



ShelterBox Program: Rotary Youth Leadership Awards (RYLA)



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The RYLA Story

ShelterBox and Rotary District 7950 leadership hosted the first ever Rotary Youth Leadership Awards (RYLA) *ShelterBox Experience* of May 2011. Students from all over Rotary District 7950, which territory includes Rhode Island and Massachusetts, attended the 3-day leadership camp in Cape Cod, MA. ShelterBox is a global Rotary Club project which delivers green boxes of aid including an emergency family tent and other life-saving essentials to disaster survivors worldwide.

On Sunday morning during breakfast, camp leadership staged a mock earthquake in which the “RYLArians” mustered to a pavilion in which they were given a scenario that Cape Cod experienced a 7.0 earthquake which resulted in a terrible tsunami. The RYLArians were then tasked to become ShelterBox Response Team Members for the day to complete a series of tasks to provide shelter, warmth, and dignity to those displaced due to the mock disaster.

Students were then tasked to get their international aid through customs, put the iconic ShelterBox equipment to work and assess two locations to determine the suitability for a tent camp.

The Rotary Youth Leadership Awards Program is a unique opportunity for tomorrow's leaders to gain hands-on experience in developing leadership skills with a focus on community service. While the RYLA Conference is for high school sophomores and juniors, RYLA also provides opportunities for RYLA Alumni to step forward and work with Rotarians and other organizations to put their leadership skills into action through the coordination of leadership seminars and community service projects throughout the year. Each year, thousands of young people take part in the program worldwide.



The RYLA – ShelterBox Program

The following pages outline the ShelterBox program that can be utilised for RYLA and other youth leadership programs. The Program outlines the purpose of each session; the materials needed, and provides an outline of the sessions to be delivered.

Program Overview

Brief: Produce a fun and interactive 4-hour program for 140, 16-18 year olds. Program can be scaled for more or less participants or for time purposes.

Aims:

- Raise awareness and understanding of ShelterBox
- Develop team work, communication, and leadership skills
- Introduce participants to the work ShelterBox does in the field
- Expose participants to a simulated disaster situation

Objectives:

- 6 groups of 24
- 6 stations (This allows for one station per activity—stations can be duplicated or omitted as needed)
- Each team given a map and a route – navigate to each station
- 40 minutes at each station (30 minutes for activity, 10 minutes for a questions at the end of each station)
- At each station groups will designate a different team leader and then are given instructions, the teams will also have to carry out site surveys en route
- *They will be asked to give a final recommendation and assessment of those sites at the end of the session.*
- *Total time, including the opening and closing sessions, is 4.5 hours*

Facilitator's Meeting

Materials Needed: 1 RYLA booklet per facilitator, ShelterBox DVD and brochures

Time: 1 hour

The purpose of this meeting is to bring the volunteers, as well as student leaders, together to become acquainted with ShelterBox and the RYLA program.

- Full ShelterBox Presentation
- Discuss and assign Materials Needed
- Station briefs
- Brief Overview of Facilitation

Facilitation:

The leader's role is to be a facilitator. Facilitation comes from the French word *facile*, meaning "easy." Your role as a facilitator is to make the learning process easier for your participants. You guide your participants through carefully planned activities, creating metaphors, and understanding the feelings and needs of participants. One of the most important things for a facilitator to remember is that facilitating a group is different from instructing them. Even if you have little or no background with formally teaching a group of people, falling into an "instructor mode" during an activity can be easy. As you watch your group, you will notice things that are obvious to you about why the group is—or is not—successful. Resist the temptation to tell the group what you observed. Your role is to lead the group into its own exploration of itself.—In fact, you may find that the issues you felt were obvious and important don't come up at all. That's okay, as long as the group is gaining insight through its own experience.

The following are some thoughts on what makes a good leader:

- Although you challenge people; your primary goal is to help people grow in a supportive environment—help them "win."
- Everything you do should lead to an enhanced sense of self-respect and team respect; if a "mistake" or difficulty occurs, your job is to frame it as an opportunity to learn and improve.

