

International workcamp leader's manual



Welcome to your international workcamp, with
l'association Citrus,
regional delegation of Solidarités Jeunes
in Midi-Pyrénées,
and,
l'association Réseau d'Entraide Volontaire,
regional delegation of Solidarités Jeunes
in Languedoc-Roussillon,

**Dear leaders,
this document is entirely designed for you !**

It has for main purpose to help you set up:

- The important moments of the workcamp, such as the different steps and events to set up,
- The concrete leading of the workcamp, including the work schedule and free time organization.

You will find leading tools, contacts, and other references that will assist you along the project.

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Retroactive planning

Before the beginning of the workcamp season

The leader will take part in a **one-week training session**, where he/she will get a preview of the way a workcamp takes place. And, to get information about the organization he/she will work with.

Before the beginning of the workcamp

The leader should make contact with the organization to:

- Review what was decided for **the accommodation** (sufficient number of beds, living area, water, gas, trash ...) and for the **workcamp** (material, transport,..)
- Pick up the **first aid kit** and the « **magic box** » at the organization (make sure there is everything you need for group animation).
- Gather as much **information as possible about the workcamp**: participants could come up with questions about the purpose of the project, it's context, activities of the organization, how it is financed and many more,...

Once you are on the site

The leader will show up **two days before the official date** to prepare the arrival of the participants.

On site, checklist to verify on following two pages.

To-do list during the two preparation days!

1. Introduce yourself to the town hall and pick up the keys – take the opportunity to enquire about **local producers** to support **local trade** (market farmers, fruit vendors, ...).
2. Read participants' info sheets (birthdays, particular needs, vegetarians...)
3. Verify that what was **planned for the accommodation**, concurs with what was decided in advance
4. Make the inventory of available accommodation material (check cooking material, number of beds,..)
5. If possible, visit the work site along with a technical leader or a member of the town hall and make sure that **all necessary equipment** is ready
6. Make sure first aid kit is complete
7. Organize and prepare the welcoming of the participants – organize transportation with town hall – if you can leave a sign at the train station with your information.
8. **Prepare and display** cooking, washing, breakfast teams... You can, afterwards, **and with the group** , reorganize according to needs witnessed during the first days. **Free time activities planning**: schedule, working days, and other events previously organized by the coordinator and the town. The planning must be **readable and precise**; it is very important so that the volunteer can understand it (French and English)
9. Fill in and display emergency numbers
10. Meet the local shop holders: **open accounts** at the baker, the corner shop ...
11. Get **documentation about activities** around: pools, museums, monuments, cinemas, churches, mosques, shops, banks, post office, laundry etc... To make available for the volunteers.
12. Display information relevant for the volunteers (ex. list of the participants, map, « to display » papers)
13. Prepare first meeting: content and visual support
14. Inform the village: mark accommodation, work site with signs, contact local press correspondent, meet local organizations...
15. Say « hello we are here! » to the local authorities: leave the list of volunteers filled with their names
16. **Make menus and shopping for the first few days of the workcamp**
17. **Prepare the first meal for them**

On arrival of the volunteers

Be aware that they will probably be very tired after their trip and that their language skills might be affected by tiredness.

- 1. Introduce yourself** to everyone and make sure they understand that you are responsible of the group.
- 2. Enquire about special needs** such as diet, religion, health problems,...
- 3. Let the volunteers relax and discover** the site. Other activities should not be planned for the first evening.
- 4. Take in charge the first evening:** meal, cleaning...
If you feel like it, you can organize a quick icebreaker to start creating group cohesion.
- 5. Get them to fill the administrative papers:** attendance sheet + insurance numbers (if they don't have it, they should contact their family to get it, and if that is not possible you can call your coordinator to find solutions)

During the project

The adventure has started! You will now be solicited by various people and actors of the project!

- **Conflict management:** you will keep to a mediator's role with the volunteers and make sure of good group cohesion. Pay attention to exclusion from the group, rumors about discontent, or groups creating within the group. Don't let it drag on! Depending on situations, you should adapt your reactions (collective meeting, one on one chat with a volunteer, organize a mediation meeting with conflicting parties (cf. non-violent communication techniques)...
- **Keep an eye on** the progression of the workcamp, that the work is achieved on time or contact the coordinator if you believe the objectives of the project are unrealizable in the given time.
- **The aim of such a project** is to create a **social link with the locals**. At the beginning a welcoming **drink** is offered by the town hall, as well as a **goodbye drink** at the end. The dates are planned in advance with the municipality. **You can already start advertising and informing about such events!**
- **The international dinner** takes place around the middle of the project. You will give guidelines, but it is to the whole group to organize it, to take care of the communication with the population and of different activities for that evening. However be aware that

you should coordinate the overall organization.

- **Organize regular meeting times** to affirm unity and identity of the group, and to decide of free time activities.
- **Keep a logbook** of experiences; a planning of your activities that you should hand in to the coordinator at the end.
- **Chores and cleaning:** make sure all the volunteers know what to do, if needed, show them how to do them. If the tasks are not divided fairly, volunteers might feel resentful. If someone refuses a certain task for cultural reasons, (male/female difference) talk about it, If you really cannot find a compromise, replacing the volunteer with another can be a solution; however, it could be a good debate subject with the group about cultural differences. (Careful at the beginning of the workcamp to favor cooperative activities rather than dividing ones)
- Establish planning according to the volunteers' **financial capabilities**. Limit expensive activities.
- **In case of serious issue** refer to the project coordinator!

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For administrative or organizational problems, you can contact the regional delegation of Solidarités Jeunesses:

Réseau d'Entraide Volontaire	Languedoc-Roussillon	09.79.38.26.68
Citrus	Midi-Pyrénées	05.63.65.94.06
Solidarités Jeunesses	Secrétariat National	01.55.26.88.77

The end of the workcamp

- **Tiding** the accommodation with the participants
- **Personal and collective evaluation** of the volunteers and of the project the day before last, administrative papers to fill in (volunteer evaluation form).
- **Make an inventory the equipment** that was lent to you by the municipality and return the keys of the facilities.
- **Volunteers departure**, then **your departure** (evaluation of leaders and the local people responsible for the project).

