



GVI Costa Rica
Quepos

Childcare & Community
development

Teaching English &
Community development

Internship programs

Training manual

Dear Volunteer

Congratulations! If you are reading this, you have been accepted to participate in a very rewarding experience, enriching the lives of children and adults in the Quepos area. On behalf of ourselves and our project partners GVI would like to thank you in advance for all of your hard work and dedication to a project that could not succeed without you. Every volunteer that comes through any GVI project has an impact, no matter how long or short a time they will be with us.

Teaching, working with children, and community development can be hard work both physically and mentally, but also extremely rewarding. The more effort and energy you put in the more you will take from it. Volunteers should be prepared to face a number of challenges during their stay with us but don't worry, we have field staff available to help you at any time throughout your stay on the project, and you will be constantly surrounded by a group of fellow volunteers who, at the end of your stay, will feel more like family. We encourage everyone to help and support each other, as the majority of our volunteers are new to teaching and community development.

We sincerely hope this will be a fun and rewarding experience for you; however we must all keep in mind that the main focus of these projects is to improve the lives of the community members by working to improve education and living standards. To achieve this, it will require hard work and dedication on your part, as well as creativity, flexibility and a great attitude. Volunteers should read through this Training Manual in detail, as it will introduce you to the projects as well as to some basic concepts related to your role.

We also strongly advise spending some time getting to know the language and learning about the culture before arriving. Volunteers should also read the GVI Field Manual, which will give good advice as to what things to bring and a number of other things to think about before arriving. After arriving there will be further training in these areas to ensure you are well prepared to begin your work on these projects.

If you have any questions before you begin your adventure then do contact our Country Expert in the office and start getting excited for your program. We look forward to your arrival and introducing you to our projects and local partners!

The GVI Costa Rica Community development Staff

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GVI Mission

It is our mission to build a global network of people united by their passion to make a difference.

GVI has 3 clear objectives against which we measure our success:

Awareness: To increase cultural understanding and awareness of global issues within our alumni

Impact: To make long term, sustainable contributions towards key global and local issues

Empowerment: To equip our alumni with the knowledge and ability to further contribute towards key global and local issues

We consider our alumni to be all people we come into contact with, be they donors, fundraisers, volunteers, interns, local partner staff or local community members we work with.

The key local and global issues line up closely with the issues identified by international conservation and community development groups, specifically with the UN Sustainable Development Goals.

All of our projects are undertaken under the direction of our local partners, who have a record of success in their field locally but lack sufficient resources. We supply funds, equipment, personnel and knowledge to help meet their aims and recruit long term, experienced staff, interns and volunteers to work on behalf of and under the direction of our local partners and communities. We commit all project ownership and all work undertaken to their direction.

In Costa Rica we have been working since 2006, and specifically in the Quepos area since 2011 following our local partner needs which have gone from construction to English teaching, to childcare and community development. To date we have built 2 playgrounds, 2 classrooms, 2 kitchens and 2 community centers in different locations, we have worked with 4 schools from running a sports program to arts and crafts workshops to English classes to Environmental education to childcare.

We hope that all our participants will also share our core values:

- ✓ Fun
- ✓ Family
- ✓ Inspire
- ✓ Respect & Trust
- ✓ Passion & Commitment

An introduction to Costa Rica & the Quepos/Manuel Antonio Area

Costa Rica is most commonly known as the paradise of Central America. It is filled with jungles, huge amounts of biodiversity and wildlife, national parks, and is lined by beautiful beaches on the east and west. Costa Rica is an oasis of calm and security in the politically volatile Central American region. The end of its civil war in 1948 resulted in a massive boom in tourism, subsequently making Costa Rica the most visited nation in Central America with eco-tourism being one of the largest attractions boasted.

Costa Rica is also a stable Country, both politically and economically, thanks to the abolishment of the national army in 1948. Following this, the national budget allocated to armed forces was shifted to the education system and to supporting the arts in the country. Costa Rica is arguably the most literate population in Central America, boasting of a 93% literacy rate in those 10 years or over. In fact, the country has always had a strong focus on education, becoming the first in the world to make primary education both free and obligatory in 1869, funding the education program through the state's share of the great coffee wealth. In those days only one in ten Costa Ricans could read and write. By 1920, 50% of the population was literate and by 1970s 89% were able to read and write.

The last 20 years have seen a significant boosts to educational standards. Since the 1970s the country has invested more than 28% of the national budget on primary and secondary education. President Figueres, elected in 1994, advocated a computer in each of the nation's 4000 schools, plus obligatory English classes, in line with the technological and tourist industries boom of recent years.

Despite this it is not the case that education is readily available to everyone. Elementary and high schools are to be found in every community, but though the system is said to be free many cannot afford the required uniforms, and rural schools often have no books for students. The length of time daily spent in school can be as little as 3 hours as the school class schedule is often divided into two sessions in order to accommodate the number of students.

The capital, San Jose, has a population of around 1.5 million people and, with other cities in the central highlands area of the country, accounts for the majority of the 4.5million population of Costa Rica. There is a huge amount to do in and around San Jose and volunteers are strongly encouraged to allow time

before or after their GVI program to visit some of the national attractions. Whether your preference is sunbathing on a warm Caribbean beach or a trek up one of the stunning volcanoes it is well worth taking the time to explore this beautiful country.

Quepos, home to our volunteer community project, is a small Pacific town just outside Manuel Antonio which is home to some of the best tourist attractions in the country, hosting thousands of foreign and local visitors every year. Some come for the national park, considered one of the best in the country, and others for the beaches. The surfing both in this beautiful beach town and on other beaches just a couple of hours along the coast draws people from across the world and there are international deep sea fishing competitions held in the waters just off Manuel Antonio. It is worth mentioning that there are some strong rip currents so caution is advised.



The project site

GVI has been working in local communities around Quepos since 2011 and aims to support those communities in developing themselves and particularly in developing the younger members of the community. Since the beginning, GVI has mainly focused on one of the most underprivileged communities, called El Cocal. In the past GVI has also worked directly with schools from other communities like Roncador and Damas, and a daycare centre, Red de Cuido in the community of La Inmaculada and helped with diverse activities. GVI Costa Rica has decided to focus the efforts this year, on El Cocal as it is the community with the most needs, and therefore, support the children's development in different areas.

El Cocal is a community located on a small peninsular a few minutes outside of Quepos. Despite the proximity to the tourist center of Quepos, it has a very different feel and the lifestyle of the community members is quite unique. Reaching Quepos, often referred to as “the other side,” requires crossing a small waterway by boat, and the physical separation has a significant impact on the life and worldview of the inhabitants of El Cocal. The



community itself is an isolated and partially illegal settlement, home to Costa Ricans as well as many immigrant families from other Latin American countries, namely Nicaragua, Cuba, and Panama. Many of these people have come to Costa Rica to benefit from the political and financial stability offered, but in such a tourist-rich area as Quepos people can struggle to make ends meet unless they are able to draw an income from the foreign visitors. Male residents of El Cocal are commonly employed in the fishing industry, which can be unreliable, so families get used to living in the moment and spending the money they have when they get it rather than saving up. Children growing up in this environment often do not have the same understanding of preparing for the future as we are encouraged to in more privileged backgrounds and their attitudes towards education and life in general reflect this. This is partly fueled by lack of education in the community and partly by the transient and semi-legal nature of the community, many of whose members are (seasonally) unemployed and affected by drug and alcohol abuse.

El Cocal is commonly ignored and avoided by residents of the Quepos and Manuel Antonio areas, who consider El Cocal to be a helpless and dangerous area. Despite being inhabited for decades the only official building on the peninsular is the school, so we work in partnership with the school and a small group of people that have the desire to improve their conditions.

We believe that education is a powerful tool in community development as it can empower students and give them the ability to shape their own lives and the lives of others, and volunteers are a valuable asset to this process. We are aware that this process will take time so we are offering a space to children to come after or before school hours to learn in a fun way, while reinforcing some values to become better citizens.

Our local partners

We work in partnership with different local organizations supporting their needs and contributing to their objectives, ie El Cocal primary school, the Red Cross volunteers, Comite de seguridad from Barrio El Cocal (Security Committee, El Cocal community), Escuela Tecnica de Quepos (Quepos highschool), among others.