Facilitating the Debrief

After group members experience an activity, they usually need some time to reflect on what they learned and how it can be made relevant to their lives. This is often called debriefing or processing. The debrief can be a safe time where the group members consider the activities they have accomplished and the process that brought them to their accomplishment. The facilitator's confidence in the importance of the debriefing helps the process become a meaningful experience for the group. The skill is like any other and must be practiced and honored by both the facilitator and group. Remember the following as you conduct the debrief:

- Don't be surprised by resistance.

- Connect the discussion to the group problem-solving activities.
- Train yourself to listen and observe what's happening during an activity, and use examples from the activity during the debrief.
- Sequence the debrief so that it starts easy and leads up to more difficult issues that the group faced.

Often you can turn an “instructional” comment into a “facilitative” comment by asking it as a question. Create open-ended questions rather than ones that can be answered with a simple “yes” or “no.” For example, ask for specific examples of behaviors that led to the success of an activity. Participants become aware of how their specific actions affect the success of the team. Allow each person to share their own ideas and thoughts. Just as a group needs to participate in icebreakers or warm-up activities before getting started with more difficult challenges, the debriefing activity has a sequence to the types of questions you should use.

Materials Needed

Material	Quantity	Person in Charge of Getting the Material	Activity Needing Material
Laptop	1		Opening/Closing
Projector	1		Opening/Closing
Speakers for the Projector	1		Opening/Closing
Tent Pole or Long Stick	1		Customs
Bag of Kindling and Tinder	6		Wood Burning Stove
Large Box of Matches	2		Wood Burning Stove
Numbered Pieces of Paper	25		Customs
Stopwatch	1		Customs
Roll of Duct Tape	1		Water Purification
Pens	12		Site Assessments
Notepads	12		Site Assessments
White ShelterBox Tent	1		Tent Erection
ShelterBox Tent Instructions	1		Tent Erection
Family Life Straw	1		Water Purification
ShelterBox Stove	1		Wood Burning Stove
Green ShelterBox	1		Everything
1 Gallon Bucket	1		Wood Burning Stove
5 Gallon Bucket	2		Water Purification
20 ft Rope	2		Wood Burning Stove
5 ft Rope Piece	8		Wood Burning Stove
Medium Bungee Rope	1		Wood Burning Stove
1 Liter Plastic Bottle	2		Water Purification
Family Life Straw	1		Water Purification
Young SBA Handouts	150		Closing
ShelterBox Videos	2		Opening/Closing

Order of Stations

	SRT 1	SRT 2	SRT 3	SRT 4	SRT 5	SRT 6
Tent Erection Challenge	Start	6	5	4	3	2
Water Purification Challenge	2	Start	6	5	4	3
Site Assessment A "Wabag"	3	2	Start	6	5	4
Customs Challenge	4	3	2	Start	6	5
Wood Burning Stove Challenge	5	4	3	2	Start	6
Site Assessment B "Mendi"	6	5	4	3	2	Start

Opening Session: Introduction to ShelterBox

Materials Needed: Projector, laptop, speakers, videos

Time: 1 hour

Overview:

1. Introduction to ShelterBox (30 minutes)
 - a. History, background, and mission
 - b. What's in the Box
 - c. What sets us apart
 - d. How do we operate (ShelterBox Response Teams)
2. Explanation of Activity (15 minutes)
 - a. Form 6 "ShelterBox Response Teams" of 24 people
 - b. Set the scenario
 - c. Dismiss the teams

The Scenario:

This morning, a 7.1 magnitude earthquake struck in central Papua New Guinea. Although the earthquake didn't last long enough to cause wide scale earthquake related damage, the tremor caused multiple dams and levees to burst, which lead to flooding in the city of Mt Hagen (the third largest city in Papua New Guinea). Initial government figures estimate nearly 10,000 people have been displaced from the flooding.

The local Rotary Club in Mt Hagen contacted ShelterBox this morning to request assistance. According to their initial request, emergency shelter, water purification, and wood burning stoves are the greatest needs in region. Your ShelterBox Response Team has been activated and you are to arrive in country by tomorrow morning.