Meetings

How to?

You will need at least 4 meetings during the workcamps. The 1st one is to present the project and prepare the 1st week, refer to « 1st meeting » section, it is the most important one. The 2nd is the evaluation of the 1st week and the preparation of the 2nd one. The 3rd is the evaluation of the 2nd week and the preparation of the 3rd one. The last one is the evaluation of the whole project.

Idea: Set up an « idea box » or a « propositions panel » that everyone can express himself with and use what has been collected to lead the meetings.

-Preparation: Find a comfortable spot and arrange chairs so that volunteers face each other. Paper and pens close by. Make sure the participants know the objectives of the meeting, when, and where it will take place.

-Gathering the volunteers: it is important to have the right moment and method. Fixed times (such as after the meal when everyone is around). Make appointments (oral, invitations, sign).

- Agenda of the meeting: you should prepare the first meeting. For the next ones, you can use volunteer's input.

- Time: establish fixed starting and ending time to make it efficient. Split the time amongst the diverse topics of the meeting. Assign a « time master » that has the responsibility to keep the group to the schedule.

- Taking the minutes: Especially useful for the important decisions. To display after the meeting, in case some people didn't quite understand during the meeting.

- End of the meeting: sum up all decisions made to be sure that everyone agrees and has properly understood.

What you should remember to ask at meetings:

- **General mood:** what is going well? What is not? Is there anything to be changed?
- **Work:** is the general project of the work is clear? Are the objectives and the planning clear? Are they in place? Did the group achieve the past week's objectives? Establish next week's objectives. Is teamwork in place? Is everyone finding his/her place? Are competencies and other techniques transmitted amongst the group? Are there any initiatives taken by the group? How is time management? Are safety measures followed on the workplace? How is the mood on the work site?
- **Collective life:** review the past week. Are there any things to change? Make cleaning/cooking planning for the next week, menus and shopping lists. How is the general mood? Respect of the rules, the schedule and of others?
- **Relations with local population:** Fairs, schools, events with locals. You can organize an open doors day for the locals to come and see the worksite.
- **Activities:** review the past week. Organize leisure events for the next week.
- **Finances:** review the budget. Consider saving if you have overspent.

Agree on a decision:

- A structured meeting, clear about the decision to make, helps the decision making process.
- The group must be aware of the importance of making the decision. And, if there isn't an absolute agreement, a compromise should be found.
- Pay attention to everyone's participation.

Help each member to participate:

What is important in making a common decision is that everyone is part of the decision. Sometimes, one person or a group of people will dominate the discussion (for language reasons, personality, motivation...). Or, someone might want to express himself without being heard. In such cases, the leader can animate the debate by pointing out that someone would like to talk or that he would like to hear everyone's opinion. For people with fewer language skills, it could be interesting to not out previously to the meeting the topic, and decisions to make. It could help them to plan their arguments in advance.

Participation tools:

- Around the table: each volunteer has the same time to express himself (1-2min in general)

- Matches: each volunteer gets a certain amount of matches. Every time he speaks, he should put one down. When one person has finished his/her matches, he/she should wait until all matches around the table have been used.

- Split into groups: For people who are less comfortable in speaking in a big group, or for decisions that would take longer to agree upon.

(Ideas: to not have people interrupting each other too much, you could have words like « I take » when you want to speak and « I'm done » when you are finished; or you can use an object that is the totem that allows to speak, the person that has it speaks, the others listen and it goes round)

First meeting

The first meeting is important to properly set up the workcamp. It usually takes place on the **2nd/3rd day of the workcamp**. The leading team should introduce themselves straight away, and explain their status towards the group. Then come presentations, of each other, of the organization, of the workcamp, games are welcome.

The first meeting helps to present the broader view of the project, from the informal education to daily organization: keep to the essentials, be careful to not drown them in details.

To avoid an overcharge of information, it is preferable to separate the core (the objectives) from the shape (the concrete organization):

« The core » (after visiting the village for example)

- ➔ Volunteers' hopes, expectations, and fears
- ➔ History, reasons, aim of workcamps
- ➔ Presentations of the association (regional delegation, SJ)
- ➔ Local context (associations, environment) in which the workcamp takes place
- ➔ Expectations and role of the leaders

« The shape » (to take place in the common area of the accommodation)

- Organizing collective life (chores, schedule, menus, rules, shopping, recycling... check for health issues, or diet specificities...)
- Explain the budget
- Plan for activities of the first week (make sure you have visit the tourism office to offer information about the area, cultural activities,...)
- Administrative papers: presence sheet, insurance sheet,..

Proposition for setting the agenda

- 1- presenting the agenda, explain briefly the schedule of the meeting, (display agenda and times for each part)
- 2- **Leader's role**, remind the participants that you are also a volunteers – (at this time you can also collect fears and expectations of the group including yours)
- 3- **Present Solidarités Jeunesses** – History and values
- 4- **What is an international workcamp?**
- 5- **Local context**, explain the context of the workcamp, the established partnership between the organization and the locality, the planned work, a brief about the technical leaders that are not meant to be teachers but volunteers or employees of the village that are maybe doing this for the first time...
- 6- **Fears and expectations** of the volunteers and leaders

BREAK

- 7- **Organization of collective life**: the important things to set up (Safety rules, chores planning...)
- 8- **Explaining the budget**: always bring the receipts back...limit expensive activities, meat every day? Favor local economy.
- 9- **Planning**: explain working hours, key events already scheduled (international dinner, etc...)
- 10- Plan activities for the first week (prepare tourist information, cultural activities planning, etc...)

Presentation of *Solidarités Jeunesses*

Solidarités Jeunesses, association under the 1901 law, organizes short/long term international voluntary exchanges, inclusion programs, trainings, international solidarity actions and manages small structures of hosting and animation in rural environment.

