

## STEP UP

Young people learn when given the chance to lead. International Step Ups encourage the youth to take a leading role in planning and organizing activities. The participants and adult leaders use CISV's peace education to provide a theme around which the activities are planned, for example, identity, democracy, and environmental protection. Step Ups provide great opportunities for youth to learn about how these issues are thought about and dealt with in different countries and cultures and learn how they can make an impact once back home. Just as importantly, they make friends and gain a wider appreciation of how life is for people in different countries.

AGE GROUP	DURATION	SIZE
14 or 15	23 days	9 delegations of participant, each with 2 girls, 2 boys
<b>LEADER</b>	<ul style="list-style-type: none"> <li>• Each delegation has 1 adult leader</li> </ul>	
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Must have 3 - 6 staff.</li> <li>• Can have only 1 junior staff and the person must be from the host NA.</li> <li>• Can have 1 or more international adult staff.</li> <li>• International staff must have prior Step Up experience as leader or staff.</li> <li>• 1 staff member must have prior experience as a Step Up leader or have attended Step Up training at a Regional Training Forum.</li> </ul>	
<b>STAFF/LEADER AGE</b>	<ul style="list-style-type: none"> <li>• Adult staff must be at least 21 years old.</li> <li>• 1 staff member must be at least 25 years old.</li> <li>• Junior staff must be at least 19 years old.</li> <li>• Leaders must be at least 21 years old.</li> </ul>	
<b>PARTICIPATION</b>	<ul style="list-style-type: none"> <li>• You can take part in more than one Step Up.</li> </ul>	



# THE STEP UP PROGRAMME

## SOME FACTS ABOUT INTERNATIONAL STEP UP

- During the 3 weeks of the programme adults have in addition to that, 2 planning days at the beginning of the camp when the leaders stay with the staff at the campsite while the youth have their home-stay.
- As English is the official language of the Step Up, the delegates should be willing to communicate in English during the camp.
- The Step Up has a theme that should be decided by the staff and developed by the leader while preparing and training his/her delegation before camp.
- Use the Step Up reference number in all communications.
- Visitation to the Step Up is only during the Open Day.
- Each delegation will prepare a cultural activity related to the theme of the camp and each one's country that will be held during the Step Up.
- There will be an evaluation during and after the Step Up.
- The local Junior Branch should get involved as much as possible in the youth training process and in the camp planning.

## KEY CHARACTERISTICS OF THE PROGRAMME

This is a multi-cultural programme, which is developed around a particular theme. All activities and discussions are focused on a theme that is related to the CISV annual content area. The emphasis of the Step Up programme is on youth leadership through adult facilitation. Beware! A Step Up is not a Village, but also not a Seminar Camp! Please be aware of the major differences between these programmes!

It is very important that the preparation of the delegations starts a few months before the international experience takes place. The Step Up programme is not just a camp! It is the conjunction of a local training experience and an international camp that must help the participant develop the attitudes, skills and knowledge that are necessary to reach the programme goals.

## HOW STEP UP DEVELOPED AND IS AN INTEGRAL PART OF CISV

Historically, as more and more eleven-year-olds returned from Villages, fired with enthusiasm about their experiences, other young people, often those who had been unable to attend a Village, felt that they too would like to have their own Village-type experience. After a good deal of debate, it was decided to hold a number of experimental Summer Camps, but to ensure that the content and format were suited to the older age group. These proved so successful and the educational concept was so well developed that the Summer Camp was finally approved as an official programme in 1995. In 2012, the Summer Camp programme changed name to Step Up to better reflect its goals and the way the programme had developed.



# ROLE AND RESPONSIBILITIES OF PARTICIPANTS

One of the most important aims of a Step Up is that the youth take responsibility for planning, organizing, and running activities and learn how to handle responsibility for the camp development. The delegate develops from an observer position, just participating in the activities, to an active role in which the responsibility of the theme, the camp working, and the goals achievement are in his/her hands.