Your task is twofold:

1. To assess the current need for our aid in Mt Hagen, and
2. To demonstrate different elements of the ShelterBox kit to local officials.

You will be working as a team of 24, and it is important that everyone participates in every activity. Along the way your group will be tasked by local officials to complete different challenges; since you are acting as ambassadors of ShelterBox, you will be judged on how well your group communicates, works together, and solves the problem creatively. On your way to different challenges, you will pass by possible sites to set up a ShelterBox camp. At the end of the day, you will be asked to give your recommendation as to which of these sites is most suitable to setup a ShelterBox camp at.

Optional: You can rewrite the briefing to include your city, state, and a possible disaster that could happen there.

Ice Breaker: Bungee Exercise

Materials Needed: 1 bungee cord loop for each team

Time: 5-10 mins

Pull the individual teams aside one at a time. Tell the teams you have a brief exercise for them. Show them a bungee cord tied into a circle and tell them that you want to see how quickly they can get their entire team through the bungee cord without touching it and then throw it on the ground in front of them.

Tell them they have a minute or so to talk about it as a team and then their time begins. See if they clarify the task as they will typically try and not touch the bungee cord at all. Remind them they need to get their entire team through the bungee without touching it. (In other words, not touch the cord 'as they go through it.')

The fastest method includes team members holding the bungee while they move the loop up or down a standing team member before going to the next team member.

Observe how they approach the task, do they work as a team, etc.) Once they have grasped the exercise and completed it, ask them if they think they can do it quicker, provide a quick debrief to the team.

Tell them that the exercise can be done in an amount of time for two seconds per person plus one additional second.

Station 1: Tent Erection Challenge

Materials Needed: 1 ShelterBox Tent, 1 set of instructions

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

Communication · Teamwork · Handling Frustration · Shelter · Awareness



Challenge Overview:

1. This challenge is intended to test the group's communication skills, teamwork (large and small group), and their ability to handle frustration.
2. It is also intended to teach them about the ShelterBox Relief Tent and issues of emergency housing during a disaster.

Location:

- Medium-sized open grass area (the tent footprint is 15'x15' so preferably something at least twice that size)

Staffing: (3 min; 5 max)

- Facilitator(s): 1 facilitator with experience setting up the tent
- Support Staff: 2-4 assistants to make sure the tent is being set up safely, and to deconstruct the tent during the debrief

Instructions:

1. Everyone must participate.
2. Form two equal sized groups before receiving the next instructions.
3. Group 1 can touch the tent pieces, but they can't see the directions and they can't talk.
4. Group 2 can see the directions and they can talk, but they can't touch the tent pieces.
5. Their task is to work together and use each other's strengths to erect the tent.

Possible Questions to Ask:

1. Was this challenge easy or hard? Why?
2. Group 1- how did you feel not being able to talk?
3. Group 2- how did you feel not being able to touch anything?
4. In what ways did your two groups work together well?
5. In what ways did your two groups NOT work together well?
6. What types of shelter do you think most people who have been displaced by a disaster live in? (tarps, sheets, make-shift shelters, etc.)
7. What do you think about the ShelterBox tent? Is it nice? Could you live in it?

Importance of: Shelter after a disaster

Each year, more than 40 million people are left homeless after a disaster. Immediately after a natural disaster occurs, a critical need for emergency shelter can arise. Beyond survival of the disaster, shelter is necessary to provide security and personal safety from the climate and will help protect the family from illness and disease. In the first days, weeks and even months of the relief phase, shelter may be scarce, leaving families displaced. ShelterBox helps to provide disaster survivors with emergency shelter which provides the families with not only protection from harsh conditions, but also warmth and dignity. This allows the families to begin rebuilding their lives in the days and weeks to come. The ShelterBox tents are designed to withstand extreme temperatures, can withstand 70 mile per hour winds and heavy rainfall.