The core of Solidarités Jeunesses movement is the building of peace. It promotes actions for a world of justice, freedom, and human solidarity.

Through those actions, Solidarités Jeunesses aims to:

- Enhance the **understanding of global issues**
- Make possible the **voluntary participation** of everyone
- Follow a **social transformation** and, through the “do together”, fight to build a society with every person is an actor of their personal life scheme.
- Inscribe it’s actions in the world’s **sustainable** framework,
- Illustrate through active participation and network the importance of **cooperation** between actors.

A short story...

Solidarités Jeunesses and the birth of international workcamps began shortly after World War 1. The idea of the reconstruction of peace was first imagined by organizing a rapprochement between German and French. After witnessing the failure of such meetings, a last attempt was made, though this time by associating the people with a concrete project of reconstruction. The achievement as much on the human side as on the success of the created Solidarités Jeunesses that has, ever since, used such tools as the “do together” to build peace.

To achieve its aims, Solidarités Jeunesses structures itself by **collaborating with local independent organizations** and abides to mutualism in its human, material, and financial resources.

Local organisations: Today, Solidarités Jeunesses is formed of 7 regional and several partners, especially:

- Île de France: **Vir'Volt**
- Franche-Comté: **Centre de Beaumotte**
- Auvergne: **le Créneau**
- PACA: **Villages des Jeunes**
- Poitou-Charentes: **la Maison des Bateleurs**
- Midi Pyrénées: **Citrus**
- Languedoc-Roussillon: **REV** (Réseau d'Entraide Volontaire)
- A delegation in Aquitaine in process.
- Partner organizations, for example. **Passadou**



Following common values, the regional delegations develop their own activities, their ways of action and organize the associative life in the region.

*The movement conceives **informal learning** by all, for all. By animating spaces for participation, expression, and awareness it guides **the thriving of individuals** and works to enhance the way they have experienced.*

Intercultural open mindedness and social mixity structure the actions of the movement. It is through collective hosting centers, international workcamps and other projects allowing the mingling of people from different cultures, different backgrounds, and different environments that the concept of “living together” is experienced.

At the national level, Solidarités Jeunesses is a member of **Cotravaux** (*Coordination Française des Associations de Chantiers*) since 1959 and of the **C.N.A.J.E.P.** (*Comité National des Associations de Jeunesse et d'Éducation Populaire*). It is also member of the **CCSVI** (*Comité de Coordination du Service Volontaire International*), **Alliance** (*Association of voluntary Service Organisations*) and the **NVDA** (*plate-forme asiatique de volontariat*).

What is an international workcamp?

A workcamp, is:

- The accomplishment of a useful and concrete task
- A place of social mixity, cultural differences, and learning opportunities
- To discover oneself and others
- A collective life experience
- An exercise of citizenship, an implication and active participation
- An encounter with the population and a contribution to the local dynamique
- A place to experiment alternatives and social transformation

Each regional delegation organizes between **5 and 15 short-term workcamps**, from Mai to November, in their region.

→ A project with 15 international volunteers, over 3 weeks, supervised by a technical leader and one or two “collective life” leaders.

→ Achieving a task, with **25 to 30 hours** a week, as part of a **local development project** (heritage renovation, environment protection, development of communal structures, cultural animation, ...).

→ Each group organizes, with the advice from the regional delegate of the organization, to manage all aspects of daily life, to create a dynamic allowing exchanges and meeting of **local population** and to discover the beauty of the region.

We organize adult workcamps (18+) and teenager workcamps (from 15 to 17)

declared as Holiday and leisure Centers at the ministry of youth and sports.

All the workcamp organizations in France, for the majority part of COTRAVAUX network, organize around 800 workcamps in France each year, with 8000 participants, including half from abroad. In a reciprocal perspective, hosting international volunteers allows us to propose projects around the world to French people. Over 80 countries in the world organize international workcamps.

International volunteer workcamps are built in partnership between organizations and communities. Mostly, such partners participate financially in the overall accomplishment of the project. State subsidies (through the regional institutions for youth, culture, and/or environment), regional subsidies and sometimes from the department complete the budget.

Key points to set up during the first meeting

Work schedule, organising collective life

- Planning:

The volunteers must work 25-30 hours per week. The frame is often defined according to the availabilities of the technical leaders. It is the responsibility of the group to set meal times. This schedule is planned in the first meeting and can be adapted at the second meeting if needed.

Inform the volunteers of the different events organized by the locality, such as:

- Welcome drink: during the 1st week of the project, to meet the local officials and welcome the group. Most of the time is organised by the town hall.
- International dinner: during the 2nd week, around the middle of the workcamp.



Volunteers will prepare a meal to share with the inhabitants, mixing different culinary specialties from their respective countries. It is **THE HIGHLIGHT** of the workcamp!!!
(see method for international dinner)

- Goodbye drink: in the last days of the workcamp, to inaugurate the accomplishment of the work and say goodbye to the volunteers. It is also organized by the town hall usually.

- All other events planned ahead

- Activities propositions + collect ideas

Cleaning tasks and collective organisation

The conduct of the chores are to be managed by the volunteers. They will, during the 1st meeting, make the cooking/cleaning teams for the week. The cleaning should be done conscientiously in order to keep the place in a good state. Shopping, menus for the first few days having been made by the leading team, the volunteers can already think of the menus for the following week. Shopping should be done according to menus and leaders are responsible for the budget.

Budget: For information (can vary depending on delegation and local conditions):

4,50€ /pers /day for food and 1,50€ /pers /day for activities.

Present the budget booklet and don't forget to mention you should **ALWAYS** ask for a receipt if you want to be reimbursed.

Activities

1,50€ /pers /day

The information you collected the first days can be made available. It will be the group's task to decide what activities it wants to do. Favor exchanges with local population, to keep in the values of the organization, and consult them for information and invite them in your more broad travels.

Administrative papers

During the meeting get them to fill in presence and insurance sheets; the right to image paper.

Hygiene:

Make sure the communal areas (room, dinning area, kitchen) are clean and tidy. Remind the group to be careful on the waste of water and electricity.

