes unusually fast and hard / if you need to wait 5 minutes before opening the dishwasher to let it cool down...)
- **House-tour:** In the first few days of the camp, take your whole group on a tour. Explain to them how everything works and what to be aware of. Show them where the fire extinguisher is (and explain how to use it). Show where the first aid kit is and refer to the important signage posters so everybody knows what they are and where to find emergency numbers.
- **Allergies:** In order to prevent allergic reactions, please ask everyone (again) if they have any allergies or food restrictions and make sure that the whole group knows about the necessary precautions! We suggest hanging a poster in the kitchen to list these precautions as a daily reminder. If you have volunteers with severe allergies or other illnesses for which they might require an emergency medicament, in accordance with the volunteer, make sure that everybody knows where that is and what to do with it.

	First Name	Last Name	Age	Sex (b/jg)	Nat	INSURANCE INFO (name+phone of carrier / customer ID No...)	IBG Insurance?	Allergies	Medical Conditions
1									
2									
3									
4									
5									
6									
7									
8									

Make your own list to have an easy overview.



# INCIDENT REPORT

You will also find a template for an incident report in your camp file.

Name / No. of Workcamp: \_\_\_\_\_

Name of CL: \_\_\_\_\_

Name of reporter (CL): \_\_\_\_\_

Date of written report: \_\_\_\_ . \_\_\_\_ . \_\_\_\_

IBG office contact (name): \_\_\_\_\_ Date of contact: \_\_\_\_ . \_\_\_\_ . \_\_\_\_

Date of Incident: \_\_\_\_ . \_\_\_\_ . \_\_\_\_

Location of Incident: \_\_\_\_\_

## Type of Incident:

medical  sexual harassment  conflict  other: \_\_\_\_\_

## Parties involved (full names):

\_\_\_\_\_  
\_\_\_\_\_

## Description of events:

(as detailed as possible. If you need more space, use backside and/or extra paper, if you find it helpful, please include a sketch)

## Measures taken:

\_\_\_\_\_  
Signature reporter (CL)

\_\_\_\_\_  
Signature Party 1

\_\_\_\_\_  
Signature Party 2



# YOUR RIGHTS

You will find this poster in your camp file to hang in your camp.

1. You have the right to **contribute your own opinion and suggestions**.
2. You have the right to **decide yourself when, where and by whom you want to be photographed or filmed**.
3. You have the right to **be treated fairly**. No one has the right to threaten you or scare you. Whether with looks, words, pictures, game instructions or actions! Nobody is allowed to blackmail you, exclude you, treat you pejoratively or hit you.
4. You have the right to **decide for yourself how close someone comes to you, when, how and where**. No one is allowed to touch, massage, caress, kiss, touch your privates, or urge you to do so with someone else against your will.
5. You have the **right to say NO and to fight back** when someone hurts your feelings or someone else's! You can say NO with looks, words or your posture.
6. You have the **right not to participate** if a game scares you, if you find something gross or if you feel uncomfortable about it. These can be dares, attacks on others, or humiliating or scary traditions.
7. You have the **right to seek support from others**. If you are feeling unwell, uneasy or bad about something, getting help is not a snitch or a betrayal. If you have a problem with your camp leader, you have the right to contact your sending organisation and/or IBG.

# PART 5: Sustainability

Under the motto **"Let's take action for climate protection"**, IBG is putting a focus on the topic of climate protection in forests and bogs, both in the Workcamps, as well as with the staff and with voluntary group leaders and teamers. We are convinced that international exchange across borders is not only enriching, but also necessary to discuss fair solutions to the global climate crisis. Especially in an international group we can **get to know different perspectives and look beyond our national horizon**.

**IBG supports climate protection** in very concrete terms: Our team renounces domestic flights and flights for travel up to 1,000 km. We minimize our energy consumption in the office and use power from 100% green electricity. Meals at our trainings and seminars are usually plant-based and we aim to use, as far as possible, only biological, seasonal and regional or fair food at these events.

We would also like to motivate all group leaders of our Workcamps to choose a motto for their camp, for example trying to do without plastic, reducing waste, buying only fair coffee, etc. **Ecological awareness is no obligation, but it goes without saying that it is always a good idea**.

Here are some **ideas and food for thought on the topic of ecological sustainability and ecological awareness** in your Workcamp:

- **Encourage participants to use more sustainable means of transportation, e.g. train or bus instead of taking a flight and provide information about this.** Also explain the benefits of sustainable travel. Keep in mind, however, that in some cases flying might be the only feasible option (e.g. travelling from Mexico to Germany). Make sure that you provide information in time for participants to consider your suggestions for their travel planning.
- **Get as much information about sources of environmentally friendly**



**products, organic food, food sharing, locations for recycling, etc.**

You can ask the local host for ideas and suggestions.

- During the camp, **set positive examples**. Starting with **buying local products** which reduce food miles, one of the largest sources of greenhouse gas emissions, or **buying organic and fair-trade products** if possible. These products might be a bit more expensive. However, by buying fair-trade products, your camp is supporting social justice.
- **Eating less meat** can also have a positive impact. For 1kg of beef, you have to feed the animal 10kg of crops. There is also an enormous amount of drinking water being used for the meat we eat; up to 15,000 liters of water are needed to produce 1kg of beef. Additionally, the livestock industry is the cause of 14-18% of greenhouse gases emitted worldwide. That is more than all traffic worldwide (13.5%). Need inspiration for delicious plant-based recipes? Check the recipes in part 6 of this manual or get in touch with the IBG office team.
- On average, every person in Germany produces over 220kg of packaging waste per year. The production of plastic, paper, etc. uses large quantities of water and oil. Plastic waste also ends up in the environment. **Reduce waste** by buying products with less packaging: Buy large bottles rather than many small ones, take shopping bags with you instead of buying plastic bags, etc.. Local farmers' markets often offer the best produce, anyway. Also make sure you **re-use** as many products as possible (e.g. refill plastic bottles).
- **Compost organic waste** if you have the possibility, or ask your local host if you can start a compost area somewhere close to your accommodation. It might also be possible to dispose of organic waste at a local garden centre or community garden.
- You don't have to use soap/detergents/chemical products for **cleaning**, you can also use **bicarbonate or vinegar** instead. It can be just as effective. Find some recipes for hand-made, organic cleaning and washing products below.

- Especially in the beginning of the camp, it is often necessary to **explain the waste disposal and recycling system** again and again before everybody understands. To be fair, it isn't very easy in Germany and differs from region to region. So you might have to check the correct waste disposal and recycling yourself in the beginning. Why not **ask one or two participants each week to be in charge of making sure waste is disposed of correctly, etc.?** This takes pressure off you as the leader and helps spread ecological awareness amongst participants.

## Make your own washing detergents

### Detergent for clothes

40g of soap

1 litre of hot water

1 spoon of NaOH (sodium-carbonate or washing-soda)

6 drops of essential oil

Grate the soap and put it in a salad bowl.

Add NaOH and the hot water, mix it until you have a homogeneous mixture with no visible traits of soap. Let it cool down.

When the mixture is cold you can add 6 drops of essential oil for a nice scent.

### Detergent for dishes

1 litre of hot (boiling) water

150g NaOH (sodium-carbonate or washing-soda)

25g of soap

45 ml of detergent (ecological)

Grate the soap and put in a salad bowl.

Add NaOH, the water and the detergent and mix it well, until you have a homogeneous mixture with no visible traits of soap. Let it cool down before you put it in a bottle (you can reuse a plastic bottle for it).

## Activity: Biodiversity made easy

**Aim:** Raise ecological awareness, sensitivity to biodiversity

**Duration:** 1-2 hours

**Material:** Pens and paper

**Preparation:** Introduce to the areas where counting is to take place. Distribute pens and paper.

**Activity instructions:** Tell participants to out into nature and count all the plant or animal species they can find. How many species grow in which areas? Look for all the species you can find in the meadow. Count them, then go to the next meadow and do the same.

**End of activity:** Compare the numbers and look at the surroundings and the location. Of course, you can do the same in the forest or just outside your door. Now start to identify some species. Use an identification book or an identification app (e.g. FLORA Incognita ALH for plants). Start thinking about why there are more species in one area than in the other.

Depending on the time you have, your own background knowledge and participants' interest, you can debrief this activity further and discuss the importance of biodiversity: According to a UN report, around one million of the estimated eight million animal and plant species currently known worldwide were threatened with extinction in 2019. Although new species are still being discovered every year, far more are disappearing at the same time. Discuss reasons for this and, together, find and discuss ways to take action for biodiversity.

For more inspiration, workshop concepts and cool ideas for more ecological sustainability in your camp check out the 'IBG Green Box – Toolbox for environmental education'!