Station 2: Water Purification Challenge

Materials Needed: 2 Family Life Straws, 2 plastic bottles (1 liter), 1 bucket, Duct Tape

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

Competition · Teamwork · Encouragement · Water Awareness



Challenge Overview:

1. This challenge is intended to test the group's cooperation vs. competition, their communication, and their ability to reassess the situation and provide feedback.
2. It is also intended to teach them about the Family Life Straw and issues of unsafe drinking water during a disaster.

Location:

- Large area to accommodate relay race. The "Crocodile Alley" works best on a hard surface (such as a concrete floor or a paved road). Ideally, if we could find a grassy location where we could run most of the relay on that is somewhat near a hard surface.

Staffing: (2 min; 4 max)

- Facilitator(s): 2 facilitators; one to talk about water issues during a disaster, and one to facilitate and debrief the "Crocodile Alley" task
- Support Staff: 1-2 assistants to make sure the group follows the rules and uses the family life straw correctly

Instructions:

1. Everyone must participate.
2. Form two equal sized groups before receiving the next instructions.
3. The groups will compete in a relay race to be the first group to filter 1 litre of contaminated water.
4. In order to do so, they will need to cross "Crocodile Alley," scoop a cup of contaminated water from a bucket, cross "Crocodile Alley" again, pour their water into the Family Life Straw, and give the cup to the next person in line.

5. Every group member must do the same until 1 litre of water is filtered.
6. Before the activity begins, the facilitator will talk for 10 minutes about issues of contaminated water, as well as explain how the Family Life Straw works.

Importance of: Water Purification

Water is essential for survival and in times when water is scarce, water purification can help a person stay alive. Using a water purification method, such as the Life Straw, can help anyone turn dirty and undrinkable water into water that is safe to drink. The Life Straw unit can last a minimum of 18,000 liters, enough for a family to have 3 years worth of clean drinking water. Lack of access to safe drinking water contributes to the overwhelming amount of diarrheal diseases worldwide. Diarrhea remains in the second leading cause of death among children under five globally. Nearly one in five child deaths – about 1.5 million each year – is due to diarrhea. It kills more young children than AIDS, malaria and measles combined

Station 2: Water Purification Challenge (cont.)

Materials Needed: 2 Family Life Straws, 2 plastic bottles (1 litre), 1 bucket, Duct Tape

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

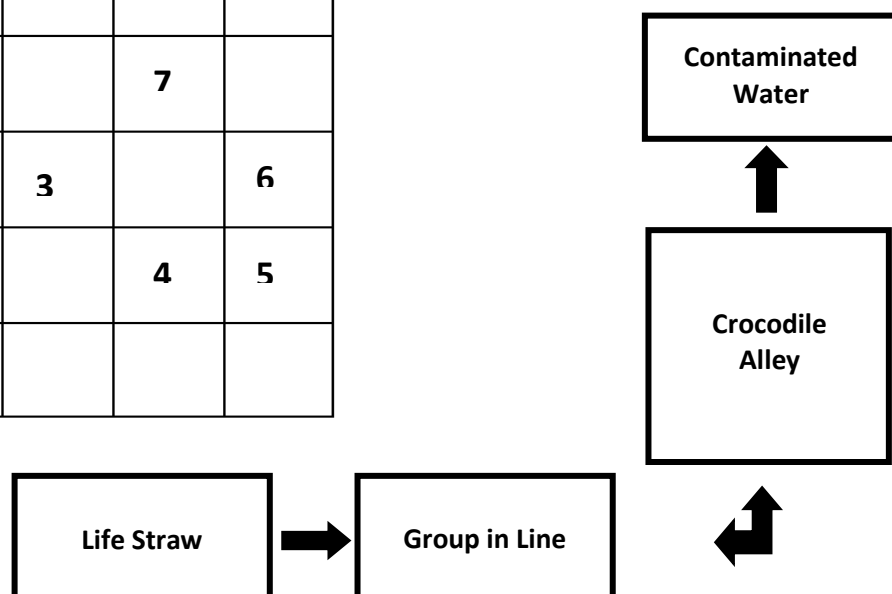


“Crocodile Alley”