Our hub objectives

We have the following long and midterm objectives:

Long Term Objectives

1. Improve access to education and wellbeing in the El Cocal community
2. Increase environmental awareness in the local community
3. Improve English literacy levels in Quepos community and surrounded areas

Medium term objectives

1. Offer a safe space to children to hang out and develop social and emotional skills in order to contribute to the reduction of negative behaviors like violence, bullying, drug use, and dropping out school.
2. Help acquiring a community center and community vegetable garden in El Cocal for children and adults to attend
3. Create an enriching and supportive program to encourage attendance and the development of students' skills & confidence in a variety of areas
4. Improve children's health and school focus by eating a healthier breakfast
5. Introduce children to different environmental topics and its importance to preserve it, while offering alternative ways to reuse certain products
6. Provide English classes to children, teenagers and adults so they can improve their income sources.



The Sustainable development goals

We are also working in line with the United Nations (UN) Sustainable development goals (SDG's), a set of 17 goals that the UN put together in 2015 to achieve a Sustainable World by 2030. This is part of a wider 2030 agenda for Sustainable development around the World. Through our different programs in Quepos we are contributing to the following goals:



1. No Poverty

We will live in a world where nobody, anywhere, lives in extreme poverty



2. Zero Hunger

We will live in a world where no one goes hungry, where no one wakes in the morning asking if there will be food today



4. Quality Education

We will live in a world where everyone will go to school, and education gives us the knowledge and skills for a fulfilling life



8. Decent Work and Economic Growth

We will live in a world where economies prosper and new wealth will lead to decent jobs for everyone



9. Industry, Innovation and Infrastructure

We will live in a world where our industries, our infrastructure, and our best innovations are not just used to make money but to make all of our lives better



11. Sustainable Cities and Communities

We will live in a world where people will live in communities that are safe, progressive, and support everyone who lives there



16. Peace, Justice and Strong Institutions

We will live in a world with peace between and inside countries, where all governments are open and answer to what they do at home and abroad, where justice rules, and everyone is held as equal before the law



17. Partnerships for the Goals

We will live in a world where all countries and people work together in partnerships of all kinds to make these global goals a reality for everyone, everywhere.



The Programs

Throughout our experience, we have seen that if basic needs are not fulfilled it is very hard that a child will focus and get interest in learning English or any other topic. It has become evident, that when a child is not ready to learn, is not going to learn.

Therefore, we are running a childcare and community development program, and an English teaching and community development program in which participants of both programs get involved with community development activities. Besides the lessons we give, we strongly believe in helping the community and the school with their needs through community service projects.



Child care program and community development

Where do we work?

1. El Cocal school
2. El Cocal community Centre

What do we do?

The activities that we do are extra-curricular and the children come to the classes voluntarily. We try to do activities that are not done in school. We teach the children what we can but always through educational games, music, crafts, experiments, sports etc. The activities we do are always around a certain subject, for example the month of the trees or the month of healthy food etc. We do a lot with topic about recycling and environmental issues and social skills (social emotional education). Since the neighborhood has a lot of social-economic problems, broken families, violence, poverty etc. the children have very poor social skills. As GVI, we welcome the children to our activities with open minds and open arms to give them a positive and stimulating environment where they can develop their skills.

At the moment of writing (August 2016) the community and GVI together are building a community Centre in a central part of the neighborhood. So we are involved in the sustainable construction and the painting, decoration and design of the place. When it will be finished, we will be able to work with the children in the heart of the community.

Teaching English program and community development

Where do we work?

1. El Cocal school (adults)
2. Quepos community

For example: Red Cross (adults/adolescents) and Colegio Tecnico (teenagers age 12 -17 years)

What do we do?

We work with different groups in the area of Quepos as English teachers and English teaching assistance. In this part of Costa Rica there is a lot of tourism, due to the most famous National Park Manuel Antonio. Therefore it is very important that the people speak English because working in tourism is one of the main job opportunities. People that work in tourism have a better income and will be less likely to end up in drugs or on the streets (which is very common as well). English education in schools is mostly not sufficient to speak fluently and most young people and also the people in El Cocal are not able to pay for extra classes. GVI opened their English courses for everyone who wants to join and we work with children, adolescents and adults. In some places we design our courses ourselves and we try to work with tailor-made lessons, like for example in El Cocal and the Red Cross. In other places we work together with the Costa Rican English teachers and we assist in the classes they teach at the local school. These are just some examples of our teaching English program. GVI works from the needs of the community and courses can change over time due to changing needs and availability of classrooms and schedules of students and groups. The strength of GVI in this program are the conversational classes we offer so students can practice real situations and feel more confident speaking English.

In both programs it is good to be aware of holidays and exam periods in which the regular schedule can't be followed and we have to adapt our lessons and schedule to the situation. Both programs also require sometimes work in the community (at this moment we are building a community Centre) and work on the program like updating the lesson database, planning and preparing for classes. Volunteers are also involved in the tasks in the house and special tasks in the community like festivals and contests. Both programs are very dynamic and require an open minded positive spirit and a hands on mentality.

Community development, long and short term Internships

The internships are based on the two previous programs. childcare and community or teaching English and community. The internship will help you to be more involved in the program and more conscious about your own development. As an intern you will receive a leadership course and you will develop a plan which we call a 'leadership project'. You can think of anything that will help the community or the program to do. You will develop your own program, find the materials and people you can work with and work on it until it's finished. You will leave your finished project as a donation to the community and the program. Apart from this you will have weekly meetings with a mentor from GVI on base and set your personal and professional objectives to work on. You can also be involved in some extra tasks and responsibilities.

It is a great opportunity to get to know the program in-depth and to get to know more about your strengths and challenges.

As you can see, we have a diverse program that aims at involving ourselves into many aspects of the community member's lives. A typical project day therefore exists partly out of teaching/childcare, while you will help out with community service work the rest of the day! Be prepared to get yourself involved in lesson planning and teaching, but also in gardening, beautifying our brand new community center and in any other exciting community project that comes up along the way!



What will you be doing?- Life on project

On the arrival day you will move in to the accommodation in Quepos, and you will receive an orientation and welcome meeting, health and safety and a brief introduction to the project. The rest of the training will be provided during your 1st week. Training might include classroom management, lesson planning, rules and responsibilities, etc. You will start preparing your lessons from week 1 so it will greatly benefit you if you think about some activities before you arrive to the project.

We are based in a traditional-style house in the town of Quepos, which is centrally located near the community we work in, the bus station, shops, as well as the lovely Manuel Antonio beaches and national park. Quepos is a small but very functional town with several supermarkets, plenty of clothing and souvenir shops, banks, restaurants, laundries, and most other services you might need.

You will live in shared rooms. The house bedrooms sleep 2-6 people in bunk beds. There are enough bathrooms, a kitchen, and shared common spaces to relax in (including a roof top hammock). Chores and cooking duty are based on a rotating schedule and it is very important that everyone do their part to keep things tidy and hygienic.

A typical day starts around 7-8am. After breakfast you will be travelling to your project and start work. The number of work hours vary according to the activities needed to do on the project. We normally



divide the group in two shifts, one in the morning and one in the afternoon, however, depending on the needs you might be asked to work the entire day. In general, if you are teaching in the morning, you will be doing community service work in the afternoon and the other way around. Lunch will be done in the community in the house of a local family. Following lunch a daily meeting with the project staff will serve as a daily

summary of the activities, a channel to talk about house issues and any other announcements.

Whether you have signed up in for the Community development Internship, English teaching or Childcare program you will all be helping in the different activities, sharing all responsibilities depending on your skills and community needs. On Mondays, we all plan and prepare lessons at home and during the week we travel to the project together as a group. Additional planning is sometimes necessary and is done throughout the week after project hours. You will always be accompanied by a staff member while you are on project. Staff live in apartments above the house and there is always someone available to help you as you get accustomed to the way of things here. Expect full days and a Monday-Friday schedule, with plenty of time on weekends to enjoy the beautiful nature of the area. However, depending on local needs, you might be asked to help on Saturdays or Sundays.

After your day at your project, you will join your fellow volunteers and prepare dinner for the group (in turns) and do any other chores that need to be done to keep the house a nice living place.