# PART 6: Cooking recipes

In a Workcamp, everyone is always hungry! **Good food is an important and crucial part for the mental and physical well-being of all participants.** As camp leader(s), you are responsible for the very first meal. Later, cooking will be a shared task, but nevertheless, it is **always good to have a back-up plan you can come up with when there are just no good ideas in the cooking team.** You do not have to supervise the cooking every day, but keep in mind that not everybody is used to cooking for a big group.

Basically, stews and pasta (with a nice sauce of course) are always suitable for groups. Below are some examples for plant-based recipes which are easy to cook and suitable for larger groups.

## Chilli sin carne

Ingredients for 6 people (do not forget to recalculate!)

- 2 Big Onions
- 2 Bell Peppers (green)
- 2 Gloves of garlic
- 8 Tbs Olive Oil
- 1000 g tofu or any other meat substitute
- 8 Tomatoes
- 2 cans of Kidney beans (250g drained weight)
- 2 cans of Corn (140g weighed portion)
- 12 Tbs Tomato paste
- 2 Hot Chilli peppers\*
- 2 Tsp Basil
- 1 Tsp Cayenne pepper\*
- 2 Tsp Sugar
- 6 Tsp Pepper powder (medium hot)\*
- Pepper and salt



\*If you are not sure everyone eats spicy food, consider putting hot chili peppers or pepper powder in an extra dish, so everyone can serve themselves.

Cut the onions, garlic, bell peppers and the tomatoes into small cubes. Put the kidney beans in a sieve and wash them thoroughly. Open the chilli peppers, remove the seeds, cut them into little stripes. (Do *not* touch your eyes after cutting chilli peppers...!) Heat the oil in a large pan or pot and sear the tofu until it is toasted and crumbly. Now add the onions, bell peppers and the garlic. Sauté lightly. Add the kidney beans, tomatoes, tomato paste, corn with the juice from the can, and some water.

Let it cook (covered) for about 20 minutes on medium temperature. You might have to add some water from time to time to keep it from getting too thick. Add the chilli peppers and the other herbs and spices and stir. Cook it for another 10 minutes until it has the right consistency. Season with salt and serve hot with bread, baguette or rice.

### **Pasta alle verdure miste**

Ingredients for 6 people (do not forget to recalculate!)

- 1 Big onion**
- 2 Gloves of garlic**
- 1 twist of Leek**
- 2 Bell peppers**
- 1 Small eggplant**
- 1 Small zucchini (courgette)**
- 1 Can of tomatoes (250g drained weight)**
- Salt and pepper**
- 1 Hand full of fresh basil**
- ¼ Litre vegetable broth**
- Olive oil**
- 600g Pasta (for example farfalle or penne)**

*Tip: Calculate 100-120g of pasta per person.*

Cut the onions in fine, little cubes and chop the garlic. Cut the leek and the pepper in medium sized cubes or stripes. Cut the eggplant in little cubes and the zucchini in thin slices.

Heat the oil in a big pan. First add the onions and the garlic, let it sauté for a little while (take care the garlic does not turn brown), then add pepper, leek and zucchini. Let it cook gently until everything is soft and chewy. Then add the tomatoes and the vegetable broth. Season with herbs and spices and add the fresh basil before serving.



Cook the pasta in boiling, salty water 'al dente' (= not too soft, they should still have some 'bite'). While cooking, take care to stir them from time to time to prevent them from sticking to the bottom of the pot.

## Vegetable curry

Ingredients for 6 people (do not forget to recalculate!)

- 1 Big bell pepper
- 1 Cauliflower
- 1 Can of chickpeas
- 2 Onions
- 1 Small zucchini
- 900g Carrots
- 2 Cans of coconut milk
- Curry paste
- Turmeric
- Coriander
- Paprika
- Garlic
- Ginger (powder or fresh)
- Salt and pepper
- Olive oil
- 500g Rice



Cut all the vegetables into small pieces and cook depending on the type (cut harder vegetables into smaller pieces, so they cook equally fast). Heat oil in a big pan. First add the onions, garlic, ginger and other spices, let it sauté for a little while (take care the garlic does not turn brown), then add the vegetables and stirfry. Add coconut milk and, depending on the consistency, rice/soy milk and add the curry paste. Let it cook at least until all vegetables are soft. Cook the rice according to the packet instructions.

**Guten Appetit! Bon appétit!  
Enjoy your meal! Buen provecho!**

**For more plant-based recipes check out the  
'IBG Green Box - Toolbox for environmental education'!**



# PART 7: Games & activities

In this part, you will find games and activities for different occasions. They have been divided into 6 groups:

1. **Icebreakers** (for the first few days of your camp)
2. **Energisers & party games** (fun activities to boost energy and mood)
3. **Perception** (activities to decompress, calm down and relax)
4. **Teamwork** (challenges to reach a common goal and find a good way of working together as a group)
5. **Interactive Workcamp** (short and long-term activities for your camp to create a rich, multi-faceted environment)
6. **Evaluation & reflection** (to get and share feedback and evaluate the experience)

## Some general hints & tips

- Pay attention to the **participants' different interests and talents**. Not all of them can or want to play every game.
- Motivate everyone to join, but **don't force anyone to participate/play**.
- It's easier to explain activities/games when you know them and have experienced them yourself already. We suggest **trying some of them out with friends beforehand** to make sure you know how the game or activity is working and what your aim is. Do you want to reach a specific goal? Send a message? Also: How long does it take?
- **Explain the rules simply, clearly and descriptively**. Show as much as you can and give examples. Adjust your level of English, so that everybody can really understand the rules.
- Stick to the rules, so that the 'purpose' of the game/ activity does not get lost, but also **give space for variations** (if possible).

- Some games/activities have strong effects on the atmosphere, the conversation and on the mood. Leave **enough space to reconcile** and to get to a common point. Leave **enough time for discussions**.
- Games just require some time. It is **not advisory to interrupt them**.

## 1. Icebreakers

As a general rule, all introductory games should **not be too demanding** and be kept on an **easy, not too personal, not too touchy level**.

Icebreakers are, of course, most important at the beginning. Many of the getting-to-know games are aimed at learning the names without having to ask each other too many (embarrassing) times. Other games focus more on learning something personal about others and a little bit of interpersonal exchange.

Getting-to-know games can also be used later in the camp, sometimes then they are even particularly funny.

### Beautiful Barbara

**Category:** Icebreaker

**Aim:** Learning names

**Duration:** 10-30 min (depending on group size)

The group stands or sits in a circle. The first person says their name with a suitable adjective, or naming something that they like, which begins with the same letter. For example: "I am beautiful Barbara." The next person repeats what has been said and adds their own name and adjective or thing they like. For example: "This is beautiful Barbara and I am frosty Fred" or "This is Patrick who likes pop music and I am Jenny and I like wearing jeans." Continue round the circle until the last person has to recite all the names.

As a variation you can also add a movement. "I am beautiful Barbara" \*waves hand\* - "This is beautiful Barbara. \*waves hand\* And I am frosty Fred! \*bows\*" ...

## The Unusual Introduction

**Category:** Icebreaker

**Aim:** Getting to know each other, loosening up

**Duration:** 10-30 min (depending on group size)

Invite participants to introduce themselves in a new way: Ask them to avoid saying their name, country of origin or profession. Encourage them to instead find attributes they consider contributing to their identity. This can be their way of seeing the world, seeing themselves, things they think are fascinating, crazy things they did at some point in their lives, etc. (Examples: "Hi, I am a very practical person and I hiked the Camino de Santiago on my own in winter." or "Hello, I love spending time outside in nature looking at the trees and the plants and the sky, because it makes me remember that I am just a small human in a big earth.") Start with your own introduction to make this easier.

## Room Scale

**Category:** Icebreaker

**Aim:** Getting to know each other, loosening up

**Duration:** 10-30 min

Participants arrange themselves according to particular criteria that you announce so that they finally stand in a line. Examples of criteria: Shoe size, first letter of first name, age, kilometres covered on the journey, hair colour, number of Workcamps visited, birthdate, etc. Before each criteria is chosen, the game leader defines the 'extremes', e.g. "On the left side is the smallest shoe size, on the right side the biggest. "

You can also let the participants line up on a long bench, a line of chairs or a tree trunk on the ground, for example. Then, they have to swap places without touching the ground. But be careful, this is not suitable for every group in the beginning, as it includes a lot of touching and close body contact. Be sure everyone is fine with this if you adapt the activity this way.

*Hint: This game can also be used as an evaluation or discussion method. The two extremes will then represent agreement or disagreement with a statement.*



## Everyone...

**Category:** Icebreaker

**Aim:** Getting to know each other, loosening up

**Duration:** 10-30 min (depending on group size)

The group sits in a circle, one person is standing in the middle. There is one chair less than there are people participating, so the person in the middle wants to get a seat. For this, they say something like:

- 'Everyone with brown hair'
- 'Everyone who is wearing something blue'
- 'Everyone who can speak two or more languages'
- 'All those who got up this morning before 6am'
- 'Everyone who had egg/bread/fruit/etc. for breakfast'
- 'All those that have the letter 'S' in their name'
- ...