## **Educational Content and Training:**

- Participate in youth training in your home NA/Chapter (b)
- Theme development: discuss the camp theme and go through internet, books, and any other resources for getting more information (b)
- Cultural activity: Use the camp theme for developing an activity, which relates your cultural background to the theme (b)
- Develop the theme through camp and cultural activities (d)

## **Communication and Assistance:**

- Meet with your delegation and leader and get to know each other (b)
- Work as a group on the camp theme, camp activities, and especially the cultural activity (b)
- Share different moments and meetings for getting to know each other before the camp starts (b)
- be helpful with the camp preparation, cooperate with the leader on every delegation duty and be respectful with him / her (b)
- Work as a team with your camp mates specially during common activities such as camp meetings and planning groups (d)
- Be respectful of:
  - host families and local CISVers
  - every participant: delegate, leader, and staff
  - others' feelings and customs, keeping in mind the host country
  - CISV Rules, Country, and Campsite rules
  - the Step Up programme and timetable
  - the camp meeting decisions

## **Practical Responsibilities:**

- Take active part in planning and cleaning groups and camp meetings (d)
- Participate in all Step Up activities and in the social life of the camp (d)
- Bring the camp experience back and use it in your personal and CISV life (a)
- Participate in your local Chapter and Junior Branch activities (a)

# OVERVIEW OF THE PROGRAMME SCHEDULE AND EVENTS

## PLANNING ACTIVITIES

When planning activities (including excursions), staff, leaders, participants and Chapter must choose activities appropriate to the group. All activities must be reviewed in terms of any risks they might pose of physical or emotional injury to the participants or of damage to property. For excursions and activities away from the site, the local risk manager should be part of the planning process.



Any risks associated with an excursion or planned activity should be included in the [Risk Management Checklist Report Form](#), which must be completed by day three of the programme. For activities planned during the programme, a risk assessment should be done by staff and leaders and the local risk manager can be consulted. Guidelines for appropriate activities are set out in the Education section of this Guide.



### Planning Groups

During the Step Up the responsibility of planning the activities is part of the youth's role. For this duty, the group of delegates will be spread out in different groups called planning groups.

A planning group is typically formed by 4 - 8 youth from the different countries participating in the camp. Planning groups will be facilitated by one or more adults (leaders or staff) acting and working on their facilitator role.

The staff and leaders may come up with a suggestion about the structure of the groups at the beginning of the camp, following a balance of delegations and participant's experience. Participants should be able to change or make new planning groups through discussing it in camp meetings

### The Planning Group Responsibilities are:

- Plan the activities for one or more sessions, depending on the structure they decided upon at the camp meeting
- Relate the camp theme with all the activities planned
- Be aware of the cultural sensitivity and personal background of the group, making sure to avoid exclusion within the camp.
- Lead and evaluate the activity, not only with the whole group but also within the planning group

### Leaders' Responsibilities in the Planning Group are:

- Facilitate the group on the planning
- Make sure that everyone is taking part in the decisions and planning
- Create the right atmosphere and group feeling
- Let them take responsibility of the outcome and face their mistakes.

## Camp Meeting

This is the forum for the participants (both youth and adults) of a camp to decide their guidelines, such as planning groups, daily schedule, and anything else that is negotiable. Camp meetings are also a time to discuss issues that might have arisen. Delegates or adults can call a camp meeting whenever they feel it's necessary.

Usually the first camp meeting is planned by the staff and perhaps the leaders during the first few days of camp. This is the time where they can share various aspects about the camp, such as planning group, schedules, etc. Subsequent meetings should then be planned and led by the youth.

### Ideas for Making a Camp Meeting Run Smoothly:

- The adults have the right to talk during the meeting as they are participants too, but they need to keep in mind they are facilitators (don't impose your opinion!). **The leaders and staff will have voting rights, as they are part of the camp!**
- Stress that a camp meeting should be planned just as much as any other activity at camp. It should have a planning group responsible, as to make it an interesting, well planned activity with the goal of changing guidelines, as opposed to making it a boring meeting (make a camp meeting role-play to set a good example, see the suggestion for a schedule in training section for further ideas on this).
- Make sure that the delegates understand that some topics, which are not interesting for them personally, can come up during a meeting, but that they must show respect for all topics and wait for their interests to come up.
- Talk to the delegates about the pros and cons of sitting by delegation during the meeting considering the possible need for translations, personal opinions vs. delegation opinion, etc...
- Participation to and voting in camp meeting is individual, not as delegation (and not even as "the adult group").