1. On a hard flat surface, create a 5x5 grid using duct tape.
2. They must form a single file line on one end of the square.
3. In order to get to the opposite side, they must take a step on one square at a time
4. Only one person can be on the grid at any given time.
5. They are only allowed to move to adjacent squares (up, down, left, right, or diagonal).
6. The facilitator has the only “map” of the correct path.
7. If they step off of the correct path, the facilitator tells them that they have drowned, and must go to the back of the line.
8. The next person then must try a different path until no one drowns.

				8
			7	
		3		6
	2		4	5
	1			

Relay Course Layout:



Possible Questions to Ask:

1. Was this challenge easy or hard? Why?
2. What emotions were you feeling? (Frustration, excitement, helplessness, etc.)
3. In what ways did your group work together well?
4. In what ways did your group NOT work together well?
5. What do you think of the Family Life Straw?
6. Did it clean the water effectively? Would you use it?

Station 3: Wood Burning Stove Challenge Part 1

Materials Needed: 1 Stove, Kindling and Tinder, Matches, 10 Pieces of Rope, 2 Buckets

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

Patience · Communication · Fuel & Food Awareness



Challenge Overview:

1. This challenge is intended to test the group's patience, their communication, and their ability to withstand frustrating situations.
2. It is also intended to teach them about the ShelterBox wood burning stove and issues of fuel and food shortages during a disaster.

Location:

- Large grassy area able to accommodate the size of "The Octopus," and that also allows the stove to be away from any flammable structures

Staffing: (2 min; 4 max)

- Facilitator(s): 2 facilitators; one to talk about fuel issues during a disaster, and one to facilitate and debrief the "Octopus" task
- Support Staff: 1-2 assistants to help make sure the group follows the rules and starts the stove safely

Instructions:

1. Everyone must participate.
2. The group is split into two teams, but the teams are working together (not competing).
3. The goal of the challenge is to start a fire in the stove and keep it going for 10 minutes.
4. In order to receive the matches, kindling, and tinder, they will first need to complete the "The Octopus" challenge.
5. Before the activity begins, the facilitator will talk for 10 minutes about issues of fuel and cooking, as well as explain how the ShelterBox wood burning stove works.

Importance of: Fuel & Food

The wood burning stove allows families to generate heat to survive following a disaster. This also provides a means of cooking and boiling water when needed. While a family could use an open flame to cook a hot meal, the open flame is incredibly inefficient and uses a massive amount of fuel which could cause other issues such as fuel shortages and deforestation. The ShelterBox cookers are designed to be incredibly efficient using a very small amount of fuel to cook a hot meal. In many cultures, wood is not the only means of fuel for the wood stove. Our ShelterBox Response Team Members have seen elephant dung, chopped up tires, charcoal, broken furniture and other debris used in the cookers. The flue is very high in our wood cookers as a leading cause of death in a developing country is illness due to smoke inhalation as many, predominantly women and children are hovering over a cooking fire all day and breathing in the smoke. The ShelterBox cooker has a high flue to move the smoke to a safe distance from those cooking.

Possible Questions to Ask:

1. Was this challenge easy or hard? Why?
2. What emotions were you feeling? (frustration, excitement, impatience, etc.)
3. In what ways did your group work together well?
4. In what ways did your group NOT work together well?
5. What do you think of the ShelterBox wood burning stove?
6. Was it easy to start/keep going?