Now everyone who has brown hair/is wearing something blue/... has to get up and find a different seat while the person in the middle also tries to catch one. It is forbidden to move directly to the neighbouring chair. The person who goes empty-handed is now in the middle and has to continue with the next statement. You can also state things like: 'Everyone who has a sister' 'Everyone who has been to France' etc...

## Climate salad

**Category:** Icebreaker

**Aim:** Getting to know each other, warm-up

**Duration:** 10-20 min

This is a variation of "Everyone..." or the game "Fruit Salad": The group sits in a circle, one person is standing in the middle. The person in the middle then asks a climate-related question or makes a statement. Everyone who agrees must stand up and change chairs. The person in the middle tries to get a free chair. The person, who goes empty-handed is now in the middle and has to think up a new question.

### **Possible questions:**

- Who has taken a train to go on holidays this year?
- Who rides a bicycle to school/university/work?
- Who eats mainly organic food/plant-based food at home?
- Who takes a shower instead of a bath?
- Who never leaves their computer on stand-by?
- Who never (rarely) uses a clothes dryer at home?

If the person in the middle calls out "Climate salad!" (if they cannot think of a question), all the other players must change their chairs.

*Hint: This game is not intended to make anyone feel bad about their own behaviour. Make sure there are enough positive statements and noone feels put on the spot (e.g. because they were the only ones to take a flight to arrive to the Workcamp etc.). The climate salad is particularly suitable after working on your own "Ecological Footprint" or after a discussion about options for climate action in everyday life.*

## **Name Battle**

**Category:** Icebreaker

**Aim:** Getting to know each other, loosening up

**Duration:** 10-30 min (depending on group size)

**Material:** Big sheet

*For this game, you need at least one leader who guides through the game. Also make sure that you played another 'name-learning-game' before, so that everyone at least heard all the names.*

The group splits up in two teams who sit or stand at the two sides of the sheet. The teams cannot see each other. Then, one person from each team quietly moves to the front, directly behind the sheet. The leader(s) quickly drop (or lift) the sheet and the two people, now facing each other, have to say, as quickly as they can, the name of their opponent. The 'winner' can take the other person with them to their own team. The sheet is put up again and the next round starts...

## Which forest do you come from?

**Category:** Icebreaker

**Aim:** Getting to know each other

**Duration:** 20-30 min (depending on group size)

**Material:** Everyone brings a picture of the forest in their home country or region

Everyone presents themselves and describes how the forest looks like where they are from. Which species are growing there? How tall are the trees? Do mainly coniferous or deciduous trees grow there? Or is another species dominant?

*Hint: Make sure to let participants know well in advance to bring a picture if you are planning this activity.*

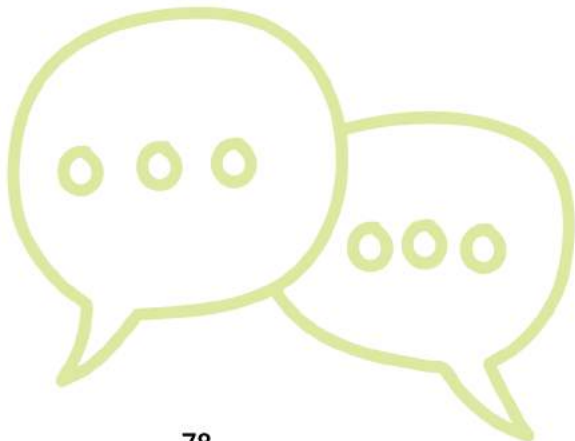
## Two truths and a lie

**Category:** Icebreaker

**Aim:** Getting to know each other, loosening up

**Duration:** 10-30 min (depending on group size)

Everyone has to give three statements about themselves to the rest of the group. The trick is: Not all of the statements will be true—two of them should be true and one should be a lie. Everyone guesses which statement they think the others made up. Once everyone has made their guess, reveal which statement was a lie.





## 2. Energisers & party games

Energisers are **small activation games** that are always needed when there is a lack of energy after a lunch break or in the morning before work. Even if some games sound strange, they rarely fail to have an effect and help the group to get back on its feet.

They can be **used often and en masse**. However, since many energizers are physically demanding, please do not use them for too long, otherwise, everyone will be exhausted. Make sure that everyone (who want to) participates, that no one is left behind and that no one gets hurt!

### Pillow race

**Category:** Energiser & Party

**Aim:** Fun, waking-up, concentration, movement

**Duration:** 5-10 min

**Material:** 2 pillows / scarves or something similar soft

For this game it is best to have an even number of participants. The whole group stands in a circle. Then you make teams by counting 'one, two, one, two...' so that there is always 'player team one, player team two, player team one...' standing next to each other. Each team gets a pillow. Make sure that the pillow of team two 'starts' more or less on the opposite side of the circle of the pillow of team two.

When the game starts, the teams have to pass on the pillows always to the next team-member to their right (or left, it just has to be the same direction). The aim is to be faster than the other team. So each team tries to pass on the pillow as fast as possible to catch up with the pillow from the other team. As soon as one pillow overtakes the other one, the round is over and the faster team scores a point. You can play several rounds (up to 5 or 9 points for example).

## Knot Game

**Category:** Energiser & Party

**Aim:** Contact as a group, creativity, problem-solving

**Duration:** 5-20 min

All players stand in a circle, shoulder to shoulder. Everyone closes their eyes, stretches both their hands out towards the centre of the circle and tries to find two unknown hands. (Try to avoid taking both hands from the same person or the hands from your immediate neighbour.) Now the players open their eyes and try to disentangle themselves to stand in a circle again without letting go of each others' hands.

*Hint: This game can also be used as an easy teamwork challenge.*

## Popcorn

**Category:** Energiser & Party

**Aim:** Fun, waking-up

**Duration:** 5-15 min

All participants start as little corns, sitting in a pan. They are standing somewhere in the room and when the game starts, they walk round with little steps saying 'hot, hot hot,' over and over again. One participant starts as a popcorn. They can cause a chain reaction: Every time they touch a little corn, they say "Pop!". The corn then jumps up with a loud "POP!" and is now a popcorn, too.

The popcorns have an enemy: 1-4 participants (depending on the size of the group) are the ice-cubes. They want to stop the chain reaction. When they touch a popped popcorn, they become a little corn again. When there are no more popcorns left, the ice-cubes win, when all little corns are popped, the popcorns win.

## Wolf - Grandma - Hunter

**Category:** Energiser & Party

**Aim:** Fun, concentration, movement

**Duration:** 10-20 min

*For this activity you need to have a leader who guides through the games.*

This game is based on the classic 'rock – paper – scissors' game and on the fairytale of 'little red riding hood'. The group has to split up into two teams. The teams are standing in two rows, face to face, about 5-8 metres away from each other. If possible, mark these 'home lines' with a rope or choose a spot which is easy to remember. Then, the whole group has to decide on specific signs for the three possibilities Wolf – Grandma – Hunter (movement and sound). Some suggestions: The wolf could growl angrily and raise their hands like claws. The grandma could hold her back with one hand while leaning on an imaginary stick with the other one and moan. The hunter could aim with an imaginary rifle and do a loud 'BANG.'

When the group agrees on the signs, the two teams discuss separately and very quietly to decide on one of those signs. When both teams have decided, they turn around and step forward to the middle of the field. The game leader counts to three. On the count of three, the two teams make their signs. Just as in the classical game 'rock – paper – scissors', one of the signs will win:

- The wolf can overpower the grandma.
- Grandma can overpower the hunter.
- The hunter can overpower the wolf.

The winning team then has to catch as many members of the other team as possible. The losing team can save themselves by running back to their 'ground line': When they cross it, they can not be caught any more.



## Cowshed

**Category:** Energiser & Party

**Aim:** Fun, waking-up, movement

**Duration:** 10-15 min

In the beginning, groups of three people form a cow shed together: Two people hold each other's hands up high over their heads, standing opposite each other with as much distance as possible and thus form the shed. The third person stands between the other two as the "cow". If the division of the groups does not work out, those who cannot form a cow shed are allowed to help lead the game. The people left out of the game now call out a command. Possible commands are "Cow!", "Stable!" or "Cowshed". At "Cow!" all "cows" change the stable, with "Stable!" all "stables" change the "cow", with "Cowshed!" all persons change to a new stable with cows and do not have to keep their roles. Meanwhile, the remaining people also try to come back into the game as a cow or stable. The people left alone now then give the new command.