## Cultural Activity

All delegations need to prepare a cultural activity to conduct with the camp.

### What is the Aim of the Cultural Activity?

To educate participants about a specific culture through participation in an experiential learning environment, using the theme to share specific aspects of their culture. As delegates prepare, they also learn about themselves and their culture.

### How can we Incorporate the Theme and Our Culture?

- Create a new activity or use an existing one and adapt it to your own culture and to the camp theme.
- Use materials brought from home (posters, instruments, newspapers, pictures, and silly objects).
- Use sub-themes within your culture (regional variation, important cultural events, and current national issues).

## **Some Facts about Step Up Cultural Activity:**

- Should be based on experiential learning principles, learning by doing (see education section of this guide)
- Activity has to be related to delegation's culture and camp theme
- Activity has to be prepared before camp
- No national costumes, national food, national dance or booklets are required.
- Length is up to delegates

### **Example:**

Camp theme: Identity

Cultural activity: the delegation prepared a reenactment of a tradition relating to the 'last day of school' traditional for their culture. It involved dressing up, throwing water at participants (that were told they were supposed to be younger pupils at the school) and handing out candy. (the 'DO' phase) Afterwards the delegation had prepared a discussion/debriefing for the whole group, where they explained in more detailed what the 'ritual' was actually about and what good and bad implications it entailed (dressing up provocatively, alcohol, peer pressure, descending into adulthood etc.) (REFLECT) Afterwards they asked other participants to share what traditions they had in their culture and they in the end facilitated a discussion around the topic, i.e. how the traditions we have influence our identity (GENERALIZE).

## **Local Impact Day**

Every Step Up programme should have a local Impact Day. The goal of the local Impact Day is to engage the theme as it relates to the local reality of the host city.

**WHY:** In CISV we work hard to develop CISV camps. As directors and staff our job is to make each camp as effective and powerful as possible. Every CISV camp works to develop Attitudes, Skills and Knowledge and most of these are based on experiences within the camp. Just think how much more we would teach delegates if they could connect to the local reality beyond the walls of the campsite.

**WHEN:** The best time to plan an Impact Day is towards the end of the first week. This gives participants a chance to get to know each other and get comfortable yet it is early enough that a shared experience will help to further unite the camp upon return. Delegates will also have ample time to make the most out of their experience back in camp. They will be able to use their new ASKs to elevate their own camp through planning, discussion and leadership.

**GETTING STARTED:** With your home staff and planners choose an issue that relates the theme to the reality of the host Chapter. Try and find a like-minded organization (LMO) who can help you make this powerful and start planning your local Impact Day.

**THE PHASES:** There are three simple phases to engaging the theme on the local level. Help the delegates DISCOVER how the theme relates to the local reality. Develop a greater UNDERSTANDING of the local ideal and how it relates to global implications of the

theme. Work with an LMO to CREATE a real world bridge between the local and global environments.

**Example:** At a camp in Detroit, USA, Participants learned about urban agriculture by getting their hands dirty with a local garden resource programme and learned all about what urban gardens and micro farming can do for a city aiming to redefine itself.

### **Activity Examples:**

#### **DISCOVER:**

- Watch a movie/video that makes the theme accessible and real, debrief the video with first small, then full group discussions.
- Create a staff led activity that shows the participants what the theme means in your camp's local context. Then in the full group ask participants to discuss how this is similar or different to their own reality. This can get participants thinking about what is happening around the corner and around the world.
- First ask each participant to write down 3 ways that the theme represents itself in his/her local context. Then, in groups of 3-5 have delegates create a large poster that will show how their ideas of the theme are different yet similar. Finally, they can explain them to the group and put them up for display

#### **UNDERSTAND:**

- Organize a talk followed by a question & answer session with an expert from a like minded organization (LMO) that relates to the theme.
- Facilitate small group then full group discussions around how we can use our different ideas of the theme to create an impact in this local community during camp and participants own community when they go back home.
- Group participants into delegations and ask them to create an activity that teaches other delegations what this theme means back home in their local context. These can be used right away or later in camp. The goal is the reflection and understanding within the delegation of the theme's relevance back home.