Station 3: Wood Burning Stove Challenge Part 2: The Octopus

Materials Needed: 1 Stove, Kindling and Tinder, Matches, 10 Pieces of Rope, 2 Buckets

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

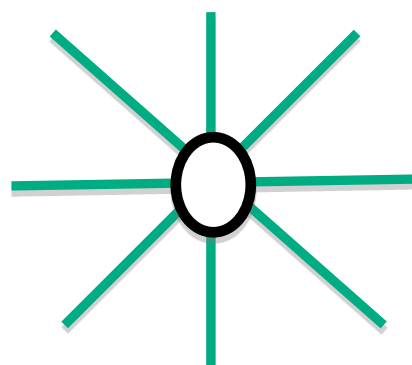
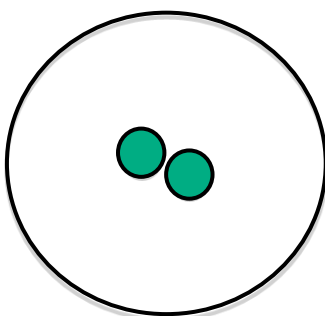


“The Octopus:”

1. The group is split into two teams, but the teams are working together (not competing)
2. The teams will have to decide who does what.
3. The “octopus” is a circular rope (can be a bungee if available) with 8 longer ropes tied to it around the circle. (OPTIONAL: you can leave the ropes untied to add an additional level of complexity to the challenge.)
4. There is a large rope in a circle on the ground with 2 buckets in the middle.
5. The first bucket has kindling and tinder inside of it, and the second bucket has matches.
6. Without entering the circle, the group must use the “octopus” to retrieve the buckets and bring them outside of the circle.
7. Once they’ve done so, they must start a fire inside the stove, and keep it going throughout the entire 10 minutes hot debrief.

Course Setup

(Boundary rope with two buckets inside)



“The Octopus”
(One circular bungee with 8 ropes tied to it)

Station 4: Customs Challenge

Materials Needed: 1 large rope, 1 tent pole, 25 pieces of paper (numbered 1-25), stopwatch

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

Patience · Perseverance · Logistics & Infrastructure Awareness



Challenge Overview:

1. This challenge is intended to test the group's patience, creativity, and their ability to think outside of the box.
2. It is also intended to teach them about customs and logistics issues in a disaster.

Location:

- “The Customs Challenge” can take place indoors or outdoors, as long as there's enough room to set up the course

Staffing: (2 min; 4 max)

- Facilitator(s): 2 facilitators; one to talk about customs and logistics issues during a disaster, and one to facilitate and debrief the “Customs Challenge” task
- Support Staff: 1-2 assistants to help make sure the group follows the rules and completes the challenge safely

Instructions:

1. Everyone must participate.
2. The group will operate as one large group.
3. The goal of the challenge is to clear 1,000 boxes through customs.
4. In order to do so, the team will have to complete “The Customs Warehouse” task.
5. Facilitator can act as he/she is a customs official and give the teams a bit of a hard time during the challenge to mimic what customs can be like in developing countries (Making

special requests, asking for paperwork, forgetting to time the team, getting up and walking away, etc.).

6. Before the activity begins, the facilitator will talk for 10 minutes about customs and logistical issues in a disaster, and explain how SRTs are trained to operate.

Possible Questions to Ask:

1. Was this challenge easy or hard? Why?
2. What emotions were you feeling? (Frustration, excitement, impatience, etc.)
3. How did you ultimately think of the solution?
4. In what ways did your group work together well?
5. In what ways did your group NOT work together well?
6. What do you think of customs and logistical issues after completing this challenge?

Importance of: Customs

Customs is an authority or agency in a country that is responsible for collecting and protecting customs duties and for controlling the flow of goods in and out of a country. Customs officials will inspect the ShelterBoxes and aid that is sent to ensure that we are bringing in what we are supposed to. In many cases, Customs provides the greatest logistical issues in a country as each country's Customs regulations are completely different from the next.

For example, in Myanmar during 2008 after a massive Cyclone, our SRT couldn't initially get the boxes through customs due to the fact that the hammers had wooden handles and the country felt they may have parasites in them. In 2008 in China after a massive earthquake, the country did not want our cups and plates to come in as they may be competition for the ones that they sell (by the way, our cups and plates at that time were FROM CHINA). Also, in 2005 one country wouldn't let us in with our boxes as our water purification tablets could be classified as drugs....that was the USA after Hurricane Katrina. In each of the cases, the SRT were able to find ways to get through customs and get the boxes to the people who needed it most. In every case, it was a challenge!