Unless you are fluent, you have to take an intensive Spanish course in your first weeks, as this will benefit your performance. The classes are taught in the homes of local Spanish teachers before or after project hours, giving you a taste of typical Costa Rican life.

Performances and celebrations are very important parts of Costa Rican school culture and they will be prioritized, sometimes leading to last-minute schedule changes or cancellations. As a volunteer, you should be prepared to be flexible and understanding of these and other situations that may affect your classes. A lesson plan will never be wasted; it will simply carry over and can be used for the next class. You will have a much more positive experience by learning to follow the rhythms

of “Tico time” and accepting Costa Rican culture as it is, rather than expecting things to work as they do in your home.

If you are an **Intern**, you will have additional training and more responsibilities and duties, you will be helping with logistics and administrative work to help run the project. This will give you organizational, leadership and social skills to add to your professional development. You will be expected to help during some Saturdays and Sundays, under the supervision and mentorship of our permanent staff.

A typical week:

Monday	Tuesday	Wednesday	Thursday	Friday
Planning or training at home	Childcare, community work, English teaching	Childcare, community work, English teaching	Childcare, community work, English teaching	Childcare, community work, English teaching
Lunch & house meeting	Lunch & house meeting	Lunch & house meeting	Lunch & house meeting	Lunch & house meeting
Fun with the kids	Childcare, community work, English teaching, free time	Childcare, community work, English teaching, free time	Childcare, community work, English teaching, free time	Childcare, community work, English teaching, free time
Spanish class	Spanish class/Adult English	Spanish class/Adult English	Spanish class/Adult English	Spanish class
Cooking /chores	Cooking /chores	Cooking /chores	Cooking /chores	Cooking /chores
Dinner	Dinner	Dinner	Dinner	Dinner

Please note that this is not exactly how your week will be but just to give you a rough idea on the general schedule, please also keep in mind that working with communities and children is very dynamic, so the schedule can change from one day to another, please be flexible and come with an open mind.

The way we work

Lesson Planning And Reflection Sheets

The provided lesson planning sheets and reflections sheets are essential to our program. Due to the nature of our program, volunteers come and leave. To be able to provide a good program to the children we work with, it is however important to maintain continuity as much as possible. It is important for new volunteers to be able to see what has been done in the past, to know where they can take off.

IMAGINE: one of the other volunteers is lead teacher for an activity, but suddenly she gets really sick. She asks you to do her activity. What would you like to have written out in the lesson plan? What would you need to be able to pick up the lesson plan and teach the class, without getting her instructions?

Moreover, lesson planning sheets will help you to think well about the structure of your class. With what activity will you start, how long will it take and how will you explain this to the students? A really important part of the lesson planning sheets is the material list. Think well about every step of your class and the materials you will need for that. What will you need to demonstrate the activity to the kids and what will they need to do the activity?

Put yourself in their shoes: Have you ever tried to learn a new language? Or learned new skills? Many people find visuals, practice, singing etc all very helpful or even essential. Make use of this!!

While planning a lesson, think well about:

- 1) What is your objective? Find the week you're on in our curriculum. Pick a (a few) learning objective(s) you'd like to cover.
- 2) What do my students need to know in order to show they can do/ understand this objective? - How can they do/show this to you? - How will you assess it? Worksheet, on a test, through a performance, orally?
- 3) How can they prove this? Plan an activity that will prove the objective. - Plan the activity to prove it - Does it get your students out of their seats or thinking creatively? - Is it meaningful & interesting? - Would you want to do it?
- 4) What will 'hook' them? 'Hook' your students on the lesson with a fun game or scenario or you can play a review game
- 5) Revisit the objective Close your lesson reminding students of purpose & try to assess understanding - What was the whole point of the lesson? - Did they understand the lesson? Have they proved the objective?

Reflecting sheets: After every activity the lead teacher will write a reflection, using the reflection sheet, noting down what has been taught that class, what went well with the students and which things will need more work in the future.

IMAGINE: you are a new volunteer and are not familiar with the kids or with the lessons that have been taught in the past. What would you like to read in the reflecting sheets to understand how the

class went? Or what kind of things have to be taken into account when teaching a class to this group or student? Or just what kind of topics have been dealt with already and which things still need work?

REMEMBER: YOUR STUDENTS WILL NOTICE IT RIGHT AWAY IF YOU ARE NOT WELL PREPARED OR IF YOU HAVE 'LOOSE MOMENTS' BETWEEN ACTIVITIES. THEY WILL MOST CERTAINLY TAKE ADVANTAGE OF THESE MOMENTS AND THE CLASS WILL BE OUT OF CONTROL BEFORE YOU'LL EVEN NOTICE! KEEPING STUDENTS BUSY IS KEY TO A CONTROLLED CLASSROOM!!

MUST: BOXES WITH MATERIALS FOR THE NEXT DAY MUST BE PACKED EVERY NIGHT AFTER DINNER. LOOKING FOR MATERIALS IN THE MORNING BEFORE GOING TO PROJECT IS TOO LATE!!

IMPORTANT: USE YOUR PLANNING SHEET AND THE LIST WITH THE MATERIALS TO PACK YOUR BOX. THIS PREVENTS UNCOMFORTABLE DISCOVERIES OF MISSING MATERIALS AT PROJECT. DON'T FORGET THE MATERIALS OF YOUR BACK UP ACTIVITIES!!

NOTE: NOT DOING SO SERIOUSLY AFFECTS THE QUALITY OF OUR LESSONS AND WILL THEREFORE LEAD TO AN OFFICAL WARNING AND/OR POSSIBLE EXPULSION FROM THE PROGRAM.

Taking attendance

Every day we start our day by taking attendance. Students and their parents know, that they are expected to participate in our program on a daily basis. Remember to repeat this to the students. If a student can't come to class, his/her parents need to call us beforehand or the next day the student needs to come in with a note from the parents explaining the reason for absence. We will take note of absence of every student. Is a student absent without a legit reason or note from the students' parents, we contact the parents immediately. The student won't be able to participate in the rest of the program that week. Is a student absent for more than 80% of the classes at the end of the 6 months, without legit reason, that student won't be able to participate in the closing concert of the program. After being absent 3 times with a note or call from the parents, we will have a personal conversation with the parents as well to evaluate the student's participation in the program.

Icebreakers

In their ideal form, icebreakers start getting students engaged with each other and the topic of the week. It helps to unlock and stimulate shy students and it is a great way of reinforcing the skills you want the student to learn in that week. The Icebreaker is the same for the whole week, but every day the activity can be extended by adding extra phases to the core activity. For example, in the first week we will make use a song about listening skills. Every day, movements and skills can be added to the song. It is important that icebreakers are designed so everyone can be successful. No right or wrong. The icebreaker needs to help students to get comfortable, not to embarrass them or set off anxiety!

Warming up

Warming up activities serve to introduce to theme or activity of the day. It is a great way to get students in the right mind set for the activity. What kind of skills will the student need for the day? How can we stimulate the student's creativity for today's activity?

Brain builders

The brain builder is the main activity of the day and in this hour we teach the student what we want them to learn that day. Try to think further than conventional teaching styles and involve images, role play and anything else to make your lesson more interactive. You can involve more practical activities as making props with the kids and making an arts or crafts activity reinforcing the lesson taught. Essential is that the lesson is fun for kids! Would you like to do this activity after your normal school hours?

Skill practice games

Skill practice games develop executive function skills and stimulate working memory, impulse control and focusing attention. During the skill practice games, the students can put in practice what they have learned during the brain builder activity. The idea is, that their brains will get stronger and smarter with practice and effort (growth mindset). Skill practice games need to have clear rules that reinforce the skills or lesson taught that day.

Back up activities

Planning is essential to a good lesson. But indecent of how good we plan and estimate the timing of our activities, working with kids means working with changes and adaptations! If you have ever worked with kids before, you know how different kids are from each other in the executing of their projects and games. Some might need an hour to finish a craft activity that others finish in 10 minutes! Also, it often happens that you plan a group activity for 30 minutes that in practice works out to take only half of the time you had plans.

So what do you do when you are suddenly done with your lesson or activity and you have a group of kids expecting from you to come up with something else?

To prevent such uncomfortable moments in which we don't know what to do, we always have several back-up activities for each day that we teach. The backup activity could be an extension of the activity that you are already doing, a reinforcement or an entirely new activity!