#### **CREATE:**

Step out of the camp environment and work with your LMO on a project or activity that will show the interdependence of local and global realities. Depending on the theme it may relate to different CISV educational content areas. (These are just examples.)

#### **HUMAN RIGHTS**

- Work for an organization and help them facilitate food and water equality.

#### **SUSTAINABLE DEVELOPMENT**

- Build or care for a local farm/garden and see first hand what urban or localized micro agriculture can do for a community.

#### **CONFLICT AND RESOLUTION**

- Connect with an organization and explore how to combat local cultural/racial discrimination or bullying.

#### **DIVERSITY**

- Connect with a local immigrant/refugee center and explore the theme with people from even more places around the world.

Please note: Discover, Understand and Create phases can happen in any order that best suits your needs.

### **JB Activity :**

When possible, every Step Up staff should cooperate with the local Junior Branch and host a JB Activity. The purpose of this activity is that each JB takes an active part in each Step Up Programme

This would be of great benefit for both participants and the local JB, since they would benefit from the very positive atmosphere created at the camp and therefore be able to explore the impact CISV can have in their daily lives. Participants will leave camp motivated enough to apply the content of this activity into their local surroundings and become active agents of change. Moreover, they will find an adequate space back home to get involved and contribute to their local JBs. To conclude, an explanation about Junior Branch can be delivered although this topic will be further elaborated on the following section.

For this to be done properly, the local junior branch where the step up is being held should contact the NA board, the national step up committee and the camp staff to ensure that everyone knows about the activity taking place and that everyone is aware of the reasons behind this activity. This should be done in such way that it does not affect the normal functioning of the programme, in order for it to be carried out as smoothly as possible.

After the activity, participants are expected to acquire the following:

#### **ATTITUDES**

- The willingness to...
- feel part of a global movement.

#### **SKILLS**

- The ability to...
- be able to relate the Step Up to Junior Branch and their daily life

#### **KNOWLEDGE**

- To understand...
- the local dimension of CISV through Junior Branch
- Junior Branch as a global movement
- the role of CISV in the world
- To know who to contact on their return home

### **Activity Example: Exploring Impact:**

#### **Goals:**

- Explore the impact CISV makes in our daily lives and how can we positively impact our surrounding.
- Inspire participants to apply back home what they have learnt during camp and contribute in their local Chapters throughout the year.

**Materials:** White paper, marker, ball of thread (i.e. string/wool)

**Time:** 1 hour

**Preparation:** make four signs with the following words on each paper: local impact / international impact/impact through CISV/impact not through CISV; keynote presentation

**Activity:**

Within a specific space, there will be four corners signalised on the ground: local impact, international impact, impact through CISV and impact not through CISV.

In this short activity, people will get a chance to share the impact they have done in the past. What they share can be anything – the point of this exercise is to explore and validate ways of impact, regardless of the shape or magnitude these actions have had. So, whoever feels like starting will grab a ball of thread, stand up and say (for example): “I have impacted many children’s lives because I am a teacher”. The person will also have to choose a place to stand in the ‘impact spectrum’: local / international / through CISV / not through CISV – and all the space in between. When the next person stands up to share, the last person will hold on to a piece of the thread and pass the ball along to him/her. In the end, each group will have heard different ways of impact and a giant impact network will have been weaved! After this, we will get together in the large group and watch a keynote presentation. This presentation will contain a series of pictures – “Zoom” style. Zoom is a picture book that starts off by showing a drawing, and as you turn the pages you can see that the previous drawing is a part of something bigger (like zooming out, from page to page). The keynote will show that, but with impact!

