

# ICAN Agenda

## December 16<sup>th</sup>: El Pasado

### 9:00am - 9:30am

Introduction to ICAN program-

Use this time to introduce ICAN and what we are doing. Be genuine and share a bit about yourselves if you are comfortable. Allow the youth to ask questions and engage with them. Let them know that all of their participation will be kept confidential and that we are there to teach and support them. This should take about 15 minutes and then move into the paperwork.

And of course, have them complete the following:

- Sign-In Sheets
- Demographics Form
- Pre-Test Survey
- *Book of Life*

*\*\* Once the youth have completed their sign-ins, demographic forms, and pre-test survey, please collect all of the paperwork together and place it in the Day 1 empty data folder. \*\**

### 9:30am - 10:00am

Icebreaker Games- ¿Quién soy yo?

*Facilitators have the freedom to decide which of the following activities to do.*

### Four Winds

**Facilitator Instructions:** Have the youth arrange chairs in a circle. Take one chair away so that there is one less chair than the amount of people involved. Have one person stand in the center of the circle and say a fact about themselves. (i.e. "I like to dance," "I am from El Salvador," etc.). Everyone who has the same fact in common will have to stand up and switch seats. Since there is one seat less than the

amount of people in the group, this will leave one person standing. This person will then have to stand in the center and assume the role of fact-sharer.

### **Human Knot**

**Facilitator Instructions:** Instruct the youth to stand in a circle, with their arms criss-crossed one over the other and to grab two random hands of other people in the circle. Then ask the youth to try and untangle the knot without letting go of each other's hands.

### **Connection Web**

**Facilitator Instructions:** Instruct the youth to stand in a circle. One youth will begin with the ball of yarn and hold on to a piece. They will then ask one of their peers a question in order to get to know him/her better. (For example, "Where did you come from?") The person receiving the ball of yarn may choose to forgo the question and offer other pieces of personal information that they are comfortable sharing. Continue this pattern until a web has been created in the center of the circle. Encourage discussion about what the web of yarn represents for them. Then pull the yarn or let go of your piece to demonstrate how one person can impact the tension on everyone's string. Follow by discussing how one person can affect the whole group and ask them to share ways in which they have been positively impacted by one another.

### **Bingo (page 6)**

**Facilitator Instructions:** Give the youth 10 minutes to find youth who meet the description in each square on the Bingo chart. Instruct them to try and get BINGO with 4 squares filled in a row. The first one to get 4 in a row is the winner. At the end, invite them to share what they learned about one another in the process. Have them reflect on how they can use their similarities and differences to support one another. Feel free to participate with them!

## **10:00am – 10:50am**

Please choose 2-3 activities from this section.

### **Name Tag Descriptions (pages 4-5)**

**Facilitator Instructions:** Invite the youth to fill out the name tags on the page. They can be as descriptive and creative as they want. Facilitators can also share their answers at the end to encourage the youth to reflect on their answers, as well.

### **Mi Jornada: On The Map**

**Facilitator Instructions:** Have the youth open their books to pages 7 and 8 and instruct them to reflect on their journey to the U.S. Next, have them cut out their country of origin and where they plan on going. Provide the youth with different map options from which they are able to cut out pictures of their starting and ending points. All maps, scissors, glue sticks, and writing utensils can be found in the ICAN box provided to each facilitator group. Once the youth have completed this task, invite them to share their story with the group. If no youth wish to share initially, the facilitators may share some of their background story in order to facilitate discussion amongst the youth.

### **Obstacle Course**

**Facilitator Instructions:** Arrange plastic cups randomly over the floor (inside or outside of the classroom). Choose one youth be the follower and another be the leader. Using the materials in the boxes, blind fold the follower so that he/she cannot see around him/her. Have the leader stand aside from the cups and provide the follower with instructions of how to arrive to the other side without touching any of the cups. The observers are instructed to simultaneously call out false information that would lead the blindfolded youth to run into the cups and therefore lose the game. The point of this activity is to have the blindfolded youth carefully listen to the voice of the leader over the false information being given by the other observers. Repeat this a couple of times, providing different youth with the opportunity to serve as the leader or follower. At the end, have a discussion with the youth about how this game represents their journey to the U.S. (i.e. the guide

being the person who brought him/her to the U.S., the observers being the distractions or obstacles in their journey, etc.).

### **10:50am – 11:00am**

#### Wrap Up and Clean Up

- Collect all materials and place back in the ICAN Box
- Youth are to keep their Book of Life and are asked to have it with them for Saturday programming.