TIP: Plan back-up activities that are easy in execution and don't require a lot of materials. Remember that you have to take all materials to project, also the ones that you could possibly need for the back up activities!

REMEMBER: Your students will notice it right away if you are not well prepared or if you have nothing else prepared for them to do. They will most certainly take advantage of these moments and the class will be out of control before you'll even notice. Keeping students busy is key to a controlled classroom!!

Behavior management

Research shows that positive consequences are more powerful than negative consequences for improving behavior. Our behavior management system is therefore mainly based on positive

reinforcement. However, when behavior doesn't improve with positive reinforcement only, positive or negative punishment is sometimes needed.

Personal positive reinforcement system:

The rewarding system isn't necessarily meant to reward the 'good' student that knows all the answers. We don't want the students that are maybe a bit slower in learning, to feel bad! Instead, we reward our students for good behavior. It is important to repeat the rules clearly at the beginning of each class, so that every student understands what is meant by 'good behavior'. If a student shows effort to help fellow students, to do something nice for anyone else, listens extra well to our instructions or does anything else that impresses you, reward this child. Take the student apart and look him/her in the eye. Tell the student with a clear voice, what she/he did well and how it impressed you. Give the student his/her golden star and make it public for the whole class!

Students that have the most golden stars at the end of the week, can pick a prize first!

Personal punishment system:

When a student misbehaves, we will always give this student a warning first. Depending on the degree of the behavior, we try to have a short personal conversation with this student trying to stimulate him/her to behave better and explaining clearly why this behavior is not tolerated. Sometimes however, it just happens that a student keeps misbehaving after a personal warning. In that case, we can give away one of the student's stars. After continuous misbehaving, the student receives an extra warning, explaining him that if his behavior continues this way we would have to talk to his parents, school or other caretaker. After this we will contact parents about the child's behavior and we can send a child to the school director.

Behavior management - Group points

Experience during projects in the past in the community of Cocal, shows that group points work well as a behavior management tool. At the beginning of each week, the group as a whole gets 10 points. Every time someone misbehaves, a group point is taken away as well. Once a group point has been taken away, it cannot be gained back (as is the case with personal stars that have been taken away). This, to resemble common goods and interests of a community or group as a whole. Once the damage is done to the community by personal actions, the damage is irreversible. Once the group as a whole has lost more than 5 points, no one will receive a prize at the end of the week. It will be therefore in everyone's interest to support good group behavior and stay above those 5 points per week!

IMPORTANT: AT THE END OF EVERY DAY WE HAVE TO NOTE DOWN THE REMAINING GROUP POINTS AND PERSONAL GOLDEN STARS AND SAD FACES. WE NEED THESE SCORES TO BE ABLE TO HAND OUT PRIZES ON FRIDAY, BUT ALSO THIS SERVES AS A MEASURING TOOL FOR THE EFFECT OF THIS PROGRAM AND THE PERSONAL DEVELOPMENT OF EACH STUDENT. THE AIM IS, THAT THE USE OF CONTROL MEASUREMENTS WILL GO DOWN ONCE THE PROGRAM ADVANCES. WE KEEP NOTE OF SCORES IN THE PERSONAL STUDENT FILES AND IN THE GROUP FOLDER.

Take Home Activities

In order for this program to be successful, it will be really important to receive the parents' support for our program. Involving parents in the activities we do will increase them stimulating their children to attend our program, but also will increase the level of effect of our program. Once both kids, us as teachers and their parents all know the same strategies and have a common language when it comes

to problem solving and calming down strategies , it will allow everyone to solve problems more efficiently and effectively. Indirectly, children can also teach their parents about the things they learn. The aim is that things that might have previously have escalated in behavior control measurements, can now be dealt with in the classroom or at home more efficiently in a few minutes.

We will have 1 take home activity every week, reinforcing the skills or information learned in that week. We give the take home activity on Tuesdays and review the activity on Thursdays.

Assessment

For every student we have a personal student file in which we can find the students' personal information and development.

- Every week on Friday, the student will have a 1:1 with tutor. This is a short 1:1 in which the student can reflect about his/her own behavior and comprehension of the skills or topics taught that week, using the provided self-reflecting sheets - Once every 2 weeks on Friday, the tutor also assesses the student and evaluates the students development.

Your First Day working with children

Getting to know your students is very important in your first week and will help you to settle into your role as a volunteer. Your first day may seem overwhelming at times. Keeping busy and getting involved straight away is a great way to start things off.



Make an effort to speak to each child one on one. Ask them their name, age, about their brothers or sisters, etc. Also make an effort to speak with the teachers and members of the community you are in contact with. Your personal relation with the students will become essential as well in effective behavior management.

Costa Rica has a culture of greetings, saying 'hello and good morning how are you?' in Spanish, with a smile will set you off on the right foot within the community (remember we are guests in their culture). By participating in this type of program you have a privileged glimpse into the world and culture of the local community that the average tourist/traveller is not even aware of. Appreciate this chance and soak up your surroundings...the experience will be so much more enriching if you do!

You will be bombarded with little ones chattering away in Spanish oblivious to the fact that you might not understand all of what they are saying. This can feel overwhelming but don't worry, it will get easier and this is why we organise your intensive Spanish course for the first weeks. Start studying the vocabulary list at the end of this manual now and you will feel much more confident dealing with the children and teachers in the community!

Using your time effectively

Your time as a volunteer is precious and you need to take advantage of every minute, don't waste your time! Always be sure that your lessons and activities are prepared and rehearsed the night before. A teacher that is rushing around trying to prepare materials will never have success in their objective of the lesson or activity and will lose the attention of the students. Make sure that if you are doing an arts and crafts project to always do a trial run outside of school to discover the difficulties you may encounter when you try it with your students. If the activity involves various steps or stages make sure you have examples to show the children what the project should look like for each step.

Some Tips on Volunteer conduct

- It is important to be culturally aware and respectful while in the school and communities. This includes having an open mind and flexible attitude.
- Dress appropriately. Costa Rica is a Catholic country and their values need to be respected. GVI t-shirts are worn on project and shorts/skirts must be to the knee or longer.
- Address the students and teachers politely- it is important to offer a word of greeting and say Hola or Buenos Dias to whomever you meet in your day to day activities.
- Be friendly and make an effort to get to know the teachers and students - mingle with people from the community.
- Try to include examples from the local culture in the lessons, this will help the students to understand. Example: when teaching numbers, you can include local prices; when discussing personal information, you can use Costa Rican celebrities.

Teaching Tips

The following lesson planning tips and ideas are valid for all GVI programs including teaching in the school, both group and individual, helping with younger students, arts workshops and sports activities.

Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. As a volunteer you are seen as a teacher as you are leading activities. Teachers need more than a vague notion of what they plan to bring into the classroom. The effective teacher needs to develop a plan to provide direction toward the attainment of their objectives. The more organized a teacher is, the more effective the teaching is.



Also remember that there is a big difference between the types of activities you will use with different age groups. While students of all levels enjoy dynamic learning, specific activities should be chosen with the age group and number of students in mind. Any group of children may enjoy an obstacle course activity, but the obstacles should be much easier if you are working with a group of second graders and harder for a sixth-grade group. A free plan activity with playdough is perfect for the little ones, while older kids might be asked to craft a clay sculpture. Look back over prior activity plans and the reflections written about them (found in archive binders) to get a sense for what is appropriate for the group you are teacher. Also check in with staff and more experienced volunteers.

Preparation

Good preparation gives the teacher time to be effective and proactive. You should always have all materials on hand and well-organized, clear instructions and a concept of how you will introduce your lesson/activity to the students/children, as well as a plan for monitoring their progress and understanding.