Safety at work:

Clothes: They should wear practical and comfortable clothes for work. Check the state of lent clothes.

Moreover, it is preferable they wear closed and high shoes (that maintain the ankles).

Depending on the workcamps, volunteers might have to wear safety clothes and apparel: safety shoes, glasses, helmets, and earmuffs.

Tools and machines: the work should be well supervised. And, the users should be clearly explained the functioning of the machines and equipped accordingly.

SAFETY

- * **Electric equipment:** situate electricity lines, plugs and general feed.
- * **Fire precautions:** locate emergency exit and fire extinguishers. Smoking inside is forbidden.
- * Always have a **first aid kit**, and be aware of **expiry dates** of medicine, indicate where you keep it.
- * **Check volunteers' info sheets**, make sure you know all diseases, pill users, and allergies. Epileptic people shouldn't work with or next to risky equipment (do not share with the group uncomfortable information).
- * **The display of emergency numbers** is compulsory. There should be the doctor's, the pharmacist's, and the organization's numbers...
- * **The organization's insurance** covers exclusively incidents related to the work or living space. For all other incident or diseases, the volunteer should have a personal insurance. Don't forget to properly explain this to the volunteers in the beginning, and ask for their insurance numbers to fill in the insurance sheet.
- * **The leader cannot in any case administer medication or treat** a participant adult or teenager. For teenagers, it is compulsory to see the doctor. For an adult, the pharmacy can suffice. In case of accident, requiring to drive the volunteer to the hospital, call the firemen (18) and explain the situation. If you can avoid it, do **NOT** transport the volunteer yourself.
- * **Signalize emergency exits** (for immobile buildings). You should identify them as soon as you get there in the beginning.

- * **Respect a healthy diet and decent sleeping hours** for good life hygiene.
- * **Maintain** the equipment and the workcamp in good shape.
- * **Discuss the rules** with the group, such as drugs and alcohol.

Fears and expectations

You can do it anonymously at the start so that all participants dare to express themselves. With post-its for instance. Though, it is also interesting to know individual needs of everyone, ex: I am not a morning person and I don't like people talking to me at that time. Then you can also organize a short overt game with each other's needs.

Workshop example:

- 1- Ask one participant to write on a first colored (red for example) paper his fears concerning the project, work, collective life... and on another one with another color (green maybe) his hopes, and expectations.
- 2- Mix all the papers and propose a discussion to highlight the collective aspects. Every element should be considered. Make sure everyone is understood by the group, reformulate if necessary.

- 3- Propose the creation of a common document from the data. Example:

“A motivational chart”

With two boards. Set them next to each other and stick the fears on one side and the expectations on the other. All elements should be dated to be aware of the timespan of each one; and over the course of the 3 weeks, the boards can be modified by adding extra papers or withdrawing papers that have been dealt with.

Work meetings

During the first morning at the workplace make the presentation and motivations of each other including the technical leaders. Ask them to explain the aims of the project, the different steps, the techniques, the different jobs, safety rules and remind the working hours.

Don't forget to announce where the first aid kit is.

Then, every morning at the end of the work, regroup everyone including the technical leader(s) to review the advancement of the work, the improvements to incorporate and what is planned for the next day.



Food ethics

Food

Cooking for a big group can be a real challenge, although it can also be an enjoyable moment of the workcamp. To oversee the smooth running of the tasks:

- Make sure there is **enough stock for the first days** of the workcamp.
- **Fix a provisions budget** and take the volunteers to buy products accordingly,
- Make sure the provision are **bought in advance**, that there are enough volunteers in the cooking team and enough gaz,
- **Insist on punctuality for the meals**: it helps for group dynamics
- It is important **to respect vegetarian, cultural and medical diets**. Furthermore, vegetarian meals are often cheaper 😊
- **The cleaning of cooking equipment and of the kitchen** should be done directly after the meal
- **The ideal situation** is to have rotating teams and that each volunteer has the opportunity to cook traditional dishes from his country with the available ingredients.
- **Do not trash the leftovers**: they can always be used for the following meals,
- Do not forget food ethics and to discuss with the whole group! Ex: consume seasonal products, local, bio,...

CITRUS TAKES SIDES! We strongly advise against buying Monsanto products and invite you to boycott!

Drinks

- Products from the Coca-Cola company: Coca-Cola, Fanta, Dr Pepper, minute maid.
- Capri sun and Tropicana juices
- Ocean Spray drinks, Pepsi-cola sodas, seven up, Schweppes or gatorade energy drinks
- Lipton teas and Maxwell coffee
- Gloria milk from Nestlé

Sweets

- Chocolate: Poulain, Lindt, Côte d'or, Milka, Suchard and Toblerone
- Biscuits: Lu, Oreo, Cadbury and Pepperidge Farm cookies
- Brossard or Savane products
- Candy: Carambar, Krema and la vogienne
- Hollywood and Malabar chewing gum
- Bounty chocolate bars
- Ice cream: Häagen Dazs, Miko and Ben & Jerry's
- Kellog's cereals (special K, miel pops,...)
- Yoplait yoghurts

Savory products

- Crisps: Lay's, Pringles and Doritos.
- Aperitif biscuits: Benenuts and Bahlsen.
- Philadelphia cheesy products.
- Ready made meals: Marie, Findus, Tipiak.
- Jacquet breads
- Soups and broth cubes: Liebig, Knorr, Royco, Alvale.
- Mexican preparations Old El Paso
- Sauces: Heinz, Amora, Benedicta
- Uncle ben's products

Hygiene and cleaning products

- Pampers baby nappies

- Always woman products
- Shower gels, shampoos and deodorants: Axe, Pantene, Monsavon, Dove, Rexona, timotei
- Signal toothpaste
- Cleaning products: Cif, Omo, Dash, Skip, Cajoline, Sun
- Febreze air deodorants

Why against Monsanto?