## Evolution

**Category:** Energiser & Party

**Aim:** Fun, waking-up, movement

**Duration:** 10-20 min

To trace the evolution of the human being, practise the five developmental stages with the group:

1. The **eggs** crouch down on the ground, with their arms around their knees and wobble slightly back and forth. It is in the nature of things that eggs do not make any noise.
2. The **chickens** waddle around the room in a squatting position, wiggling their elbow, clucking and cackling.
3. The **dinosaurs** stand up, stretch upwards, show their claws with pointed fingers and roar terribly.
4. The **ninjas** straddle their legs and bend their knees slightly, they fight with a fictitious sword.

5. The **sages** finally stand quietly upright, holds their hand under their chin and watch the primitive species evolve.

At the beginning of the game, everyone is at the egg stage and wants to develop to the next level. They do this by meeting two of the same species and using "rock paper scissors" to negotiate who gets to evolve. The person to win evolves to the next stage. Whoever loses, will move back one level or remain an egg. Once you have become a sage, you remain a sage and enjoy watching. Only people of the same kind are allowed to negotiate with each other, i.e. dinosaurs must find dinosaurs, etc.. If there is no representative of the same level of development present, one has to wait and stay for a while in the same evolutionary stage.

## Rangers of the national park

**Category:** Energiser & Party

**Aim:** Fun, waking-up, movement

**Duration:** 10-20 min

**Material:** Squeaky toy animal (e.g. duck) or any other relatively small object to be named "duck".

Divide the group into two: A group of rangers of the national park and a group of poachers. The group of rangers stand around 5-10 metres away from the start where the poachers stand along the line. The 'duck' is laying on the ground in front of the rangers. The rangers need to turn around while loudly saying together: "We are the rangers of the National Park and we take good care of our wildlife." While the rangers say this, the poachers can approach the 'duck' to get it. But they need to freeze as soon as the rangers finish the sentence and turn back around. This is then repeated. Once the poachers reach the 'duck', they need to grab and hide it. They now have to try and bring it back behind their start line. The rangers continue with the sentence and turning around. But now every time they turn around, they can call three poachers to show their hands if they have the 'duck'. If the rangers find the 'duck' before the poachers reach the start line with it, the poachers need to start over again and can think about a better strategy. If played with a squeaky toy, this is even more tricky, since the poachers have to be extra

careful since the 'duck' makes a squeaking sound if a poacher grabs it too hard! The poachers win as soon as the 'duck' is safely behind the start line.

## Herding dogs

**Category:** Energiser & Party

**Aim:** Fun, waking-up, movement

**Duration:** 10-20 min

Form a group of herding dogs (one or two people) and a group of sheep (the rest of the group). On an open field, the sheep move around walking straight in different directions. The herding dogs need to keep the sheep together as close as possible. The dogs can do that by adjusting the walking direction of the sheep. If the dogs tap one time on the left shoulder of a sheep, the sheep needs to turn left, on the right shoulder to the right and when tapped two times, the sheep needs to turn around 180°. In this way, the herding dogs can make sure that no sheep gets lost. The herding dogs succeed or fail in keeping the sheep together. Then the roles can be switched.

## Wish, Boing, Pow

**Category:** Energiser & Party

**Aim:** Fun, waking-up, concentration

**Duration:** 10-20 min

Everyone stands in a circle. A movement is passed on to the neighbour on the right side with a "Wish!" and a sweeping movement with both arms. The next person has to pass the 'wish' to their neighbor (but not back), the neighbour to their neighbour... You can also block the 'wish' with a loud "Boing!" holding both arms up. In this case, the 'wish' ends up back with the person it came from. It will now continue to the other side. You can also, with a loud "Pow!", shoot the movement at a random participant in the circle (it cannot be your neighbour!). In order to get a rhythm at first, a few rounds should only be played with the 'wish' at the beginning. The goal is to get a steady rhythm and then increase the tempo. You may also add more movements and actions. There are no limits to the imagination.



## Pick up!

**Category:** Energiser & Party

**Aim:** Fun, entertainment

**Duration:** 20-60 min

**Material:** Empty box of cereals or similar

The task is quite simple, the outcome highly entertaining and in the end, this activity can get really exciting: On the floor sits an empty box of cereals (or similar). All the players have to do is to pick it up. Sounds easy? NO, because they are only allowed to stand on one leg, and they can not use their hands. They are supposed to pick up the box with their mouth/teeth. It gets more tricky when after each round, you rip a little stripe of the box and let everyone try again, and again, and again, and again. Lets see who gets the furthest.

## Impulse

**Category:** Energiser & Party

**Aim:** Fun, concentration

**Duration:** 10-30 min

**Material:** A coin and a dice

*For this game you need two leaders.*

The group splits into two teams. Each team sits down and forms a line, so that one person is in the front (everyone faces the same direction). Everyone puts their left hand behind their back and takes the hand of the person in front of them with their right hand. The last person in the row is the only one who is allowed to look at the leader in the back, all the other ones have to look straight forward or even close their eyes.

In the front is the second leader. He puts a coin or another small object in front of him, in the middle of the two front players. The leader in the back starts the game now by throwing the dice. When there is a 6, the two players in the back have to start the signal. For this, they press the hand of the person in front of them. If you receive the signal, you have to give it to the

next one. When the signal reaches the front player, he has to try to grab the coin faster than the front player of the other team to score a point. (You can play up to 10, 20 or 30 points, as you like). After each round, the front player has to get up and go to the end of the line, so that everyone can have the pole position at least once.

## Mimicry

**Category:** Energiser & Party (night edition)

**Aim:** Fun, concentration

**Duration:** 20-40 min

**Material:** A torch, a dark space (forest path at night or similar)

*Be aware that not everybody is feeling all too comfortable in the dark at night! So be sure to check everyone is fine with this activity. Don't force anyone to play!*

This game is a great night-time outdoor activity. You need a leader, who will guide through the game. Before you play it, we strongly advise you to first check out the space/path in daylight. The path should be as dark as possible in the night, and it should be possible to hide somewhere near to both sides of the path, so take care that there are not too many thorns, but good possibilities to hide, like bushes, trees, etc. Choose a part of the path about 50-100 metres long and mark, if possible, the beginning and the end.

The group splits up into two teams. Team #1 has to wait somewhere, where they can not see the path, for example at the entrance of the forest. Tell them to wait there for you and take team #2 into the dark space/forest with a torch. Bring them to the path and tell them to hide somewhere, in a maximum distance of 4 metres from the path, on both sides of the path. As you have a torch, you can help them find a good spot. They can try to integrate themselves into nature by hiding next to a tree (not completely behind!) or by pretending to be a rock or similar.

When everybody is hidden, go back to team #1 and lead them (without the torch!) to the path. The task of team #1 is now to search the path (they are not allowed to get off the path) and look for the other players on the sides. If there are 10 players in team #2, team #1 now has 10 free beams of light. When they are convinced that somebody is at a specific spot, they can

use one of their beams: You flash with your torch shortly at the spot they want to check out (not more than 2 seconds). When somebody actually is there, this person has to get out and team #1 scores a point. When nobody is there, the team wasted a beam of light and has to go on searching until they have no more beams left. Then, the teams switch roles. Who finds more people in the dark?

**Rules:**

- The torch is the only light allowed on the path!
- When somebody has a suspicion, the whole group has to decide whether they want to use a beam or not.
- To make it a bit more difficult, you could say that the players are not allowed to go back, so they can only move forward.
- And, of course, it's more fun when all players wear dark clothing because it gets much more difficult.

## The Secret Lead Dancer

**Category:** Energiser & Party

**Aim:** Fun, movement

**Duration:** 10-30 min

**Material:** Music box & danceable music

This game is a great party-game, but can also be used for waking up and getting some energising movement during the day. Everyone stands in a circle. One participant (you might want to ask for a volunteer) is the first detective: They leave the room or step away from the group and turn around so they cannot see or hear the group discuss. Now the group secretly decides on one person to be their lead dancer for this round. The detective is called back. The music starts and everyone is dancing following the lead dancer: Every dance move the lead dancer makes, the others will also make. But they need to be quick and inconspicuous, because the detective's task is to identify the lead dancer. The detective observes the group and tries to find out who the lead dancer is as quickly as possible. When the detective has correctly identified the lead dancer, the detective joins the dancing crew and the lead dancer (or another volunteer) becomes the new detective.



### 3. Perception

Perception activities are especially nice after strenuous work and good for gaining an awareness of nature. They can also help to get some peace into the group when there have been disagreements or heated discussions. These activities are also possible on your own if you want to sort out thoughts or expand your awareness of your surroundings.

#### Fox Walk

**Category:** Perception

**Aim:** Mindfulness, connecting with nature

**Duration:** 10-25 min

In the fox walk, you tell the group to walk as quietly as possible. Once they have done this for a certain distance, you can take the next step and demonstrate how to put your feet up extremely slowly: The outside touches the ground first and then you roll off very slowly. If you move like this, it might take you half an hour to walk 10 metres, but you also have the chance to see more animals and become more aware of the nature around you.