**THANK YOU FOR YOUR HARD WORK TODAY!!! THIS PROGRAM  
COULD NOT HAVE HAPPENED WITHOUT YOU!!!**

# December 17<sup>th</sup>: El Presente y El Futuro

## El Presente

### 1pm – 1:30pm

Briefly reintroduce the ICAN program and yourselves. It is likely that you will see different faces today than you did yesterday in their classrooms. Share about yourselves (if comfortable) and remind them that their participation remains confidential and that we are here to support and teach them. Build rapport and be yourselves. This should only take about 10 minutes.

Then have them complete the following paperwork:

- Sign-In
- Demographics (for youth that did not already fill out the form on Day 1)
- Please do **NOT** administer Post-Test. This will be completed by the youth at the end of the program.

Once completing the paperwork, engage the youth in their first game of the day:

### ¿Qué Dijo?

**Facilitator Instructions:** Instruct the youth to stand in a circle with the facilitator in the middle holding onto a ball of yarn. Toss the ball of yarn to one youth and ask him/her a question, but tell the youth that before answering, he/she must look to the person to his/her left (the interpreter) and ask “qué dijo?” Once the interpreter asks the youth the question, he/she must then turn to the person to his/her right (the lawyer) and answer the question. The lawyer is the one that will answer to the facilitator (the judge). In the beginning, it is likely that the youth will have a difficult time and will answer the question directly. Continue to encourage them until they get it right. Explain to them that it is important for their cases that they always consult with their interpreter and lawyer before answering the questions, as their responses may unknowingly have a negative impact on their cases. Allow time for discussion after the game to process any questions that the youth may have.

*Note: If the youth finish this game and have a good grasp of the concept, feel free to do the following activity:*

### **Construct A Shelter (pages 9 and 10)**

**Facilitator Instructions:** Have the youth break into smaller groups and design their own shelter. They are able to be as creative as they want in their design and can make any suggestions to how they wish their shelter was. Allow them enough time to reflect on their own experience in the shelter and the things that they like and don't like. At the end, have each group share what they created.

### **1:30pm – 2:30pm**

### **Toma El Paso (Make A Move)**

**Facilitator Instructions:** Break up the youth into two groups and play the game Toma El Paso. The facilitator will serve as the "case worker" in the game and each youth will select a game piece to represent him/her. In the case that there are more youth than the number of game pieces, have some of the youth pair up as a team and play one piece. Follow the instructions from the board game and have the youth reflect on their own experiences as they work to navigate the shelter system during the game in order to win. Allow for a discussion to occur within each group after the game is complete. This activity lasts for about 1 hour.

### **El Futuro**

### **2:30pm – 3:15pm**

Choose one or both of these activities, if time permits.

### **Personality Compass**

### ***Book of Life Pages 16 & 17***

**Facilitator Instructions:** Set up the room with four signs on each wall- North, South, East, and West. Invite all participants to go to the "direction" of their choice based on the characteristics listed in the Book of Life under each direction. Explain that nobody is only one "direction," but that they can choose one that is dominant. The

facilitator is to ask out loud to each group the questions listed under the specific directions (the answers to the listed careers are under each career). Facilitators are to ask the questions and provide the answer once the group in that direction has answered the question. Once all of the listed careers have been covered, invite the youth in each group to come up with another career that fits their “direction” and have them reflect on the same questions. The purpose of this game is to get the youth thinking about the requirements for the jobs that they are considering for their futures.

### **Career Charades**

**Facilitator Instructions:** One a small piece of paper, have the youth write down a career goal that they have. Once they have written their goal, have them fold the paper and collect each paper in a container or bag. Invite volunteers to come up one at a time and choose a career. The youth is then instructed to act out the career (without speaking) while the group tries to guess what it is. Once the career is identified, have the youth talk about what skills and requirements the job has (i.e. education level, years of experience, necessary skills, etc.). This activity is designed to help the youth learn about the requirements for their specific careers of interest.

### **3:15pm – 3:45pm**

#### **Hope Tree**

**Facilitator Instructions:** Facilitate a discussion about hope with the youth and the meaning it holds for each participant. Possible questions might include: What comes to mind when you hear the word hope? Where does hope come from? How can hope be maintained? What happens if one loses hope? What ways can hope be given?

After the discussion, distribute writing materials, Manilla tags, and yarn to the youth. Have them write or draw what hope means to them and their dreams for their future, their community, and their loved ones. Once they finish, the youth are invited to share their creation with the group and then go outside to hang them in a tree.

**NOTE:** If there is extra time on this day, have the youth write a letter to themselves. There will be envelopes and paper in each box for this activity. Youth will be able to put a date on the envelope and open this letter at a future time.

### **3:45pm – 4:00pm**

#### Wrap-Up

- Post-Test Assessment
- Thank the youth for their participation and say goodbye. This is likely the last time that you will see them as turnover in the shelter is quick.

**THANK YOU TO ALL OF THE AMAZING  
FACILITATORS!!! YOU ROCK!! 😊**