- A well-prepared volunteer is confident and in control; this sets the tone for your lesson / activity.
- Think of the theme of the lesson and try to make it as interesting as possible for your students. Before you present the main part of your lesson, set the stage for your students by tapping into their prior knowledge and giving the objectives a context. Remember to review previous information at the start of the lesson.
- An introductory activity helps to settle your students down as they enter the classroom by involving them immediately with an activity. It could be a math problem on the board, vocabulary lists that the students can define with a dictionary, drawing or passing out a map template asking students to locate certain countries/cities or a simply cut and paste activity. Having an opening song or movement routine that is repeated each day can work well to focus the attention of younger students.
- There are many resources and materials available. The curricula sometimes include printable resources-- ask a staff member if the book refers to a pdf or other document. In addition, our resource section in the house includes activity binders and books for ideas, books for reading to young children, and books with pictures you can copy. There are also copies of the student workbooks that go along with some curricula.
- Students learn in different ways and react better to different activities so teaching methods and style can be varied to cater for these students.
- Posters and activities can be used more than once, keep your lesson plan templates so that future volunteers can use them as well. Conversely, remember to look back through the lesson log binders to see what activities your students have enjoyed in the past, or how a topic may have been successfully taught before!
- Work together. Lesson planning is easier and more enjoyable if done as a group, giving suggestions, taking ideas or helping each other to make materials.
- Guided learning is important. Under your supervision the students are given a chance to practice and apply the skills you taught them and demonstrate their understanding.
- Volunteers should have a few activities planned beyond the main lesson: some back-up activities in case the students are losing interest, for higher level students who finish quicker than others, or in case your planned activities don't take as long as anticipated.

- The lesson doesn't end after your students complete a worksheet. The assessment section is one of the most important parts of all. Students should be able to demonstrate the skills you have taught. In addition to the formal curricular assessments, every lesson should include a chance for the students to demonstrate their skills. This could be a numbers bingo, a roleplay or interview exercise, a matching game....assessment tells volunteers how their methods are working and the different levels of their students.

Teaching Tips and Advice

From discussions with teachers, volunteers and our coordinators, we have devised a list of general tips for you to consider when planning and delivering your lessons/activities. This is by no means an exhaustive list and it is still a work in progress so we would appreciate your feedback on anything that you feel could be added to make lessons more successful and less stressful.

- Greet the students. A warm personal welcome sets the tone for the day and gives the teacher a chance to assess each student's mood.
- Being a proactive teacher involves setting rules and guidelines for the children all settings. Consistency is important so enforce the rules.
- Be positive with verbal and body language. You being optimistic and smiling will reflect your personality, and the children will be more receptive to a cheerful and happy volunteer.
- Know your students' names! This is one of the first things you should do. Get to know your children and develop a relationship with them straight away.
- Be patient. Always give students an opportunity to answer a question (10 seconds waiting time). Remember that they are working in a foreign language and have to translate in their mind before giving you the answer -- give them a chance to get there!
- Don't play favorites. All students should receive the same amount of attention from the volunteers.
- Have a plan B and a plan C. Sometimes the lessons you bring in won't work out. This happens to everyone, even highly skilled and experienced teachers, so don't take it as a reflection on you personally. Just make sure you have a back-up lesson plan or activity so you aren't tied to something that isn't working.
- Don't be afraid to ask questions. GVI staff will be around for you during your training and the duration of your stay.
- Always remain calm. It is easy to become frustrated or overwhelmed. Students will catch on to this and it will make it more difficult to manage the class.
- Have a schedule of activities. Children need structure. Plan daily activities or daily starters/openers that settle your students and give them a sense of order, and put up the schedule of the day on the board.
- Make sure your lessons involve all students. Plan your activities with the idea that you need all students to participate.
- "Do you understand?" is not a useful question! The students will nod as if they understand even when they don't. Ask concept-checking questions to make sure they understand, and give examples to explain concepts or words.

- Project your voice. Make sure it is heard, it is clear and not too fast. This shows leadership and confidence.
- Try not to teach the students pronunciation that is specific to your home town.
- Be presentable. You don't need to dress up, but make sure you are well rested and are wearing appropriate clothing. Nothing revealing! GVI will provide a t-shirt to be worn on project but we also ask that shorts/skirts are at least knee length and not see-through as the school environment is fairly conservative.
- Take time out every day to chat with the school's local teachers. It is customary to address school leaders when you arrive and depart for the day.
- Always be punctual. Maintain your schedule; this will aid in your lesson plans and the structure of your classroom.
- Always be courteous. Be sure to greet local school staff you encounter when on the project.
- Interact with students during break time or recess. Make the experience fun for yourself and the students even when outside the classroom.
- Learn your Spanish and use phrases the children can relate to.
- Try not to raise your voice, scold, embarrass or be sarcastic with your students.
- Always assist in classroom duties. (Clean-up, organizing materials, supervising the children) and always ask if someone needs help.
- Utilize all the resources that are available to you including handover notes, curriculum books, and your own ideas and creativity!
- Get to know your students. Having good communication with your students will enable you to be successful in your lessons.
- Remember, it is more than likely that on your first day most students will be just as nervous as you, if not more.
- Have fun! Volunteers should enjoy their role-- being able to work and live in such a beautiful country is the experience of a lifetime. Make the most of it!

Appendix 1. Spanish Vocabulary Basics

***Spanish is generally a phonetic language – it sounds like it reads!* There are a couple of exceptions though.**

- Vowels mostly have one sound. A is pronounced like the A in “at”. E is pronounced like the E in “egg”. I is pronounced like the letter E in “greed”. O is pronounced like the O in “dog”. U is pronounced like the U sound in “blue”.
- LL makes a Y sound.
- H is silent
- J makes an H sound
- Ñ makes an ny sound e.g. años = anyos
- C is hard in most cases as in the English word “cat” but functions like an S when followed by the letter I or E e.g. cielo is pronounced sielo
- G is hard in most cases as in the English word “get” but functions like an H when followed by the letter I or E e.g. general is pronounced heneral. There is no sound in Spanish that corresponds to the English G or J as in the English words general or jam.
- Qu is always hard like the English letter K and never has the W sound e.g. Quepos is pronounced Kepos.

Pleasantries

¡Hola!
 ¿Cómo le va?
 ¿Cómo está usted?
 Buenos días
 Buenas tardes
 Buenas noches
 Por favor
 Muchas gracias
 ¿Hola que tal?
 Me llamo...
 Mi nombre es...
 ¿De dónde es usted?
 Soy de Inglaterra
 Cuántos años tiene Usted?
 Tengo...años
 Quiero presentarle a...
 Mucho gusto
 Igualmente
 Hasta luego
 ¿Cómo le fue?
 ¿Qué has hecho?
 Por favor dígame dónde debo bajar

Hello
 How is it going?
 How are you?
 Good morning
 Good afternoon
 Good evening
 Please
 Thank you
 Hi, what's up/going on
 My name is....
 My name is...
 Where are you from?
 I'm from England
 How old are you?
 I'm.....years old
 I want you to meet...
 Glad to meet you
 Same to you
 See you later
 How was it?
 What have you been up to?
 Please tell me where to get off (a bus!).

La Familia

padre
 madre
 hermano
 hermana
 abuelo
 abuela
 tío
 tía
 hijo
 hija
 niño

The Family

father
 mother
 brother
 sister
 grandfather
 grandmother
 uncle
 aunt
 son
 daughter
 child

La Casa

El baño
El cuarto
El comedor
La sala
¿Puedo bañarme?
Estoy enfermo
Tengo sueño
No tengo mucha hambre
Sòlo un poco

Comida

el desayuno
el almuerzo
la cena
el pan
la mantequilla
el café
el té
el agua pura
el queso
los huevos
la fruta
la carne
el arroz
el pollo
el pescado
la leche
la estufa
Mezclar
Poner
Secar
Agua
Medir
Limpiar
Fuego
Encender
Leña

Useful Phrases

Tenga cuidado
Me gusta
No me gusta
No sé
Un momento
Es bonito
No entiendo
Perdón/discúlpeme
Cómo se dice en Español
Repite, por favor
Hable despacio por favor
Ya entiendo
¡Me alegro!
¡Qué pena!
¡Lo siento!