Station 4: Customs Challenge (cont.)

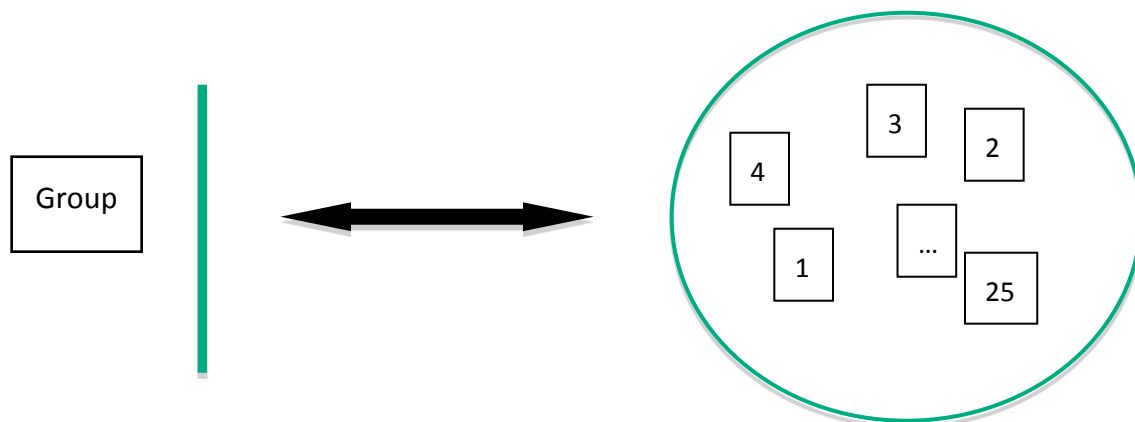
Materials Needed: 1 large rope, 1 tent pole, 25 pieces of paper (numbered 1-25), stopwatch
Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

Challenge Overview:

1. The rules to this challenge are intentionally ambiguous and open-ended.
2. The point of the game is for them to come up with creative alternatives to solve the problem (as long as they don't break any of the rules you gave them).
3. If they ask you a question that isn't part of the rules, just repeat the rules again (they will soon realize that there are only a couple "real" rules).
4. There isn't actually a certain amount of time they need to touch all of the numbers in; just tell them they completed the challenge when it seems like they've done the best they can do.
5. Don't let this spill, but a couple creative solutions include: moving the tent pole before the start of the challenge, moving the circle so you can stand right on top of the numbers without being "in" the circle, or rearranging the numbers so they are in order.

"The Customs Warehouse:"

1. Setup the challenge like the diagram below.
2. Everyone must participate.
3. The task is for the group to touch every number (in order) as quickly as possible.
4. If they can touch it in a certain amount of time (only the facilitator will know what that time is), the ShelterBoxes will be released from the warehouse.
5. The group must start behind the tent pole.
6. At any given time, there can only be one arm and one leg in the circle.
7. If any of these rules are broken, or if they take too long, the group has to start over.



Station 5: Site Assessment A “Wabag” (Substandard Site)

Materials Needed: 6 notepads and 6 pens

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

Challenge Overview:

1. This site is obviously very substandard, but don't tell them that.
2. The goal of this challenge is for them to come to that conclusion on their own by analyzing and assessing all of their surroundings.
3. There will likely be pros and cons to this site; their task is to decide whether or not the pros outweigh the cons.
4. At the end, you can discuss their group decision and talk about how they came to that decision (what processes did they use, what did they look for, what factors are more important/less important, etc.).
5. DO NOT tell them that this is a substandard site. We will have that discussing during the closing ceremonies when we bring everyone back together.
6. If we have enough actors, you can assign people to play various roles (i.e. Corrupt politicians, angry locals, police looking for bribes, etc.).

Location:

- Possible features of this site should include: poor road access, rough or bad terrain for setting up tents, no close access to potable water, no electricity, exposure to hazards, not helicopter accessible (Example: small clearing in the woods, beach, etc.)