*This activity can be combined with "Owl's eyes".*

#### Stone Domino

**Category:** Perception

**Aim:** Calm-down, concentration

**Duration:** 20-30 min

**Material:** Different stones

Start by collecting stones. Everybody needs at least one. The more stones you have, the bigger the domino will be.

The stones are placed next to each other in such a way that the next piece must always take up a feature of the stone before. What kind of features you choose is very open: Size / form / colour / breaks & cuts / enclosures / texture etc.

## Owl's eyes

**Category:** Perception

**Aim:** Mindfulness, inner peace, connecting with nature

**Duration:** 10-15 min

Imagine you are an owl and, without moving, scout your surroundings: Find a place where you have a good view and sit cross-legged with your hands in your lap or on your knees. Your eyes are open and you look from left to right. Only your eyes move, the rest of your body is still, like an owl looking for prey. To become completely calm, you can adjust the movement of your eyes to your breath; inhale slowly on the left and exhale slowly on the right. Then close your eyes and look mentally at your forehead to trace. After 10 minutes, call everyone back. A previously agreed bird call can be used for this purpose. Ask for the experience.

## Don't speak

**Category:** Perception

**Aim:** Quiet, movement, fun

**Duration:** 10-15 min

**Material:** A blindfold

One person is blindfolded and stands in the middle of a suitable, quiet place (e.g. meadow, forest clearing, etc.). The group spreads out around the person at a distance of about 7 metres. Now everyone is quiet and must try to get as close as possible to the blindfolded person. The person has the task of locating people. Whenever they think they know where someone is, they point their finger in that direction. If they are right, the person pointed to has to stay where they are. If they are wrong, nothing happens.

The game continues until everyone has been located or someone high-fives the blindfolded person. This person or the person who has made it the furthest is the winner and is in the middle in the next round.

## Everything tree

**Category:** Perception

**Aim:** Mindfulness, imagination

**Duration:** 15 min

Everyone goes to another tree. The only task is to think about it for 3 minutes. Think of how it grows, think of its leaves, of the birds that sing in its branches, of the mosses and lichens that grow on it, of all the animals that live on it and so on. But don't think about anything else. If a thought does come to you, put it in a cloud and let it drift away in the blue sky. After 3 minutes, come together and share your thoughts if you like.

## Into the wild

**Category:** Perception

**Aim:** Mindfulness, building confidence

**Duration:** 30-60 min

*This activity promotes the participants' trust in themselves and their surroundings.*

Each participant chooses a place in nature to which they feel attracted. This can be a large stone, a forest clearing or a particularly beautiful piece of flower meadow. The next participant should be out of sight.

Participants now observe animals and plants and listen to the sounds of the environment. They perceive their mood and thus get to know not only nature but also themselves a little better.

After 20-30 minutes, the leader calls everyone back. A previously agreed bird call can be used for this purpose. In a reflection round, they then share their observations with the others.



## 4. Teamwork

Teamwork activities are often also called 'team challenges' because the main idea of all of them is that some kind of problem is solved by the group together. It is impossible to predict how well or how fast a group will work a challenge out, so the estimated time-frame can differ a lot!

Keep in mind: **All teamwork challenges should be debriefed, i.e. evaluated and reflected!** This ensures that the group can talk about how they can improve their cooperation and their way of working together. There are many different ways to evaluate. The easiest one is simply asking: How did you solve the problem? How did you come to this solution? Did you like the way you came to a decision? What can be done better? You can use this opportunity to talk about **communication, decision making processes and respectful social behaviour** in a group.

### On a melting glacier...

**Category:** Teamwork challenge

**Aim:** Group-building, fun, movement

**Duration:** 15-30 min

**Material:** Chairs

The whole group is standing on chairs, one chair per person. Imagine that the chairs are one big glacier, which is slowly melting away. In every round, one chair vanishes (is taken away by the leader of the game) and the group has to move closer together. Pretty easy in the beginning, but at some point it gets really challenging to fit everyone on only 5, 4, 3... or even on only 1 chair! Participants are allowed to get off the glacier to make a plan, but a round is only successfully accomplished when the group can hold together on the glacier for min. 10 seconds.

*Safety first - make sure the chairs are suitable to stand on and the risk of accidents is as low as possible!*

## Flying carpet

**Category:** Teamwork challenge

**Aim:** Group-building, fun, movement

**Duration:** 15-30 min

**Material:** Carpet / towel / big piece of paper

The group is standing on a flying carpet (the carpet/towel/etc.) when they realise that something is broken. They are losing height, the flying carpet is sinking! In order to fix the problem, they have to turn the carpet to its other side, but because they are in mid-air, obviously nobody can get off. So everyone must stay on the flying carpet while successfully turning over the carpet completely.

*Hint: You can also do this activity in two groups on two flying carpets that compete against each other.*

## Penguins on ice floes

**Category:** Teamwork challenge

**Aim:** Group-building, fun, movement, environmental awareness

**Duration:** 15-30 min

**Material:** Empty beverage crates or sheets of paper or chairs that you can step on; chalk or a rope to mark the finish line

Mark a finish line and distribute the crates or the papers on the playing field; these will be your 'ice floes'. Take care that the floes don't lie too close together, only two papers should be close: That is where the group will have to start. The further you distribute the crates or papers – the bigger the playing field is – the more difficult this activity gets.

When you are done, instruct the players to stand on one floe each. They are now all little penguins, standing on their ice floes, floating in the cold arctic sea, and they want to go back home (the finish line). To do this, they have to work together...

**Rules:**

- They are not allowed to get off the floes, because the water is super cold and they are afraid of sharks. (They are very small penguins after all.)
- The floes are really strong and can hold more than one penguin.
- The floes can be moved, but only when there is nobody standing on it!
- Every penguin has to be brought home.

If you want to make it a bit more difficult, you can also make a rule that the floes float away when they are not touched. So, in order to move a floe, the penguins have to get off, but not let go! (One finger is enough body contact to keep the floe.)

## The battle ring

**Category:** Teamwork challenge

**Aim:** Group-building, fun, movement

**Duration:** 15-30 min

**Material:** Rope / chalk or something else to mark off the playing field

*Important: A fantastic game for fair body contact that needs a referee. Before you start this game, make some clear rules like: No scratching, kicking, biting etc. and ask all players to take off glasses, jewellery, watches, rings...*

The playing field is marked off as a big circle. All players kneel in the circle. When the battle starts, everyone tries to push the others out of the circle.

**Rules:** Feet *and* hands have to stay on the floor! It is not allowed to get up. Whoever touches the floor outside the circle with any body part, is out and becomes a co-referee.

**Variations:**

- You can play with two teams: Each team has one queen, and when the queen is pushed out of the circle, the whole team loses.
- Instead of a circle, mark two ground lines and make two teams. The teams form two rows and link arms with the team mates. The teams stand back to back to each other and when the game starts, they have to try to push the other team, only with their backs, over the ground line.



## Arriba - Abajo

**Category:** Teamwork challenge

**Aim:** Group-building, fun, movement

**Duration:** 30-90 min

**Material:** Rope, trees or chairs to fix the rope to (put it more or less in chest height), chalk or more ropes to mark home line and finish line

*Be advised that this teamwork challenge is quite complex, both for the leader and the players. If you are unfamiliar with teamwork challenges, it might be better to start with something easier.*

**The background story:** The people of the two towns 'Arriba' and 'Abajo' haven't had a very good relationship in a long time. They always thought they were just too different: The people of Arriba like to greet and cheer by jumping up and the people of Abajo like to do so by going down. For years, this has led to misunderstandings and awkward moments. But as fate would have it, two young people fall in love: One from Arriba, one from Abajo. The two towns finally accepted their relationship and they shall be married now in a big ceremony. But as the townspeople are still very suspicious about each other, they do not dare to enter the others' town. So they agree to hold the wedding in a place between the two towns. And as tradition dictates, the two lovers will be *carried* there. But halfway to the church, the townspeople come across an obstacle: A fallen tree (= the rope) is in their way!

**The aim of the game:** The townspeople and the two lovers have to reach the wedding place, so that they can get married.

**The rules:**

- The **lovers can never touch the floor** between start- and finish line.
- All inhabitants of Arriba have to **go OVER the rope**.
- All inhabitants of Abajo have to **go UNDER the rope**.
- **No one is allowed to talk** once the activity begins. Give the group approx. 5 minutes for discussion before they start.
- **No more than x number of 'touches' (depending on the number of players) on the field at the same time:** 1 body part, e.g. one foot or hand, on the playing field is 1 touch. (Example: 5 people, 10 feet = 10 touches.)
- The **touch rule applies for both towns combined**, not separately!