**For example:**

image of two hands held together

**impact:** helping a friend

image of two people holding hands, and holding paintbrushes in the other hand

**impact:** community service, people painting a school

image of two people painting a school, and a group of people next to them who are 8 of 9 demonstrating in order to increase public budget for schools

**impact:** group demonstrations

image of a city map, with a school, a hospital, a factory, an office building, and a government building

**impact:** policy making

image of an area with lots of cities, and communication towers / wires / computers

**impact:** media / awareness campaigns

image of the world

**impact:** CISV educates and inspires action for a more fair and peaceful world.

**Debriefing:**

Give everyone 1 minute to think of how they feel in 3 words. Share with the group. Would anyone like to share other impacts you’ve seen the past days during camp? How do you feel about the impact you are having at camp as a group? What do you see/expect as the role of JB in your daily life?

**Suggested activity: Presentation of JB’s impact along the past years**

Each trainer and JB from the hosting country will receive a video with pictures of different ways in which Junior Brach has impacted along the years both locally or internationally. Some examples of international impacts can be: Peace One Day activities, The Human Arrows Project, IJBC. This can be the starting point for future activities but we want you to use this presentation to convey the idea to participants that what they are living during

Those weeks can be developed through other programmes or spaces inside cisv, like their local JB's.

## A MIX OF ACTIVITIES

In the Education section of this Guide, you find information about planning and evaluating CISV educational activities. These activities are the core of CISV programmes. At the same time, a large part of the programme develops outside of the organized activities. Waking up fellow campers, cleaning, cooking, eating, organizing the camp, preparing activities, evaluating activities, preparing campfires, relaxing in the sun, sharing feelings informally after dinner – all this is part of camp life. These are crucial to the programme, as often intense moments of sharing occur during these periods.

Sharing the responsibilities and tasks of the programme is also the key for a successful camp. In addition to providing opportunities for cultural exchange and at the same time considering health and safety for all participants, a good programme is balanced and has a mix of:

- Active and quiet time
- Individual and group moments
- Large and small groups
- Outdoor and indoor
- Special and regular
- Educational and fun
- Programme privacy and community involvement

Look at the programme from a broader perspective how one day relates to the entire programme period and how one activity relates to other activities. Free time should be provided each day to enable individual contacts and friendships to deepen. A rest time at mid-day permits a quiet break.

## DAILY SCHEDULE / COMPONENTS

Each day at a programme will bring something new and different, but planning a basic schedule will help to keep things moving. Depending on the programme, the schedule is either set by the staff before the programme, or with participants at the beginning of the programme. Below is a sample of a daily schedule.



### Daily Schedule of a Step Up

It is difficult to describe how the daily schedule will be set up during a Step Up because...

- ...the schedule depends on the activities (but not just on the activities) planned by the youth.
- ...the staff should make the delegates aware of site requirements (following under the rules, what cannot be changed, e.g. meal times).
- ...the schedule needs to allow for wake up time, duties (cleaning), planning groups, leaders meeting, lights out procedure and delegation time.
- ...it needs to be ensured that there is enough time for planning groups in the daily schedule, at least 1 hour per day is needed. Also for delegation time.

## Example of Daily Step Up Schedule

(Suggested daily schedule for the first days of camp to be presented to the youth by the adults)

08:30	Wake up
09:00	Breakfast
09:45	Cleaning / staff meeting – when we clean the facilities of the camp site in a group
10:30	Activity period 1 – when we actually put into action the activity the planning group prepared
12:30	Lunch
13:30	Free time
14:30	Planning groups – when we plan an activity in a group with the facilitation of a leader or staff
15:30	Activity period 2 – again, when we actually put into action the activity the planning group prepared
17:15	Free time (snack)/ leaders' meeting – when leaders get together to talk about general matters of the camp with the staff while delegates are taking a shower
18:15	Delegation time – this time could be used for evaluation, debriefing ensuring participants' well-being. This time is also very important to share feelings and understand what's going on in the camp
19:00	Dinner
20:30	Activity period 3 – again, when we actually put into action the activity the planning group prepared
00:00	Lights out – when delegates need to be in bed sleeping

# PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP

## CISV'S APPROACH TO PEACE EDUCATION



This is a practical guide to what we do and why we do it, and can be used as a handbook for CISV training. We hope you enjoy reading it and find it useful. You can find more details on all the information contained in this Guide in the [CISV Passport](#), in our [Big Education Guide](#) (“Big Ed”).