Staffing: (1 min; 11 max)

- Facilitator(s): 1 facilitator (must be a good actor) to be the corrupt local mayor
- Support Staff: 0-10 assistants to act as the mayor's "cronies" and/or people asking for aid

Instructions:

1. Split the group of 24 up into 6 small groups of 4 people each.
2. Each group gets a notepad and 6 pens.
3. For 30 minutes, the small groups must walk around and assess the site.
4. Their task is to assess the suitability of this site to set up a tent community.
5. They should focus on the following factors: size, location, access to resources, safety, transportation, etc.
6. The ideal site has the following characteristics: easy to bring trucks or helicopter to; large flat land that is easy to set up many tents; access to electricity, clean water, sanitation, roads, etc.
7. After they have completed their small group assessments, the group must come back together and as a large group, agree on whether or not this is a quality site.

8. They should have very specific information (i.e. how many tents can you fit, how many people can the site support, what kind of transportation do we use, etc.).
9. They must make a recommendation to the facilitator whether or not we should set up a ShelterBox camp on this site.

Station 6: Site Assessment “Mendi” (Good Site)

Materials Needed: 6 notepads and 6 pens

Time: 40 minutes (30 minutes for the activity, 10 minutes for Q & A Session)

Challenge Overview:

1. This site is obviously very good, but don't tell them that.
2. The goal of this challenge is for them to come to that conclusion on their own by analyzing and assessing all of their surroundings.
3. There will likely be pros and cons to this site; their task is to decide whether or not the pros outweigh the cons.
4. At the end, you can discuss their group decision and talk about how they came to that decision (what processes did they use, what did they look for, what factors are more important/less important, etc.).
5. DO NOT tell them that this is a good site. We will have that discussing during the closing ceremonies when we bring everyone back together.
6. If you have enough actors, you can assign people to play various roles (i.e. friendly politicians, local aid workers, locals needing help, honest police, etc.).

Location:

- Possible features of this site should include: good road access, smooth flat terrain for setting up tents, close access to potable water and toilets, electricity, protection from hazards, helicopter accessible (example- soccer field near outdoor bathrooms)

Staffing: (1 min; 11 max)

- Facilitator(s): 1 facilitator (must be a good actor) to act as a local Rotarian
- Support Staff: 0-10 assistants to act as vulnerable families and local aid workers

Instructions:

1. Split the group of 24 up into 6 small groups of 4 people each.
2. Each group gets a notepad and 6 pens.
3. For 30 minutes, the small groups must walk around and assess the site.
4. Their task is to assess the suitability of this site to set up a tent community.
5. They should focus on the following factors: size, location, access to resources, safety, transportation, etc.
6. The ideal site has the following characteristics: easy to bring trucks or helicopter to; large flat land that is easy to set up many tents; access to electricity, clean water, sanitation, roads, etc.
7. After they have completed their small group assessments, the group must come back together and as a large group, agree on whether or not this is a quality site.

8. They should have very specific information (i.e. how many tents can you fit, how many people can the site support, what kind of transportation do we use, etc.).
9. They must make a recommendation to the facilitator whether or not we should set up a ShelterBox camp on this site.

Closing Session: What Can You Do to Stay Involved?

Materials Needed: Young ShelterBox Ambassador Handouts

Time: 45 minutes

Overview:

1. Each group will give their recommendation of the best assessment site.
2. _____ will talk about what we usually look for at a site and how we handle distributions.
3. _____ will then congratulate the groups and talk about the impact they've made (clean water, food, shelter, warmth, and dignity for 10,000 people).
4. _____ will then talk about what ShelterBox needs in order to help in disasters like this around the world (supporters, advocates, fundraisers, and ambassadors).
5. _____ will talk about the Young ShelterBox Ambassador program and specific ways they can make a difference (give them time in their small groups to brainstorm ideas and ways they can make a difference).
6. We will finish with a 5 minute video to leave everyone feeling connected to the cause and with a sense of accomplishment about what they've done.