The House

The bathroom
The room
The dining room
The living room
Can I take a shower
I am sick
I am sleepy
I'm not very hungry
Just a little bit

Food/Cooking

breakfast
lunch
dinner
bread
butter
coffee
tea
fresh water
cheese
eggs
fruit
meat
rice
chicken
fish
milk
Stove
to mix
to put/lay
to dry
water
to measure
to clean up
fire
to light
firewood

be careful
I like it
I don't like it
I don't know
just a moment
It's beautiful
I don't understand
Sorry/excuse me
How do you say that in Spanish
Could you repeat please
Please speak slowly
Now I understand
I am happy for
What a pity
I am sorry

Siga	Go ahead
Entre	Just come in
Buen provecho	Bon appetit!
Ahora	A little later (in Costa Rican Spanish)
Ahorita	In just a little while (in Costa Rican Spanish)
Ya	Right now (in Costa Rican Spanish)

Commands for the classroom

Siéntese / siéntense	Sit down (single/plural)
Escuche / escuchen	Listen
Espérese / Espérense	Wait
Fíjese que/ Fíjense que	Notice that
Copie / Copien	Copy
Trace / Tracen	Trace
Corte / Corten	Cut
Escriba / Escriban	Write
Dibuje / Dibujen	Draw
Comparta / Compartan	Share
Cuídese / Cuídense	Be Careful
No moleste a su amiga	Don't bother your friend
No molesten a sus amigos	Don't bother your (pl.) friends
Lávese/Lávense las mans	Wash your hands
Escríbalo / Escribanlo en sus cuadernos	Write it (sing./ pl) in your notebooks

Encouragement / Correction

Muy bien	Very good
Que linda / Que bonito	How pretty
Perfecto	Perfect
Mucho mejor	Much better
Muy bien, pero no es exactamente correcto	Very good, but not exactly correct
Hay que...	You have to...
Falta / Faltan	It's missing (1 thing/ multiple things)
Al revés	Upside down/the other way
La otra dirección	The other direction

Kids Will Say

Señor(a) or Maestro(a)	Teacher (male/ female)
¿Me da permiso para ir al baño?	Can I go to the toilet?
Se acaba mi punta.	My pencil broken.
Quiero...	I want...
¿Puedo...	Can I...?
Él me está molestando.	He is bothering me.
Él me pegó.	He hit me
Yo terminé.	I'm done

Question Words

¿Qué..?	What...?
¿Quién...?	Who...?
¿Dónde está...?	Where is...?
¿Cuántos...?	How many...?
¿Recuerda usted? / ¿Recuerdan?	Do you remember? (sing / pl)
¿Qué es eso?	What is this?
¿Con cuál letra empieza...?	What letter does begin with?

Other Useful Classroom Vocabulary

Lápiz	Pencil
-------	--------

Marcador
 Sacapuntas
 Borrador
 Tijeras
 Línea
 Círculo
 Curva
 Cuadro
 Todo recto
 Cuaderno
 Hoja
 Más
 Menos
 Después de
 Antes de
 Todos
 Palabra
 Sonido
 Letra
 Una palabra que empieza con...
 Recreo / Ejercicios
 Un momento por favor

Marker
 Pencil Sharpener
 Rubber / Eraser
 Scissors
 Line
 Circle
 Curve
 Square
 Straight (useful for teaching letters)
 Notebook
 Sheet of paper / worksheet
 More
 Less
 After
 Before
 Everyone / All
 Word
 Sound
 Letter
 A word that begins with...
 Break-time
 One minute please

Cosas
 Dibujo

Things
 Drawing

Colores

Azul
 Celeste
 Amarillo
 Rojo
 Morado
 Café
 Verde
 Naranja
 Negro
 Blanco

Colors

Blue
 Sky-blue
 Yellow
 Red
 Purple
 Brown
 Green
 Orange
 Black
 White

Los días de la semana

Lunes
 Martes
 Miércoles
 Jueves
 Viernes
 Sábado
 Domingo

Days of the Week

Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

Los Meses del año

Enero
 Febrero
 Marzo
 Abril
 Mayo
 Junio
 Julio
 Agosto

Months of the Year

January
 February
 March
 April
 May
 June
 July
 August

Septiembre	September
Octubre	October
Noviembre	November
Diciembre	December
Example Date	
martes, 6 de julio	Tuesday, the 6th of July
(note that days and months are not capitalized)	
¿Cuál es la fecha?	What is the date?

Appendix 2 Quepos house code of conduct

You will be living in a different environment from what you may be used to, with people from different backgrounds and culture. Hence, to ensure a good environment in the house and to prevent harming the project reputation in the community we have extracted the following code of conduct and house rules:

- Violent behavior (physical and verbal) and abusive behavior on base, project or anywhere else will not be tolerated and will result in immediate expulsion from the program.
- Drunken behavior can not be accepted at project. Anyone in a drunken or hungover state is not allowed on project. Drunken behavior in Quepos or Manuel Antonio that can have a negative effect on the reputation of GVI will not be tolerated. This will lead to written warning or immediate expulsion from the program.
- Smoking marihuana or taking any other form of illegal drugs will lead to immediate expulsion from the program. Even on free weekends it is not allowed to take any kind of illegal drugs. We work in a community where illegal drugs are a big and problematic issue, so we can never have anyone that works for GVI on our projects, buy or take any illegal drugs.
- Relationships between staff and volunteers/interns are not allowed. Also no improper relationships between anyone from GVI and locals or third parties are tolerated. These relationships can harm the projects reputation and will lead to immediate expulsion from the program.
- Any negative behavior at projects, in the community, in the house or in town that could harm the relationship of trust that GVI has built over the years with the local community and at the projects, will not be tolerated. This will lead to a written warning or immediate expulsion from the program. This includes swearing, smoking, inappropriate gestures, revealing clothing, violence (verbal and physical) and anything that could damage the reputation of GVI or harm the project.
- It is forbidden to give any contact details, personal phone numbers or social media details to children or members of the community or give the address of the project house. This will lead to a written warning or expulsion from the program since it can put the people on base or yourself in serious danger.
- Any discussion about beliefs, religion, politics, money or any topic of this kind with the people at project and the children, we cannot tolerate. If this happens it will result in a written warning or in severe and harmful discussions to expulsion from the program.
- Any blurred boundaries or inappropriate contact between teachers/volunteers/interns/staff and children or members of the community will never be tolerated and will lead to immediate expulsion of the program.
- Theft or causing intentional damage to personal belongings of other volunteers/interns/staff, belongings from the project or community or GVI belongings will never be tolerated. This will lead to immediate expulsion from the program.
- Putting at risk the life of any person: your life, the life of other volunteers/interns/staff or even the children at the project or in the community cannot be tolerated and will lead to a written warning or immediate expulsion from the program, according to how severe the case is.
- You cannot go to project if: 1 you don't have adequate travel insurance, 2 in case you haven't sent references or a background check on time and/or we haven't received them. In some cases you can't go to project, in other cases you will have to leave base until your papers are in order.

HOUSE RULES

In the project house we have rules that we all have to follow. We want you to understand that these rules are necessary and important in order to live together in harmony in the project-house. Repeatedly or intentionally not following these rules or not following the indication of staff members about the rules or about safety will lead to a written warning.

1. **Use the sign out book if you leave for more than 15 minutes also during the weekends! If you accidentally forgot to sign out, send a message (preferably) to a staff member or call to let us know where you are and what time you will be back.**
2. **We have a quick sign out board if you will be away for less than 15 min. You have to sign out every time you leave the house, GVI cares about your Health and Safety!**
3. Always close or lock doors and gate behind you at all times.
4. **Clean up after yourself:** always and immediately wash up and dry up plates, cups, pots and pans etc. after using. Clean tables, cutting boards and kitchen floor if you spilled anything. Never leave waste around, throw it away directly in the bins.
5. Respect the recycling rules, put everything in the right bin.
6. Do your chores as well as you can. If you don't know how to do it, **ask for help.**
7. If you don't know how to cook or how much to cook, ask for help, **don't spoil/waste food.**
8. We eat meat twice a week. Defrost the meat in the morning for the meal of that night. Let it defrost IN the fridge, and put it in a bowl because it might leak.
9. Help others clean up if needed, take responsibility.
10. Never take medicine out of the First Aid Kits if it's not an emergency. If you have to use something from the First Aid Kits, let a staff member know so we can refill the supplies.
11. Be respectful to others. (in speaking and acting)
12. Respect each other's personal space.
13. Be quiet in the house after 9 pm on weekdays, 11 pm on Fridays and Saturdays.
14. **No drinking games** allowed at any day or any time in any occasion anywhere in or around the house.
15. Don't leave personal stuff in common areas when you leave the room.
16. Put valuable items in the safe in the office, to keep them secure.
17. Air-conditioning in rooms can only be on between 10 pm and 8 am. During the day turn off your AC unit.
18. Fans can be used at all times, turn them off when you leave the room.
19. Turn off the lights when you leave the room or when you go to sleep. No lights should be left on inside or outside the house during the night.
20. Label personal food. No name on food means communal food. Keep personal food in the place for personal food indicated in the kitchen. Don't eat food that is not yours.
21. Never leave food or drinks out in the kitchen or in rooms. It will attract ants, cockroaches or mice.
22. No visitors allowed in the project house, neither in the rooms nor in common areas.
23. Never take the house phone and leave it always in its place, connected and don't turn it off.
24. People who are ill cannot prepare food for the group.
25. Be careful with the things in the house and in your room. If you break something, you have to fix it, replace it or pay for the damage. Never try to fix something if it could be dangerous (like electric wires).
26. If something is broken always tell a staff member about it.
27. You cannot use the washing machine for personal clothes. Staff will wash the GVI t-shirts you wear at project on Monday. Washing machine will be used by the staff only.