Monsanto is the iconic firm of the worldwide agrochemical saga, an industrial empire, which, with the use of deceitful reports, pressure and corruption attempts, has become one of the first seed companies on earth. Indeed, Monsanto, that represents the worldwide leader of GMO, is also one of the most controversial companies of industrial history investigated by Marie-Monique Robin in her inquiry entitled "Le monde selon Monsanto".

So, how did Monsanto become one of the first industrial empires? By inscribing to its **pedigree no less that the mass production of some of the most dangerous products of modern era:**

- **PCBs:** Chemical oils used as insulation in electric switchboards and radiators for over 50 years that Monsanto hid the devastating noxiousness until their ban in the 80s. They were also heavily used as lubricants for pumps and turbines, in oils used to treat metal, welding, adhesives, paint,..
- **Dioxin**, that only a few grams only would suffice to poison a big city, developed from one of the firm's herbicides, which will become the base for the unfortunately famous orange agent, the defoliant spilt over Vietnamese forests and towns (allowing Monsanto to land its biggest contract with the Pentagon). Its manufacture was forbidden at the same time as Monsanto was cleverly denied its toxicity of this product presenting rigged scientific studies.
- **Growth hormones**, which has the purpose of make the animal produce beyond its natural capabilities despite proven consequences on the animal's and human's health.
- **Roundup weed killer**, sold ready for use by the farmer and amateur gardeners, presented through mass advertising as biodegradable and favorable for the environment. Monsanto was then convicted for false advertising. Several studies have proven the toxicity of this product especially Professor Gilles Eric Séralini's study, that revealed the carcinogenic nature on rats that had consumed it for 2 years. Besides developing cancer, Roundup is accused of originating reproduction troubles. Moreover, it is also toxic for animals, inasmuch as it destroys the microorganisms of the water and soil.

- **Aspartame (the “fake sugar”):** Marie-Monique Robin, in her investigation entitled "Notre poison quotidien", reveals the scandalous conditions in which it was put on the market in the USA in 1981: a mediocre toxicity study, shameless lies, a pressure from Reagan's government to allow this product manufactured by Searle, that was at the time directed by... the republican friend named Donald Rumsfeld! And in 1985, Monsanto acquires GD Searle. And today, aspartame is present in no less than 6000 products (code name E951), and many studies reveal its nocuous effects on health, especially for pregnant woman.
- **GMO:** The scientific community is very divided about the effects of transgenesis and the feedback on the GMO cultivated don't prove nor safety regarding health and environment, nor their ability to increase food production in order to deal with hunger. One scientist dared to affront Monsanto in a very mediatized trial: Pr Séralini. He, indeed, published in September of 2012 a study on GMO in a renowned scientific paper; “food and chemical toxicity”, composed of a reading Committee, and that showed that rats that were fed on GMO developed much more tumors than ones that hadn't. Moreover, the usage of hybrid seeds represents a danger for biodiversity, making the soil very sterile and farmers dependent on chemical products.
- **Patenting the living:** Monsanto always admitted that genetic manipulation was a way of obtaining patents and rights over the seeds, that's its real aim. By controlling the seeds, the firm can control world food. Under the pretext of improvement and profitability and harvest quality, Monsanto has managed to impose its GMO and an incredible subservience of producers with the patent system. And, as soon as a patent is deposited, it means “royalties”, so price increase... After letting farmers use their GMO seeds, the company now prosecutes them if they haven't paid the “royalties”. Monsanto, waited until they were dependent before forcing them to pay constantly increasing price for its products. A long-term strategy, planned to achieve control over worldwide food production. Yes, Monsanto wants to become king of the world by owning the living, We might in a not so far future depend on the company for every seeds that we sow and each field we cultivate.

Games and Animation

Here are some ideas of games you can lead that correspond to different moments of the workcamp. You can pick from these or propose new ones of course!

1: Name games

Barbara the Babe

The group stand/sits in a circle. The first person says his name followed by an adjective or something he/she likes starting with the same letter of his/hers name (ex: My name is John the Joyful, or My name is Marc and I like Marmalade"). The next person should then repeat the other persons sentence and add his own. Go around the circle until the last person has to repeat all names.

Pass the ball

Pass a ball, or some other object, around or across the circle, make sure everyone gets it once, the aim is to learn the names. The dialogue goes as following:

A: "I am A, and here is B"(pass the ball to B)

B: "I am B, and here is C"(pass the ball to C)

When it gets to the last person go round again in the other direction.

Alphabetic line

Participants should make a line following alphabetic order of their first names. When the line is ready the two ends meet to form a circle. Everyone then just gives his name.

Interviews

Every person finds a partner and they interview each other. They then have to present themselves as their partner to the rest of the group using the information they acquired.

Match game

The participants are in a circle, one person lights a match and gives it round. Once it goes out the previous person gets to ask the one holding the match a question.

Human atlas

Participants form groups of countries they come from and place themselves in space as if there was a huge map on the ground. Once everybody is in place, each participant can say his name, country, and city.

2: Get to know each other

Chair exchange

Put chairs in a circle, with one less than the number of participants. One person starts standing in the middle, he shouts something like: “everyone that has black hair”. And, all the people with place hair must change seat without going back to their initial place. Meanwhile, the person standing should take an empty seat, the person standing at the end of the round is out of the game. You can use some tricks like “everyone who has a birthday this year” so that everyone is concerned.

Random object

Every participant should find an object representative of his/her country or personality (bank note, picture, ...). After a few minutes, everyone should say his/her name, and identify the object. They can then explain why it is representative. You can also make teams of 2-3 people to explain the objects.

3: Group dynamics

The wink:

This game requires an uneven number of participants, chairs in equal number to half the participants plus one.

1. Set the chairs in a circle
2. Divide the participants into 2 groups: one will have an extra person
3. Ask the smallest group to sit on the chairs (one will therefore be empty)
4. The other group stands behind the chairs (one will be behind an empty chair)
5. Explain to the person behind the empty chair that he should try to “call” another sitting participant by winking to him. This one should therefore run to the empty chair without the person behind him touching him. If he touches him before he leaves the chair, the participant should sit back down on his chair and the person standing behind the empty chair should try to call another person.
6. If the participant that is winked at manages to join the empty chair then the person standing behind the freshly emptied chair should try to “call” someone else.
7. Last rule: The person that is winked at must try to get to the empty chair; the participant cannot ignore the call.