- **The rope cannot be touched ever!** When someone touches the rope or falls down (body contact with the rope, too many touches) all participants have to start again from the starting line.

**The penalties:** If participants talk, or if more touches than allowed are used, you can choose an appropriate penalty for the group. Examples:

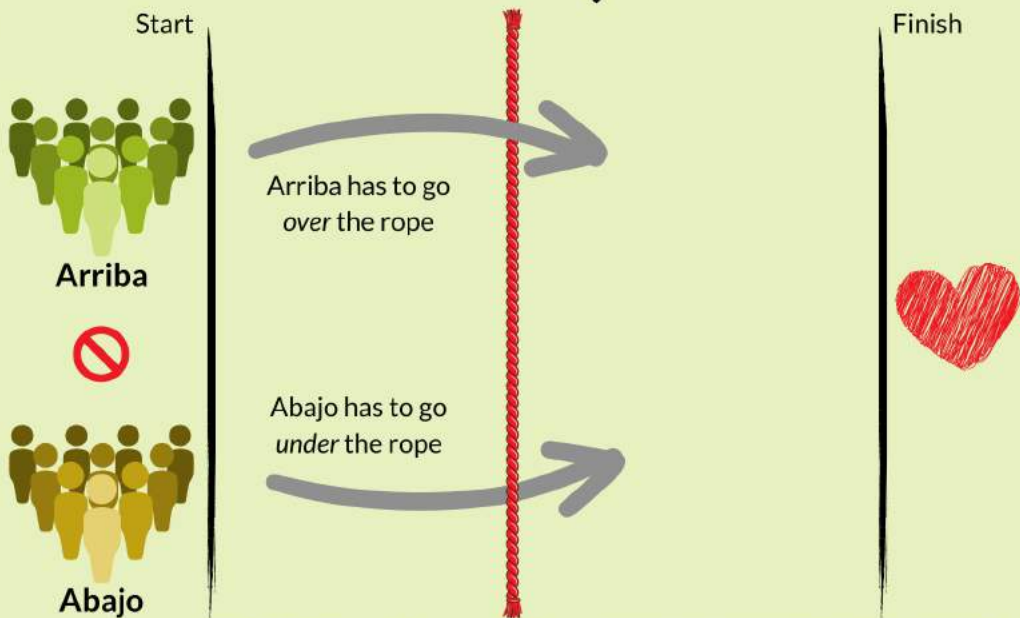
- **More lovers:** Now more than two people (3, 4, 5...) will be married. So the group has to carry even more people to the wedding place.
- **Less touches:** Reduce the number of acceptable touches.
- **Fewer helpers:** People who already made it to wedding place are not allowed to go back. Once participants cross the finish line they have to stay there.

**The deals:** Depending on the development of the activity, you can offer deals in order to hold up the good spirit and to avoid severe frustration. For example: If 3 (or x number) more people reach the finish line successfully...

- ... everybody behind the finish line will be safe for the rest of the game.
- ...everybody behind the finish line can help again.
- ...the group is allowed more touches.

The reduction of the number of lovers is not negotiable!

## The Setup



## Crash!

**Category:** Teamwork challenge

**Aim:** Group-building, communication

**Duration:** 30-60 min

**Material:** Role cards, blind-folds

*Crash! is a role play challenge about communication and teamwork. This challenge can be quite complex and/or emotional, both for the leader and the players. If you are unfamiliar with teamwork challenges, it might be better to start with something easier.*

For this game, you need to prepare role cards (see below). All players have to stick to their role for the whole game and, of course, they are not allowed to tell the others their role!

**The background story:** The group has been on a plane which crashed. But not to worry - it seems everyone survived the crash! Now the task is to bring all players to the black box, so they can be rescued. But not all players were left unharmed... Some of them seem to have injuries or a shock.

All participants scatter on a large area, in a big room or a whole building. If possible, they are blind folded, so they don't exactly know where the others are. The mysterious black box is with one of the players, but this player does not know that. The black box is not really an object, you don't need to actually give something to this person.

There is only one important role, what you make of the other players is up to you. This role always has to be included in the game: 'You are the only one who actually knows that the black box is with \_\_\_\_ but you have a nasty shock and speak only nonsense.'

### **Other roles:**

- You are in shock and cannot talk.
- Since the crash you are blind, wait until somebody comes to help you.
- You are traumatised and talk nonsense the whole time.
- You always say the opposite of what you actually want to say.
- You are fine and you try to help the others.



- You are fine, but you don't care about the others, only that your shirt is damaged and that you can't get a signal on your mobile phone.
- You are traumatised and everything you want to say, you have to sing.
- You are traumatised and tell everybody that the black box is with \_\_\_\_\_ BUT: every time somebody asks you, you tell them a different name!
- You are convinced that the black box is with \_\_\_\_\_.
- You know that \_\_\_\_\_ only thinks they know where the black box is.

The aim of the group is to all get together at the black box, so they can all be rescued.

*Hint: This exercise can get very chaotic, depending on the dedication players give to their roles. If you see it getting out of hand, approach single players and let them know that they (as their role) are already starting to feel better and can help others more now.*

## 5. Interactive Workcamp

While games and challenges are fun, cool and useful, the activity itself doesn't last very long. If you want to create a **more imaginative and creative campspace**, there are some simple things you can do to make your whole Workcamp more interactive!

### Intercultural evenings

**Aim:** To get know the other participants and their cultures

**Duration:** 1-4 hours

**Material:** Pictures, songs, stories and traditional things like clothes, food, drinks etc.

Intercultural evenings are always great fun. We advise you to ask the participants *before* the camp starts to think about it, so they can actually bring some things for that evening from home. You can also have several evenings like that, for example one country per evening. That can result in a

great exchange and end with funny games from the different countries. An intercultural evening can include a traditional dish, dance, song, some basic information about the countries' history and culture, etc. There are so many things you can do.

### How to say it in...

**Aim:** Getting to know each other, learning something new

**Duration:** The whole camp

**Material:** A big poster

This is a nice way to share and to learn some basic phrases in your respective languages. Put up a big big piece of paper and start it off with some easy sentences in English and your own mother tongue. Now everyone can add their own language and translate the sentences. Leave enough room to add more and more sentences.

If you can put up the poster in an area you spend a lot of time in (e.g. the dining area, common room..), everyone can try and use and practice those sentences in another language with each other.

### Human Library

**Aim:** To get to know the other participants, learn something new

**Duration:** The whole camp

**Material:** A big poster

The human library is a method to encourage exchange. And it's pretty easy: You just hang a big poster in the accommodation. On this poster everyone can write what they can do and would like to offer to the others. For example: "I can teach you how to do origami" / "I can teach you how to dance salsa" / "I can teach you some Korean" ... From time to time, scan the poster and if many people are interested in one particular thing, the person who wrote it down might want to do a workshop.

## Task Forces

**Aim:** Organisation of group-life, active inclusion of participants in camp-life, encourage self-responsibilities of participants

**Duration:** The whole camp

**Material:** Task cards (see description)

The camp leader does not have to be the only one in a Workcamp organising stuff! 'Task Forces' is a fun way to divide important - and not so important, but fun - tasks among the participants of the camp. It is a good way to actively include all volunteers in camp life. The division of tasks gives responsibilities to participants and thus supports a feeling of inclusion and usefulness.

The tasks you want to share might differ from camp to camp, depending on the specifics and the rules you decide on with your group. Some tasks might be more responsible or time-consuming than others; you should switch them from time to time so that participants do not feel unfairly treated. You can even change them daily (or at least some of them).

You don't have to make the tasks up yourself but you can agree on the tasks with the whole group, after or while you make camp-rules for example. It is also always good to have some fun tasks in the mix which simply serve the purpose to lighten the mood and have a laugh together.

**Alarm Clock: Making sure that the group is on time.** You can create different alarm clock tasks for different occasions (wake-up alarm in the morning; lunch alarm for the break at noon; dinner alarm; chocolate break alarm etc. ). Alarm Clocks are also responsible for keeping an eye on the clock to see if it is time to go, time to start, etc., for example when the group spends a free day at the lake but decided to have dinner at home: The dinner alarm has to keep an eye on the clock to make sure the group leaves in time to get dinner ready.

**Megafon: Making sure a message is heard and received by the whole group.** Other participants can profit from this task by 'using the megafon' for example to announce important messages or to call for lunch and dinner.



**Cheer-up: Every participant can ask for a cheer-up.** If asked, the person holding this task then has to do something to cheer this person up. Tell a joke, pull a face, get some cookies or chocolate or whatever else they can come up with. If the task is 'overused' you can restrict the numbers of 'cheer-ups' to one per participant per day.