CHILD CARE POLICY

- Respect our child care policy. Never put the children we work with in danger by exposing their names, places and faces in social media. For more information, read the GVI childcare policy or ask a staff member if you want to know if you can post certain photos or videos on social media.

Depending on the case, GVI can give a verbal warning, a written warning or decide to proceed to immediate expulsion from the program. In that case the expelled person will have to leave base immediately.

Appendix 3 GVI Child and Vulnerable Adult Protection Policy

We count with a Child and vulnerable adult protection policy for protection to the children and communities we work with, so we ask all our participants to get familiar with it and follow it.

GVI Child and Vulnerable Adult Protection Policy

Introduction

GVI has a responsibility to ensure to make provision for children, young people and vulnerable adults and must ensure that:

- the welfare of the child, young person or vulnerable adult is paramount
- all children and vulnerable adults, whatever their age, culture, disability, gender, language, racial origin religious beliefs and/or sexual identity have the right to protection from abuse
- the rights, wishes and feelings of children, young people and vulnerable adults, and their families are respected and listened to
- all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately

GVI Child and Vulnerable Adult Protection Policy aims to ensure that the actions of any person in the context of the work carried out by Global Vision International are transparent and safeguard and promote the welfare of all children and vulnerable adults associated with the organisation. The Policy provides guidance on appropriate standards, including reducing any opportunities for abuse, harm or bullying, staff and volunteer recruitment and training, behaviour towards children and vulnerable adults, professional boundaries, ethical behaviour, acceptable and unacceptable relationships, how to avoid or better manage difficult situations and how to report suspicions, allegations or incidents.

Implementation

- This code (GVI Child and Vulnerable Adult Protection Policy version GVI.2013.1) is a revised version of our earlier policy (GVI version 1.2) following formal training undertaken by senior GVI field managers in 2012.
- All staff and volunteers working with young people must be trained in, and follow, the GVI Child and Vulnerable Adult Protection Policy
- The Policy is publically available on the website www.gviworld.com and provided to all applicants

Framework for communication

All GVI staff and volunteers have a duty to report any suspicions, allegations or incidents of abuse. Staff and volunteers are not trained to deal with situations of abuse or to decide if abuse has occurred and should record the details as accurately as possible and immediately refer any suspicions, allegations or incidents to GVI's Child Protection Officer in the first instance, who will consider the information and decide upon the next steps.

Policy statement

GVI has a duty of care to safeguard all children and vulnerable adults involved in GVI from harm. All children and people have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. GVI will ensure the safety and protection of all children and vulnerable adults involved in GVI through adherence to the GVI Child and Vulnerable Adults Protection guidelines adopted by GVI and described below.

Definitions

A child is defined as a person under the age of 18 (The Children Act 1989).

A vulnerable adult is defined as a person who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

Policy aims

The aim of the GVI Child and Vulnerable Adult Protection Policy is to promote good practice:

- providing children and vulnerable adults with appropriate safety and protection whilst in the care of GVI
- allow and helping all staff and volunteers to make informed and confident responses to specific child and vulnerable adults protection issues.

Promoting good practice

Abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about the appropriate action to take.

Abuse can occur within many situations including the home, school, sporting and volunteer environment. Some individuals will actively seek employment or voluntary work with children and vulnerable adults in order to harm them. A staff member or volunteer may have regular contact with children and vulnerable adults and be an important link in identifying cases where they need protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

When a child or vulnerable adult enters a GVI activity having been subjected to abuse outside the GVI environment, the activities can play a crucial role in improving the person's self-esteem. In such instances, if past abuse is reported, GVI must work with the appropriate local agencies to ensure the required local support is received.

Good practice guidelines

All personnel should be encouraged to demonstrate exemplary behaviour in order to promote welfare and reduce the possibility of harm and abuse. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

- All staff and volunteers must work in an open environment and remain visible when working with children and vulnerable adults, e.g. avoid private or unobserved situations, whenever practical and possible, and ensure that another adult is present when working in the proximity of children and vulnerable adults.
- Encourage open communication with no secrets.
- Treating all children and vulnerable adults equally, and with respect and dignity.
- Always putting welfare first, before winning or achieving goals.
- Building balanced relationships based on mutual trust which empowers children and vulnerable adults to share in the decision-making process.
- Making GVI activities fun, enjoyable and promoting fairness
- All lesson and seminar areas must be smoke and alcohol free.
- Being an excellent role model - this includes following all local laws, not smoking and drinking alcohol inappropriately in the company of children and vulnerable adults.
- Removing inappropriate piercings and covering tattoos, whenever possible, when in the company of children.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity and avoiding excessive training or competition and not pushing them against their will.
- Maintaining a safe and appropriate distance (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child or a vulnerable adult or to share a room with them).
- GVI staff and volunteers should not enter a child or vulnerable adult's room or invite them into their rooms unless accompanied.
- Ensuring that if any form of manual / physical support is required, it should be provided openly.
- Involving local partner staff and parents wherever possible. For example, encouraging them to take responsibility in the changing rooms. If groups have to be supervised in the changing rooms, always ensure people work in pairs.
- Ensuring that young people have access to both a male and female member of staff. However, remember that same gender abuse can also occur, as can female to male abuse and young person to young person abuse.
- Securing parental consent in writing to act *in loco parentis*, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.

Practices to be avoided

The following should be **avoided** except in emergencies. If cases arise where these situations are unavoidable it should be with the full knowledge and consent of someone of the local partners, the GVI manager or the child's parents or next of kin. For example, a child or vulnerable adult sustains an injury and needs to go to hospital, or a parent / carer fails to arrive to pick a child up at the end of a session

- Avoid spending time alone with children or vulnerable adults away from others.
- Avoid taking or dropping off a child or vulnerable adult to an event or activity.

Practices never to be sanctioned

The following should **never** be sanctioned. You should never:

- Cause direct physical, including purposely hitting, hurting, or physically assaulting a child or vulnerable adult.
- Cause direct emotional harm, including acting in ways intended to shame, humiliate, belittle or degrade children or vulnerable adults, or otherwise perpetrate any form of emotional harm.
- Use language that could be abusive, offensive or inappropriate.
- Engage in rough, physical or sexually provocative games, including horseplay.
- Share a room with a child or vulnerable adult.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child, even in fun.
- Reduce a child or vulnerable adult to tears as a form of control.
- Condone or participate in behaviour which is illegal, unsafe or abusive.
- Discriminate against, show differential treatment or favour to the exclusion of others.
- Fail to act upon and record any allegations made by a child or vulnerable adult
- Do things of a personal nature for children or vulnerable adults, that they can do for themselves
- Spend anytime outside specified programme hours with a child or vulnerable we work with;
- Invite or allow children or vulnerable adult to stay with you at your home unsupervised

This list is not exclusive therefore our staff and volunteers should avoid any other activities that may be considered to constitute poor practice.

N.B. It may sometimes be necessary for staff or volunteers to do things of a personal nature for children and vulnerable adults, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents, care workers and local partner staff, GVI manager and staff and any other relevant parties and should be avoided wherever practical. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child or vulnerable adult to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained and wherever possible, ask local partner staff or parents to complete the task and work to ensure the task is not required of GVI staff and volunteers in the future.