Tip: This activity is very amusing if it is played rapidly.

The bridge:

This game requires an even number of participants, an empty room, and an equal number of chairs as the participants plus two.

1. Divide the participants into two even groups
2. Place the chairs in two rows facing each other, approximately two meters away. Each row should have an equal number two the participants of the group plus one. And should be symmetrical.
3. Set an arrival line at equal distance from the rows.
4. Each participant should stand on a chair and leave the one furthest from the arrival line empty.
5. Explain the rules: The person closest to the empty chair should pick it up and pass it up the row to the first person that sets it next to him and take place in it. All members then move up a chair and repeat the process. The winning team is the one that outs the last empty chair over the line.
6. Give the “go” signal

Tip: The participants should always be on a chair, if ones falls he is then expelled and his team should pass both empty chairs up the row.

Who started? • An empty room • a watch or a stopwatch

1. Ask a participant to leave the
2. The rest of the group should form a circle
3. Designate a leader. Ask him/her to do something (wave a hand, scratch his belly, pretend to play an instrument...) and tell the others to imitate him.
4. The leader should, when the other participant enters the room, change often of sign, and for the others to follow him.
5. Make the participant join the room and he should stand in the middle and find who is the leader. He has 3min and 3 guesses; if he fails he looses and should get a task to do (something funny).
6. If he succeeds the leader leaves the room and the games starts again.

Tip: The time being an important factor of the game you can pressure the player by announcing the time left and saying this like “will he make it”, “he looks disorientated”...

Stacking chairs

Everyone should stand in a row one behind the other with the tallest in back and the tallest in the back. The tallest sits on a chair that is set behind him and then all the participants should sit on the knees of the person behind them. Try to get everyone sitting and hold the position for 3 seconds.

Standing

5-10 minutes – 10 people or more - Preparation: one chair per person

1. Participants should stand in a circle
2. Explain the rules: there should always be 4 people standing at the same time but each person cannot stand for more than 10 seconds; however, he can stand for less than 10 seconds if he desires.
3. There should be no communication between the players, but everyone should follow what's happening and assume the responsibility to have always 4 people standing.

Tip: They will need some time to adapt, but, afterwards, they will find the rhythm to stand and sit when required. It is a very exciting game that creates a strong group feeling. You could after the game ask them how they knew to sit or stand at the right time.

Intertwined

All participants should stand in a close circle. Each one should catch someone else's right hand. Then, everyone hands his left hand out to someone else's, all hands are then bound. From this position you should achieve to unwind the crossed bodies into a circle. It's quite a tiring exercise and if after 10 minutes you haven't managed to make the circle you can start again.

Infiltration

Aim: Experience what it is to be accepted in a group?

The group should form a tight circle, and to make a group hug. One or two people should stand out of the group, the "excluded" should then try to integrate the group. Try to tell the people not to prevent them from entering. Simply observe how hard it is to infiltrate the group. The group can establish it's own rules. If one "excluded" succeeds to enter the group another one should be "kicked out". This person should then by all means try to reenter the group. Stop the game when no one wants to be excluded anymore.

Discussion:

- * Explore the ways of integrating the group and discuss which is the best one.
- * Examine your impressions as being the person that is trying to prevent the "excluded" to enter the group.
- * Ask if any participants shown clemency (remind them that you did ask them to prevent the entry to the group)

4: Different cultures and breaking the prejudices

Greetings

Make small pieces of paper with each different greeting on them. Place them in a hat. Each participant should have one piece of paper (there can be doubles if needed). They should then mix in the space and find a person to greet following the rules on the paper they have in hand.

- Greet the person by hugging them and kissing them 3 times on the cheeks.
- Greet the person by hugging them and kissing them twice on the cheeks.
- Greet the person by hugging them and kissing them 4 times on the cheeks.
- Greet the person by joining your hands like in a prayer and bending over
- Greet the people by making pressing the tip of your nose against each other's
- Greet the person with a strong warm hug
- Greet the person with a strong and firm handshake
- Greet the person by keeping a 50cm distance and slightly shaking his/her hand

Tip: This activity is a good icebreaker with people who don't know each other. We insist that this is not a way of reinforcing stereotypes. A brief discussion after the activity should suffice to counter that and introduce the next part of the game. You can ask them:

- Can you guess from which countries each greeting is from?
- In what way are they stereotypes? Do all Germans greet with a solid handshake? ?
- Which greetings make you comfortable/uncomfortable?
- Have you ever felt embarrassed, whilst, in another country, a person greeted you with a warm hug and three kisses but you backed off because you didn't know the proper social conduct?

Note: The players will ask you about different practices. Invite them to guess, or here are suggestions:

- Greet the person by keeping a 50cm distance and slightly shaking his/her hand
(England)

- Greet the person by hugging them and kissing them 3 times on the cheeks.

(Belgium/Netherlands)

- Greet the person by hugging them and kissing them twice on the cheeks.

(Portugal/Spain)

- Greet the person by hugging them and kissing them 4 times on the cheeks.

(Parisians)

- Greet the person by joining your hands like in a prayer and bending over **(Japan)**

- Greet the people by making pressing the tip of your nose against each other's
(Eskimo/Inuit)

- Greet the person with a strong warm hug **(Russia/Palestine)**

- Greet the person with a strong and firm handshake (**Germany**)

Human Bingo

Material: Copies of the following questionnaire (one/pers) -• Crayons (one/pers)

Explain the aim is, for each person, to interrogate the other members of the group in order to find a specific characteristic for each one and tick it of the list.

Find someone that answers positively to this question:

«Are you someone that...? «

Try to have a different name for each question.