**Caretaker of the House: Keeping everything nice and clean.** The old Caretaker of the House hates it when people do not take off their shoes indoors or when they leave a big mess after them. Their task is to see that the accommodation is in order. They remind participants that when everyone tries to keep it clean, it is less work for the cleaning team.

**TV Team: Reporting the news and plans.** 2 or 3 participants can share this task. The TV team is mainly responsible to plan / organise and inform about the evening activities. "What's on tonight on Channel Camp?" Maybe they have a nice idea what to do in the evening or they find someone else who has an idea. If the TV team presents the activities in a 'news report' style at dinner, it is even more entertaining. If you want you can also offer different programs during the collective TV-watching-session: Why not include a 'tops and flops of the day' resuming the best and worst stories of the day (this could also be used as a fun evaluation method)? Or how about a little 'celebrity show' in which the TV team can pick a queen or king of the day and report on them (in a respectful and nice way, of course). You could even add a 'weather forecast' where you can talk about the actual weather for the next days and let the TV team make suggestions for future activities like weekend activities so that the audience can vote for their favourite.

Almost everything is possible in TV, let your imagination run free!

**The Queen of Ants: Using special powers.** The Queen of Ants has the right to use her special powers once in her period of reign (or however often you want – once per day, thrice per day.... whatever the group decides). When the Queen of Ants (and *only* the Queen of Ants) loudly calls out "Queen of Ants!!", the whole group has to go down to the ground, lie on their backs and wiggle their arms and legs as long as the Queen of Ants wishes. When the Queen of Ants has enough of her show she may say "Dismissed." and everyone can resume to whatever they were doing before.

It might be wise to agree not to use the command during workshops or

working time (safety first, also your work instructors might not share this sense of humour) but besides this.. any time and any place is allowed.

**Boom Box: Bringing the music.** The Boom Box is responsible for playing a good mix of music throughout the day. If you, and the Boom Box, is up for it, you can even let them choose a good wake-up song for the morning.

*Hint: With all roles, be aware that not everybody might be comfortable with handling a responsible task, so stay flexible!*

## Wish-List

**Aim:** Exchange ideas, fun

**Duration:** The whole camp

**Material:** A big poster

A wish-list is quite simply a poster where everyone can write down what they would like to change/ would like to happen/ would like to do, etc.

This is a great way to collect ideas and keep them visible for everyone. At the same time, it can be a nice way for people who are more shy talking in front of the whole group to share their ideas.

## Toilet Newspaper

**Aim:** Exchange ideas, fun

**Duration:** The whole camp

**Material:** A big poster

Put up a big piece of paper next to each toilet and place / attach a pen to it. It should be placed at a height that allows people to read and write something while sitting down. You can use it as a feedback- and complaints board, or just as a fun way to leave notes to each other or write down ideas on activities, improvements to the camp or philosophical questions. An advantage is that the toilet paper is more anonymous than the wish-list because nobody sees you writing.

## Secret Murderer/Secret Friend

**Aim:** Fun, entertainment, creativity

**Duration:** 2-3 days or the whole camp

**Material:** Little papers with the names of the participants (one name per paper). For 'Secret Murderer' you also need little papers with tasks (one task per person) and a big sheet of paper with a list of all participants.

*This game is a lot of fun, especially because you can play it over several days. But it needs some preparation.*

**The background story:** All players are badass Mafia members, but the boss has just been killed, and everyone could become the new boss. So the battle begins, and the Mafiosi start to eliminate their competitors. In the end, only one can remain: The new Big Boss. In order to 'eliminate' the others, they have to fulfil specific tasks.

The leader (who can play of course too, but it won't be so funny for them because they know all the tasks) has to prepare two things: Little papers with all the names (one name per paper), folded together and little papers with tasks. All tasks should always start with: 'Make this person...'. Be creative and think about many tasks and take care not to pick anything too personal, too difficult or too dangerous. Some suggestions:

- Make this person swap shoes with you.
- Make this person write a love poem for someone.
- Make this person do the cooking/laundry/cleaning for you.
- Make this person swap sleeping bags with someone else (not you!).

Fold all the papers and let everyone draw one name and one task. The name they pick is their 'target' and the task is the way to eliminate the target. Example: John picked 'Marie' as a name and 'Make this person sing a love song for somebody else (not you!)' as a task. So John has to somehow persuade Marie to sing a love song to someone else. He eventually manages and Marie sings a love song to Pierre. Once she finishes, John can joyfully tell Marie: "Hahaaa, you're eliminated!" Marie is eliminated now and has to cross herself off a big list with all names. Then she gives her target paper and her task paper to John. John has a new target now... but there is, of course, also somebody after John.



*Hint: It can, unfortunately, happen that you eventually get your own name as a new target in 'Secret Murderer'. In this case, you 'found yourself' and you retire from the whole Mafia business to go live in a nice little house by the sea.*

'Secret Friend' uses the same game principle, except that you will keep the same name until the end of the camp. And there is no eliminating people happening here. On the contrary, the idea of 'secret friend' is to do something nice for someone else once in a while. So there are only papers with names, no tasks. Everyone draws one name and now has a 'secret friend' they will do something nice for. Doing something nice doesn't have to be big or elaborate. The most important thing is that it is secret, your 'friend' shall not know who you are. Some ideas:

- Make their bed and/or leave a flower on the bed of your secret friend.
- Draw your secret friend little pictures or write little poems and hide them where only they can find them.
- Clean their dishes without asking.

At the end of the camp, when the whole group is together, let everybody guess who they think their secret friend is, before they reveal themselves.

## Sugar Cubes

**Aim:** Create a special souvenir, reminisce, deepen bonds

**Duration:** 2-3 days

**Material:** Envelopes (1 per participant, including the camp leaders)

*An all-time favourite for the end of Workcamps!*

'Sugar cubes' is a very easy little thing to do, but to many it is a very valuable thing they take home with them. All you need to do is to prepare one envelope for each member of the group. Label each envelope with a name and decorate it however else you want.

Near the end of the camp you put them out in the accommodation and explain to the group how they work: everybody can write something nice and meaningful to whoever they want to and secretly put the note or letter

in the according envelope. At the end of the camp, you will seal all envelopes shut and everybody takes their envelope home with them. They are only allowed to open them once they are alone and miss the camp. For some it's on the train back, for others when they arrive home and for some a couple of days after the camp.

**Introduce the idea of the sugar cubes at least 3 days before the camp is over, because it takes time to write something to everyone!** Explain that they are called 'sugar cubes', because you are meant to write something nice. Advise everyone to follow the old rule, that if you have nothing nice to say, don't say anything at all.

## 6. Evaluation & reflection

**Both positive and negative constructive feedback is important** for you as a group leader, because it can help break bad habits, reinforce positive behaviour, and enable the group to work together better for a common goal. To help the group orientate themselves, become more independent and to enable participants to speak freely about problems and sorrows, it is useful to have **weekly evaluation meetings**. In weekly evaluations, you can discuss any kinds of issues concerning work, community life, leisure time activities, food etc..

Having an evaluation meeting with the whole group will allow participants to feel they are being taken seriously and they are appreciated. During these meetings, new ideas might come up and participants should engage actively in the discussions and in group-life. Be aware that **not everyone might be comfortable sharing criticism or strong feelings in front of the whole group**. So be sure to offer different ways of giving feedback. Make sure everyone knows that **they can also contact their sending organisation or IBG in case they have a problem with you as camp leader(s)!**

In addition to daily feedback opportunities and weekly evaluations, there should always be a **final evaluation at the end of your camp**. (Do not forget to let the group fill in the paper questionnaires from the camp file!)

## Expectations, fears & motivation

**Category:** Evaluation

**Aim:** Awareness of different expectations, getting to know

**Duration:** 15-30 min

**Material:** Post-its and posters or boards to stick them on

At the beginning of the camp, it is good to find out why everyone decided to take part in the Workcamp, which wishes, expectations and fears they bring, and how they imagine contributing to the camp.

Prepare a poster or several posters for **3 questions:**

1. What should happen?
2. What should not happen?
3. What can I do?

Everyone takes a post-it (at least one for each question) and writes down their thoughts. Let them pin it on the respective poster and, when everyone is finished, read the post-its out loud. It does not matter who wrote what. Hang the poster(s) somewhere you'll pass by regularly. At the end of the camp, you can come back to this and check what points have been accomplished and which ones haven't.

## Camp post box

**Category:** Evaluation

**Aim:** Sharing & getting feedback

**Duration:** The whole camp

**Material:** Box

Put up a post box at the very beginning of the camp. This **box is for suggestions, remarks, critics, problems, wishes, compliments, etc.** Check the postbox always at dinner time and talk with the group about the notes. For example: You can hand the box around, everyone takes one note and reads it out loud. Talk about each one and pass the box around until all notes



have been read and discussed. Write down the most important points and see whether the group wants to change something.