Incidents that must be reported/recorded

If any of the following occur you should report this immediately to the appropriate officer and record the incident. You should also ensure the local partner staff and parents are informed:

- If you accidentally hurt a child or vulnerable adult
 - If he/she seems distressed in any manner
 - If a child, vulnerable adult or any other person appears to be sexually aroused by your actions
 - If a child, vulnerable adult or any other person misunderstands or misinterprets something you have done.
-

Use of photographic/filming equipment

There is evidence that some people have used volunteering as an opportunity to take inappropriate photographs or film footage of children and vulnerable adults in vulnerable positions. All staff and volunteers should be vigilant and any concerns should be reported to the GVI Child Protection Officer.

There is no intention to prevent staff or volunteers from taking photos of volunteer activities, however, local partner organization staff should be made aware of the reasons for the photographs, the intended use of the photos, and their consent obtained. There should be project guidelines for volunteers and staff regarding photography of people on the project, which should be managed and enforced by GVI staff. All GVI photos should be stored and used appropriately.

Recruitment and training of staff and volunteers

GVI recognises that anyone may have the potential to abuse in some way and that all reasonable steps are taken to ensure potential offenders are prevented from working with children and vulnerable adults.

- Through all stages of recruitment, for all staff and volunteers, including promotion, application, interview, acceptance and booking and pre-departure, GVI's Child and Vulnerable Adult Protection Policy should be referred to, including reference to identity and background checks as appropriate, and GVI's Child Protection Officers, as barriers to application from potential offenders.
- All staff and volunteers should be referred to the Policy
- Safer recruitment practices during the selection process for all GVI staff and volunteers, including background checks for all GVI staff, and additional enhanced criminal record bureau checks or equivalent, wherever possible, for all staff and volunteers working on community development projects must be applied.
- Avoid use of promotional materials including text, photos and videos that suggest opportunities for offenders
- All staff must supply contacts for two confidential references. These referees must be approached directly by GVI and asked direct questions to the applicants suitability to work with children and vulnerable adults.
- For staff working on specifically upon community development programmes, the references should include, wherever possible, atleast one regarding previous work with children or vulnerable adults.
- If given the opportunity to call for further information, the referee must be phoned directly as sometimes people may be more willing to expand on information over the phone or give more direct information or suspicions over the phone.
- All staff must supply evidence of their identity (passport).
- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).
- They need agree GVI's Terms and Conditions, which includes agreeing to follow our safety procedures, Risk Assessments and Child and Vulnerable Adult Protection Policy.

Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

- Understand their requirements and responsibilities

- Understand GVI's Child and Vulnerable Adult Protection Policy and identify areas where further explanation or training are required.
 - Analyse their own practice against established good practice, and to ensure their practice is not likely to result in allegations being made.
 - Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
 - Respond to concerns expressed by a child or vulnerable adult.
 - Work safely effectively with children and vulnerable adults.
-

Responding to allegations or suspicions

It is not the responsibility of anyone working in GVI, in a paid or unpaid capacity to decide whether or not abuse has taken place. However there is a responsibility to act on any concerns by reporting these to a GVI Child Protection Officer who will decide the next steps.

GVI will assure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child or vulnerable adult.

Where there is a complaint against a member of staff or volunteer, there may be three types of investigation:

- a criminal investigation
- a child protection investigation
- a disciplinary or misconduct investigation.

The results of the police and child protection investigation may well influence and inform the disciplinary investigation, but all available information will be used to reach a decision.

Reporting concerns about poor practice

If, following consideration, the allegation is clearly about poor practice as opposed to a suspicion, allegation or incident of abuse, the GVI Child Protection Officer will deal with it as a misconduct issue. Please find a list of GVI Child Protection Officers for your relevant region here:

https://docs.google.com/spreadsheets/d/1uzliXonW8sU1gvdwsYEea5tjZST-Otz5LYtlbkv_wQ/edit-gid=0

If the allegation is about poor practice by the GVI Child Protection Officer, or if the matter has been handled inadequately and concerns remain, it should be reported to the GVI Director who will decide how to deal with the allegation and whether or not to initiate disciplinary proceedings.

Reporting concerns about suspected abuse

Any suspicion that a child or vulnerable adult has been abused by either a member of staff or a volunteer should be reported to the GVI Child Protection Officer, who will take such steps as considered necessary to ensure the safety of the child or vulnerable adult in question and any other person who may be at risk.

All suspicions, allegations and incidents should be recorded.

If after consideration, the GVI Child Protection Officer is concerned, they will refer the allegation to the local social services department.

If the GVI Child Protection Officer is the subject of the suspicion/allegation, the report must be made to the GVI Director.

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a **need to know** basis only. This includes the following people:

- the GVI Child Protection Officers
- the parents of the person who is alleged to have been abused
- the person making the allegation
- social services/police
- the GVI Director

The GVI Child Protection Officers should be contacted in the first instance and they will advise as to who needs to know and who should inform them, normally through liaison with local social services.

Social services will decide who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

Enquiries and further action

Internal enquiries and possible suspension

The GVI Child Protection Officer will make a decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.

Irrespective of the findings of the social services or police inquiries the GVI Child Protection Officers will assess all individual cases to decide whether a member of staff, volunteer or any person working on behalf of / representing the GVI should be re-instated and if so how this can be sensitively handled.

This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the GVI Child Protection Officers must reach a decision based upon the available information which could suggest that on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child or vulnerable adult should remain of paramount importance throughout.

Support to deal with the aftermath of abuse

Consideration should be given to the kind of support that children, parents, volunteers and members of staff may need. Use of helplines, support groups and open meetings will maintain an open culture and help the healing process.

The British Association for Counselling Directory is available from The British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ, Tel: 01788 550899, Fax: 01788 562189, E-mail: bac@bacp.co.uk, Internet: www.bacp.co.uk. Contact for other nationalities can be supplied upon demand.

Consideration should be given to what kind of support may be appropriate for the alleged perpetrator.

Allegations of previous abuse

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child or by a member of staff or volunteer who is still currently working with children or vulnerable adults within GVI or elsewhere).

Where such an allegation is made, procedures as detailed above should be followed, the matter should be reported to the GVI Child Protection Officer who will decide the next steps and, if relevant, report the matter to the social services or the police. This is because other children or vulnerable adults may be at risk from this person. Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children. This is reinforced by the details of the Protection of Children Act 1999.

Bullying

Every child and vulnerable adult has the right to experience a safe environment free from abuse and bullying.

GVI plays an important role in creating a positive ethos that challenges bullying by empowering people to understand the impact of bullying, how best to deal with it and agree standards of behaviour.

Reporting concerns outside the immediate GVI environment (e.g. a parent or carer)

Report your concerns to the GVI Child Protection Officer, who should after consideration, contact social services or the police as soon as possible.

If the GVI Child Protection Officer is not available, the person being told of or discovering the abuse should contact social services or the police immediately.

Social Services and the GVI Child Protection Officer will decide how to involve the parents/carers.

Maintain confidentiality on a **need to know** basis only.

Providing information to police or social services

Information about suspected abuse must be accurate and a detailed record should always be made at the time of the disclosure/concern. It should ideally include the following, where possible:

- The child's or vulnerable adult's name, age and date of birth of the child.
- The child's or vulnerable adult's home address and telephone number.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation. Include dates, times, any special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents.

- The child's and vulnerable adult's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Have the parents or next of kin been contacted?
- If so what has been said?
- Has anyone else been consulted? If so record details.
- If the child or vulnerable adult was not the person who reported the incident, has the child or vulnerable adult been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? Record details.
- Where possible referral to the police or social services should be confirmed in writing and the name of the contact who took the referral should be recorded.

It is important to remember that as GVI staff and volunteers our responsibility is to report all suspicions, allegations and incidents to the GVI Child Protection Officers, who have been trained to advise as to the next steps to be taken.

If you have any concerns about a child or vulnerable adult, volunteer, staff member, or local partner staff, contact one of GVI's specifically trained and qualified Child Protection Officers:

Steve Gwenin
CEO
Strategic Child Protection Officer
steve@gviworld.com

Daniel Ponce Taylor
Director of Programs
Child Protection Officer
dan@gviworld.com

Shayle Havemann
Deputy Director of Programs
Child Protection Officer
shayle.havemann@gviworld.com