- has recently painted or redecorated his/hers house
- likes cooking
- has travelled to another European country
- shares your home with other members of your family
- regularly reads the newspaper
- makes your own clothes
- likes football
- has animals
- can play an instrument
- has parents or grandparents from another country
- can speak Esperanto
- has travelled outside of Europe.

Tip: If you want to have a brief discussion about what the participants have found out you can start by asking if they liked the game. Then, address the diversity of the competencies and interests within the group and the cultural influences that come out from the given answers.

Eurorail

You are travelling by train. You have to share your compartment with 3 other people. With whom would you like to travel?

Choose 3 you would like to travel with and 3 you would not like to be with.

1. *A Serbian soldier from Bosnia.*
2. *Obese Swiss Trader*
3. *Italian DJ with a lot of money*
4. *African woman who sells leather articles*
5. *HIV infected young artist*

6. *Rom (gipsy or traveller) from Hungary, who get out of jail*
7. *Basco nationalist travelling regular to Russia*
8. *German rapper who choose an alternative way of life*
9. *Blind accordionist from Austria*
10. *Ukrainian student who doesn't want to go home*
11. *Romania woman, middle aged, without visa, carrying a one year old child, in her arms*
12. *Dutch feminist very aggressive*
13. *Swedish skinhead, drunk*
14. *Catcher from Belfast, going to a football match*
15. *Polish prostitute from Berlin*
16. *French farmer, speaking only French, with a lot of smelling cheeses*
17. *Kurd refugee living in Germany and coming from Libya*

You have 5min to make your mind. During 40 minutes, divide into groups of 4 people, debate and achieve a consensus decision. Then, share your choices with the group, explain why and the difficulties in arriving to a consensus.

Cultural treasure hunt

Aim: Understand culturally different behaviors and life styles, you should learn the cultural codes they use.

* The leader writes short lists, containing different objects that should be found in an unfamiliar community. These objects can be related to local medicine, literature, music, religion, food, decoration, everything defining people's behavior, values and lifestyles.

* The participants should, in most cases, hunt alone or in pairs. They must learn as much as possible about their discoveries to be capable of explaining them when they get home.

* *When they are together again, they should report their discoveries, and explain the cultural importance of each object. They can also compare their experiences during the hunt – funny incidents, hostile reactions, unexpected discoveries.*

5: Developing cooperation

Nature engineers

Aim: develop cooperation and attain consensus.

Divide the group into teams of 3-4 people. Choose a lifeless matter abundant in the region (dead leaves, stones,...) and assign to each group the task of building the biggest possible structure from it.

The individuals should follow these rules during the building process:

- * Everyone should participate by placing an object at a time in turns.
- * If someone decides to not add to the structure, the group should stop building.
- * The only way to add to it is to reach a consensus about what to add and where to put it.
- * If it collapses, it should be restart from the beginning.

After 10-15 minutes, the group that has built the highest structure wins the trophy on nature engineer.

Debate topics:

- * Who had the idea to use this matter/material?
- * Where you satisfied with the way of the decision-making?
- * Did everyone follow the rules? If not, why?
- * Did your group reach consensus?
- * Is this for you a new decision making method?
- Which challenges did you encounter during decision-making? Are they similar to the other groups?

OR the totem of the workcamp: during the workcamp you can build a totem from anything and everything, everyone can add what he/she wants, drawing, hat, bike wheel, branch... you can name it, it helps in group dynamics and belonging to a team.

Official
documents to
display and
provide

Administrative papers

Membership: Every person that wants to become a member of the organisation or anyone that doesn't live in the village that is hosting the workcamp and that wishes to participate on the workcamp should become a member to be insured by the organisation.

Parental authorization: for minors that would like to participate in the workcamp they should have written authorization from their parents.

Responsibility discharge: if a volunteer absolutely wants to leave the project and no other solution has been found, he must sign the departure declaration before he leaves.

In case of accident: Follow the instruction of the insurance booklet – make the declaration gather all paperwork from doctor or hospital or pharmacy and don't forget to call the coordinator.

Documents to return after the workcamp

- **The budget-spread sheet filled in with all the information of the number of volunteers per day and the receipts.**
- **The presence sheet signed by all volunteers, leaders and stamped by the mayor.**
- **A list of free time activities organise during the project,**
- **A list of activities shared with the local population,**
- **EVS paperwork, if applicable,**
- **Evaluation's of all participants,**
- **Leaders' evaluations,**
- **Representative pictures: 1 photo before the work began, 1 during, 1 at the end, 1 of the international dinner, 1 cooking, 1 free time activity, 1 group picture.**
- **The logbook**

To display

Generally, it is interesting for the volunteers to be able to refer to all decision =s made during the meetings, as much for leisure activities than daily life. For people exterior from the workcamp, it is also a way of understanding the functioning of the group.

Should be displayed:

- Weekly planning with working hours, activity planning, meetings
- Menus (and cooking/cleaning teams...),
- Reports of the meetings (at least with the agreed decisions, choices made...),
- Info sheets received by the participants
- Emergency phone numbers
- Presentation of Solidarités Jeunesses
- Cotravaux reference text (French and English)
- Solidarité Jeunesses poster,
- Cotravaux panel.
- International workcamps objectives (French and English)

And:

- A map of the area
- Decorate with the volunteers, it makes them feel more at home (drawings, activities etc..)

**Examples of
problems you
could encounter
and suggested
solutions**

Language barrier

- Always make sure that the volunteers have understood what has been said. Ask native speakers of English or French to speak slowly and clearly. Feel free to mime or draw...!
- Make sure everyone learns some expressions in other languages
- be patient
- Take time to explain decisions and meetings
- Explain individually if necessary.

For isolated or shy volunteers

- Discuss individually with them to find out what it comes from (language issues, personality...)
- Help them find a positive role in the group to help them assimilate
- Be welcoming
- Take time to give them a little more attention (don't neglect others)
- Make them work in pairs with other participants (facilitates rapprochement)
- If it's a language issue, try to find a translator that could assist him

Sub-groups

- If groups within the groups emerge, talk about it with them as well as with the rest of the group
- Organize cohesive and mixing activities

Cultural issues

- Some tasks are not carried out by certain people for cultural or religious reasons, if it is really impossible to get them to do such tasks try to find alternatives.
- Always be aware of what could shock people (cloth styles, behaviour, alcohol...)

