

ICAN Sample Agenda

Day 1: El Pasado

9:00 am-9:45 am

Introduction to ICAN Program, The *Book of Life*, and Pretest Measure

9:45 am – 10:00 am:

Quien Soy Yo Icebreaker: Four Winds

(Other Options: Human Knot or Connection Web)

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: Instruct the youth to stand in a circle, crisscross arms one over the other and grip two random hands of other people in the circle. Together ask the youth to try to untangle the knot without letting go of each other’s hands.

Connection Web: Let the youth know that they will hold on to a string of yarn and throw the ball of yarn to one of their peers. They will ask their peer a question intended to learn about each other (i.e., what is your favorite..., why did you come to the U.S., how many siblings do you have?). The person receiving the ball may choose to forgo the question and offer other bits of personal information 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. Pull the yarn or let it go to illustrate 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.

10:00 am – 10:50 am:

Mi Jornada: On the Map

(Other Option: Obstacle Course)

Facilitator Instructions: Begin activity by showing the youth the world map. Ask the youth if they can locate their country and their town. If there are youth from the same town ask them what part of town they were from. Provide the youth with several maps of their country, their journey, the U.S., etc. Ask them to trace lines that represent their journey into the U.S. Have the youth cut out maps and make a collage in their *Book of Life*. Encourage the youth to share their journeys with the group.

Ask youth if they remember how they came to the U.S.? When did they leave? How many of them were there? How many countries did they cross to get to the U.S.? How long did it take? These questions are meant to facilitate a conversation between group members of their own journeys.

Obstacle Course: Arrange paper cups randomly over the floor in open space. Assign youth into pairs, considering how the pairs are formed—it can be a chance to work on relationships. One person (the follower) is blind folded (or keeps eyes closed), the other person (the guide) provides direction but cannot enter the field and touch his/her partner. Have them decide which role they would like to be and line the guides (shoulder to shoulder) along one side of the obstacle course and the followers on the opposite end.

The objective of the game is for the followers to successfully navigate the course while avoiding contact with the cups while listening to the directions of their guide. Allow participants a short period of time for planning to decide their communication commands before they begin the activity.

Decide the penalty for hitting a cup, it could be to restart, a time penalty, or simply count the hits but without penalty. Allow participants to swap roles and give them some time to review and revise their communication strategy. Try the game with different rules (i.e. no words only touch, no touch only words, everyone yelling at once, etc.)

After the game, consider asking the following process questions:

- In what ways did this activity mimic your journey to the U.S.?
- How much did you trust your partner at the start?

- How much did you trust your partner at the end?
- What is the difference between going through the obstacle course alone versus with a guide?
- What ingredients are needed for trusting and working with someone else?
- What did your partner do to help you feel safe and secure?
- What could your partner have done to help you feel more safe and secure?
- What communication strategies worked best?

10:50 am – 11:00 am:

Wrap Up/Clean Up. Collect *Book of Life*.

Day 2: El Presente y El Futuro

11:30 am – 11:45 am:

Team Building Icebreaker: Que Dijo

(Other Options: Four Winds or Connection Web)

Instructions provided in separate form.

11:45 am – 12:45 pm:

Mi Presente: Make A Move (Toma el Paso)

Facilitator Instructions: Facilitators should split the youth into 2 groups of 4-5 with a facilitator each. Facilitator can fulfill the role of “Case

Manager.” If necessary, youth may play in teams of 2 or 3. It may be helpful to pair younger youth with older youth so they can help each other understand the gameplay. Be mindful of time – even if the game is not finished, leave 10-15 minutes for discussion. Using the chance cards is optional.

12:45 pm – 1:30 pm:

Mi Futuro: Personality Compass

Facilitator Instructions: Set up the room with four signs on each wall – North, South, East and West. Invite participants to go to the “direction” of their choice. Explain that nobody is only one “direction,” but everyone can choose one as their pre-dominant one. Each “direction” answers the five questions as a group in their *Book of Life*.

Afterwards, the whole group can come together to discuss what they learned in their small groups. Explain that the test is not prescriptive, but learning about their strengths might help them to think about what careers they want in the future.

Brainstorm different careers that work with their “direction”, using the chart in the *Book of Life* as a prompt for discussion. Have each youth write two careers on a slip of paper that correspond to their directions. Take turns playing career charades, where each youth picks a career and acts it out for the group. The rest of the group has to guess what the career is. Use each career as a prompt for future exploration, asking questions like “How much school do you think you need to attend in order to practice this career in the US?” and “What type of person do you think would be good at a job like this?”

1:30 pm - 2:00 pm

Mi Futuro: Hope Tree

Facilitator Instructions: Facilitate a discussion of the meaning of hope 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? Distribute materials and ask youth to write hopes they have for themselves, for their loved ones, for the community (or world), and/or for those who might be residing at the shelters after they leave.

Once statements of hope are written, youth are to hang the tags on the branches of the tree. The tree can serve as a metaphor for nurturing hope.

2:00 pm - 2:30 pm

Posttest Assessment

Wrap Up/Clean Up

Yearbook: Have children sign each other's books.

NOTE: If there is extra time on this day, have 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. This letter can be present-focused or future-focused depending on the placement of the activity.