**Peace Education provides us with the attitudes, skills and knowledge we need to become agents of change, both locally and globally; in other words, to become active global citizens.**

It looks at local and global issues that are relevant to all countries, recognizing that peace can mean much more than the absence of war. In fact, peace education encourages us to look at a wide range of issues and helps us gain a better understanding of:

- our own identity within the local and global community
- basic human rights as well as forms of exploitation and injustice
- conflicts and how they can be caused, prevented and resolved
- sustainable solutions for environmental and development issues

Having the opportunity to make friends with people from different backgrounds and life experience can also play an important role within peace education. This is because it encourages us to examine our own attitudes and values, which in turn helps to broaden our perspective of the world. It also helps to raise our self-awareness and our awareness of others.

Many of the issues within peace education are also found in what is often called development education, intercultural education and global citizenship. You can find more information on the similarities and differences between these in our [Big Education Guide](#) (Big Ed), which is available on the CISV International website ([www.cisv.org](http://www.cisv.org)).





## **“PEACE”, “PEACE EDUCATION” AND ACTIVE GLOBAL CITIZENSHIP**

“Peace education” helps us to develop our personal and interpersonal knowledge about the communities in which we live, the culture and communities of fellow participants and how these inter-relate. It helps us to develop effective skills of communication with members of different cultures, and cooperation towards shared goals, alongside attitudes of friendship and openness to people of other nations and cultures.

### **Peace**

Learning through living as a group and taking part in activities in an intercultural setting enables participants to become aware of issues within CISV’s four areas of educational content. Raising awareness of these issues through CISV programme participation can open the eyes of participants to opportunities for action in their home community and the wider world, thus helping them to become active global citizens.

### **The Importance of Step Up Cultural Activities**

Through the cultural activities in Step Ups, participants show an important part of their background; this involves intercultural exchange, which plays an important role within Peace education in CISV programmes. Those activities play a key role in the camp’s life. They serve as a planning training for youth when home and they are one of the biggest contributions each delegation brings to the camp’s educational content.

The educational principles and Statement of Purpose are built into the programme by the time the youth participants start planning their own cultural activities. Development of the educational principles continues when the youth have to make decisions that will affect the development of the camp; such as details of camp schedule and planning the activities around the camp theme. The cultural activities planned by delegations should raise awareness of global and local issues in conflict and resolution, diversity, human rights and sustainability (CISV’s four content areas).

### **Topics which may be relevant to Step Up Participants**

Suggestions for topics relevant to Step Up programme include:

- Bridges – bridging between different sectors of society: north / south worlds; youth /adult; town / country; etc.
- Freedom – consideration of differing forms of freedom: freedom from want / neglect / need; freedom versus imprisonment / slavery; freedom of expression / thought & speech, etc.
- Handicaps – physical or mental difficulty; unseen handicaps (e.g. dyslexia); living with a disability.
- The future of our globe – environmental awareness; sustainable development; how we can ensure a better future for others as well as for ourselves.
- Working on myself – physical and mental well-being; personal reflection and meditation; developing self-confidence; avoiding stress, etc.
- These are only suggestions. Many different themes have been used and camp staff may have access to specific resources for other topics which would be particularly relevant to their camp situation.

# ASK FOR ACTIVE GLOBAL CITIZENS

Active global citizens need a combination of attitudes, skills and knowledge (ASK). In CISV we ensure that these attitudes, skills and knowledge are at the heart of our educational goals and our approach to learning.