Motivation issues

- Delegate the tasks and responsibilities early in the workcamp to start with a good base and that everyone feels engaged.
- The leader should be the example (always be enthusiastic), know how to take initiatives and keep the mood up. Always be aware his attitude has influence on the group, stay positive also if the work is repetitive.

- Make sure the participants have understood the objectives and aim of the project. Define short-term goals to achieve.
- Encourage participation. Ask the group to encourage each other.
- Propose alternatives. Take turns in the repetitive jobs.
- If it gets too hard to motivate them, involve them in motivating each other, by designating a group motivator.
- Make sure the expectations fit with the project, if not try to assimilate them. What do the less motivated people like to do?

If you got a quitter

- Technically the volunteer commits to staying for the whole length of the project. Otherwise, it could cause trouble for the amount of work to do, and the collective life organization.
- If he/she really wants to leave, try to understand why. Ask him about his disappointments and how the group could adapt to make up for them.
- If he/she still wants to leave, call the coordinator and remember he must sign the paper that discharges SJ of its responsibility towards him/her.

If a leader wants to « fire » a participant

- This situation is very rare. It's a last resort after discussion, reasoning, mediation... and every other method has failed. It's essential to try everything in order to not affect the rest of the group.
- First, you should talk to the coordinator, in order to find a solution, and then report it to the group if no compromise is found.
- In every conflictual situation, we bring our baggage (values and emotions). It is important that all viewpoints and feelings of the volunteers are treated equally.

Methods and important advice

Non-violent communication

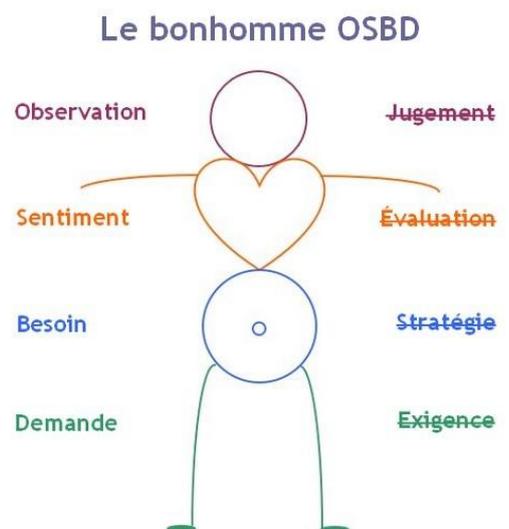
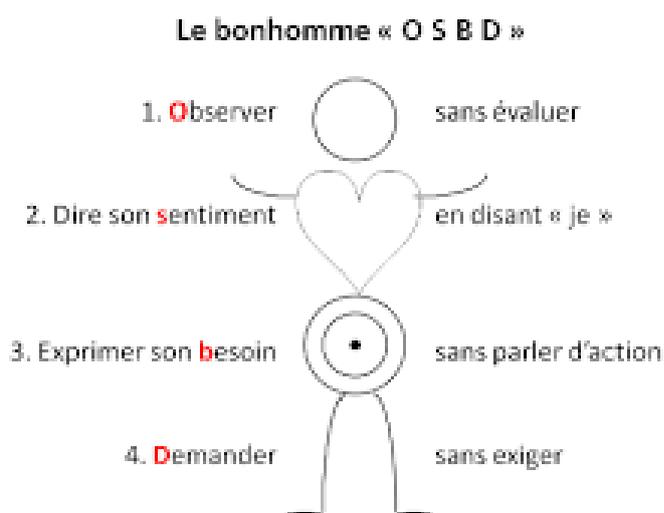
The method

Non-violent communication relies on 2 assumptions:

- All human beings have similar **primary needs**
- Everyone is able to access a state of **compassion** and to show **benevolence** towards his needs and those of his peers.

From such assumptions follows the communication of this method:

- 1. Objective **Observation** of the situation (putting aside judgments and evaluations). Describe the facts, ex: “when I arrived ant the meeting he was not there” **NOT** “when I arrived at the meeting he was late again”
- 2. Identify the **feelings** that arose from the situation (by differentiating them from our judgments and interpretations). By speaking with “I”, ex: “I felt mistreated” **NOT** “it was really a lack of respect”
- 3. Identify the **needs** linked to the feelings (deep aspirations, motivations, etc..) ex: “I need to feel I am respected and well treated” **NOT** “I don’t want to see you because you disrespect me.
- 4. Formulate a demand in order to satisfy such needs (presented positively, concrete and feasible). Ex: “nets time can you advise me you will be late because it is important for me” **NOT** “tell me next time you’re late”



International dinner organisation

The leaders don't cook (not necessarily)

1) Communication

- Make flyers and posters (that you can copy at the town hall)
 - Who, what, when and where
 - Precise that it's a shared meal (they should bring something)
 - Open to all
- Stick them all over the village (shops, bakeries, town hall,...)
- Distribute flyers at strategic moments (market, during the discover my city game)

2) Organise kitchens

- make groups that can cook the same dish together (according to countries)
- collect menus and ingredient lists
- make sure the list is clear for the people who will go shopping
- make sure there isn't twice the same dish
- Pay attention to prices of certain things (no caviar, or foie gras!!!)
- Organise a cooking planning for the cooking day so that not everyone cooks at the same time.
- Make sure of decorating the table with flags and explanations of the different dishes
- Make sure the groups are ready to present their dish for people

3) Installation

- Set tables
- Decorate location

4) Welcoming

Idea for getting the volunteers and the local people to interact;

Collect short sentences from volunteers that represent their place/country. And, when the locals arrive you could ask them to write a sentence that for them represents the area/France and in exchange give them one of the papers from the volunteers. The aim being to find which papers were written by whom.