It is possible that the post box remains empty most evenings, but it is a very useful method for you and your participants: By opening the box every night at dinner, everyone knows that their notes will be read very soon. This is important when someone has a problem they want to share with the group anonymously.

## Treasure chest and bin

**Category:** Evaluation

**Aim:** Sharing & getting feedback

**Duration:** 15-30 mins (depending on group size)

For the 'treasure chest and bin', each participant is asked to think about a specific timespan (last week, last weekend, last week only at work, last week only community life, etc.)- Everyone should pick a situation or an event that is very important to them, and one situation they really didn't like. The good ones are collected in the treasure chest, the bad ones in the bin. Example: "I put in my treasure chest the moment we were sitting together during lunch break and told jokes." Through this method you don't only talk about the bad things, but also about the good things. **Do not forget to talk a bit more about the 'bin', of course, so that it will get smaller and smaller.**

## Darts Board

**Category:** Evaluation

**Aim:** Sharing & getting feedback on specific ideas / general evaluation

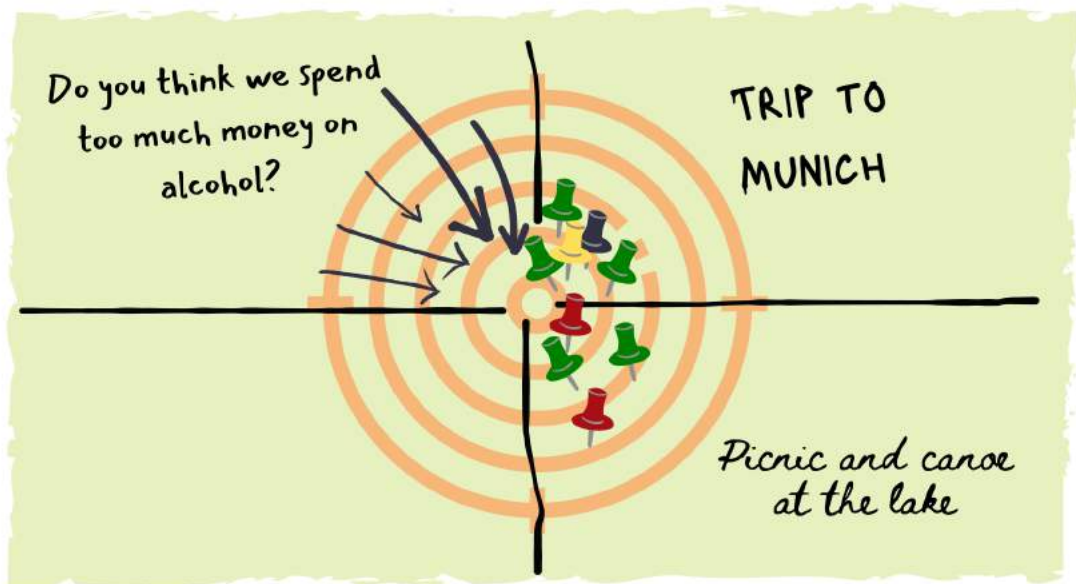
**Duration:** 5-30 mins

**Material:** Poster and pens

Draw a big circle and divide it into different sections - just like a darts board. In the outer circle, write the topics you want to discuss. Participants can show their opinions on whether they find this topic important to discuss, by

drawing arrows or dots: An arrow/dot pointing right to the middle = strong urge to discuss topic. An arrow pointing to the margin circles or even outside of the circle = no (strong) desire to discuss this topic.

You can also use this method in group-decision making processes to get a first impression. Write all the possibilities in different sections and let the participants make dots in the section they favour the most. You can also adapt it to use for a quick final evaluation.



## Smiles and Frowns

**Category:** Evaluation

**Aim:** Sharing & getting feedback / general evaluation

**Duration:** 15-30 mins (depending on group size)

**Material:** 2 posters

Prepare two big posters: One with a smiling face and one with a frowning face. Then, ask each participant to write down, or name, one positive (smiling face) and one negative (frowning face) thing. Negative points must be taken seriously, but can be treated creatively – how can we avoid something like this the next time? What can we do about it?

## Brainwriting

**Category:** Evaluation

**Aim:** Sharing & getting feedback / mid-term evaluation

**Duration:** 20-40 mins

**Material:** Poster and enough pens for everyone

Many people find it easier to write down their opinions than to say them out loud or share them in front of the whole group. Prepare **several posters, label them with topics you would like to evaluate** (for example: food, rules, group-life, work) **and hang them on different walls or lay them out on tables**. The group now has about 5-10 minutes to walk around the room and write down whatever they can think of regarding the topic. This can be positive, negative and hopefully constructive.

Once everyone is done, the comments are read out loud and sometimes taken up as a discussion if need be. Incomprehensible comments can be explained by the respective authors. Do not insist if people do not want to share something in front of everyone, however. Respect every contribution and take them seriously. If there is a bigger discussion or many negative reviews on a topic, the group will need to think about how to change things. **This method can be used for your mid-term evaluation.**

## Awards!

**Aim:** Motivation, appreciation of everyone's efforts

**Duration:** 15-30 mins (depending on group size)

Not an evaluation method per se, but this **can be done after a productive evaluation**. Especially, when you have been talking about some important things and the good mood is gone for the moment, this a great way to get it back up. Sit together comfortably in a circle. Ask everyone to look to their left neighbours. Now, everyone has a few minutes to think about the following question: The person next to you won an award, and you are the one who is going to present the award to them. What did this person win it for? Let the first person start like this: "I proudly present you (name) with this award for..." Do not forget the applause - it is an award ceremony!



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# The Master Checklist



## PREPARE - before the Workcamp

- Contact local host** to introduce yourself, inform about arrival time.
- Email all participants** to introduce yourself, give personal phone number and offer assistance with travel issues.
- Get your **camp file and budget** from the IBG office team.
- Check out **free time activities in camp area**.
- Sort out any **open questions** with the local host, IBG office and participants.

## HAPPY BEGINNINGS - start your camp

- Fill in the '**Übergabeprotokoll**' form (signed by you and the local host).
- Check the accommodation** for fire extinguisher, first-aid kit (including tick tongs or similar), kitchen supplies... Get anything that is missing.
- Check with the local host about the schedule:** When do you start? Where do you meet for work? Are there any events organised by the local host for the group?
- Get to know the place:** Where is the closest pharmacy, doctor's office, bank, supermarket, bakery etc.?
- Go grocery shopping:** Get food for approx. 3 days. Don't forget toilet paper, cleaning supplies and other essentials (see list in the camp file).
- Put up signs** in the accommodation: Emergency no./"Your Rights"/...
- Prepare posters/big big schedule/kitchen & cleaning schedule**
- Mark the way to the accommodation** (use the yellow signs from the camp file).

## THE ACTION STARTS - participants are there

- Introduce yourself** as the person(s) in charge.
- Show everyone **beds + bathrooms**.
- Check basic needs:** Hungry/thirsty/tired/other wishes?
- Does everyone have a **sleeping bag**?

## SETTLING IN - the first evening/next day

- Check **language levels** – does everybody understand you?
- Explain **work project, camp finances and your role as a camp leader(s)**.
- Show and explain **accommodation**.
- Have everyone sign the **participants' list** (make corrections only on the corrections list!).
- Check **insurance, medical conditions and allergies**.
- Play some **games** ('icebreakers') and **explore surroundings** together.
- Agree on **camp rules**.
- Ask participants about **expectations / fears / needs / wishes**.
- Check attendance list and **(re)calculate camp budget**.
- Inform the IBG office**: Did everybody arrive? Is someone coming later?

## FINISH WITH A BANG - at the end of the Workcamp

- Celebrate** finishing the work project.
- Check **departure times** and organise **drop-offs if needed**.
- Hand out and collect the paper **evaluation forms** from the camp file.
- Do a **final feedback/evaluation** with the group.
- Clean the accommodation** together.
- Have a **goodbye party** for locals, goodbye just for the group, sugar cubes...
- Return accommodation** and fill in 'Übergabeprotokoll' form again with the local host.
- As camp leader, you are the last to leave!**

## BACK HOME - after the Workcamp

- Complete the camp file**: Are all expenses in the budget accounted for? Do you have receipts for everything? Have you signed all lists yourself? Give / send the camp-file to the IBG office.
- Finalise the budget** with the IBG office team: If you have money left over of the budget, transfer or give it back.
- Write your **camp report** and **share pictures with IBG**.
- Sign up for the **IBG Volunteers' Weekend!**



We thank you very much for your  
effort and dedication.

Without wonderful volunteers like  
you, our work would not be possible!



**IBG**

Internationale Begegnung  
in Gemeinschaftsdiensten e.V.

This manual is based on the experience and contributions of IBG camp leaders,  
volunteers, staff and board members.

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