## EXAMPLES OF ASK

**Attitudes** - How we think and behave:

- Being open minded
- Behaving flexibly
- Willingness to include people
- Taking responsibility for our own actions and decisions

**Skills** - Our ability to/for:

- Communicate
- leadership
- Self-reflection
- Creative problem solving

**Knowledge** - Information we gain about:

- Population dynamics
- Community concerns
- Geographical facts
- Environmental issues



## ATTITUDES, SKILLS AND KNOWLEDGE (ASK), WHICH ARE DEVELOPED IN CISV STEP UPS

All Step Ups share the same educational goals. The goals are used both as a framework for the programme and as the basis for programme evaluation. The four Step Up goals are:

- 1.** Develop leadership skills (To provide opportunities for participants to develop leadership skills through active, creative and responsible involvement in decision making and Programme planning)
- 2.** Encourage social responsibility towards the community (To encourage participants to be willing to take an active role in their community and to develop an inclusive attitude.)
- 3.** Develop a global awareness (To provide opportunities for participants to build knowledge over what it is going on in the world and to discuss it with fellow participants.)
- 4.** Enable personal development (To aid in the development of confidence and of cooperative skills.)

Within each goal there are four ‘indicators’, which are also the same for each Step Up. The indicators are more specific and easy to understand and evaluate. All Step Ups are planned to help all participants to learn or gain these attitudes, skills and knowledge (ASK).

## STEP UP PROGRAMME GOALS AND INDICATORS

<p><b>Develop leadership skills</b></p>	<ul style="list-style-type: none"> <li>a) Is able to express independent ideas to promote group development (S)</li> <li>b) Is able to suggest solutions to solve problems objectively (S)</li> <li>c) Is able to facilitate a group or other individuals (S)</li> <li>d) Is able to take responsibility for an activity, a project, a problem (S)</li> </ul>
<p><b>Encourage social responsibility towards the community</b></p>	<ul style="list-style-type: none"> <li>a) Is able to identify current community issues and conflict (S)</li> <li>b) Is willing to perform an act of contribution to local community after the program ends (A)</li> <li>c) Is able to contribute ideas on how to apply what they learned to everyday life (S)</li> <li>d) Is able to act in an inclusive way (S)</li> </ul>
<p><b>Develop a global awareness</b></p>	<ul style="list-style-type: none"> <li>a) Understands current issues taking place in the world (K)</li> <li>b) Is willing to understand and cooperate with different cultures (A)</li> <li>c) Understands the camp theme and contributes to its development (K)</li> <li>d) Is able to participate in discussions about the content area of the year (S)</li> </ul>
<p><b>Enable personal development</b></p>	<ul style="list-style-type: none"> <li>a) Is able to exhibit confidence through active participation in group discussions and activities (S)</li> <li>b) Understands how to plan, run, and facilitate activities (K)</li> <li>c) Is able to work in a team (S)</li> <li>d) Is willing to listen to others' ideas and be open-minded to different points of view (A)</li> </ul>

CISV core educational content should be the basis for the Step Up programme. The A + ASK model (Awareness = Attitudes + Skills + Knowledge) can be used to help facilitate the growth of Step Up participants. Looking at this model, we can identify some of the behaviours, characteristics, and traits that should be developed:

Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>● Open mind</li> <li>● Flexibility</li> <li>● Respect, Cultural sensitivity</li> <li>● Initiative</li> <li>● Accept responsibility</li> <li>● Plan, lead and participate</li> <li>● Include all members of the group</li> </ul>	<ul style="list-style-type: none"> <li>● Thinking for themselves</li> <li>● Listening</li> <li>● Communication</li> <li>● Teamwork</li> <li>● Group decision making</li> <li>● Respect the rules they set</li> <li>● Leadership</li> </ul>	<ul style="list-style-type: none"> <li>● CISV and Step Up</li> <li>● Their own culture</li> <li>● Camp theme related to their culture</li> <li>● Topics / activities related to the theme</li> <li>● Cultural awareness</li> <li>● How to plan activities</li> <li>● How to evaluate activities</li> </ul>

## USING THEIR ATTITUDES, SKILLS AND KNOWLEDGE AFTER THE PROGRAMME

The Step Up participants should gain new attitudes, skills and knowledge throughout the Programme. They should go back home willing to apply these acquired ASK into their daily life, in both further CISV activities and in other contexts where they can show that they are becoming active global citizens. After the initial training and the following international experience they will be better at planning and running activities with specific and well developed educational content.