

YOUTH BUILDING BRIDGES

HANDBOOK



GAN'SU-NING'XIA

2017

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AUTOGRAPHS

“We have the responsibility, capability and the resources for reaching this goal so, inevitably, we must.”

– Christopher Wang, YBB US Team Leader 2012



AUTOGRAPHS

ABOUT YBB

YOUTH BUILDING BRIDGES

is an international culture and education leadership program that empowers high school students to travel to rural areas of China to assist primary and secondary education systems.

Students develop an international perspective and gain an understanding of the power of education within the global community.

Students learn the importance of responsibility, problem solving, personal conduct and strength of character. They develop leadership and education skills to prepare themselves to become leaders of tomorrow.

C&T YOUTH TECHNOLOGY ACADEMY

is a leading innovator of youth education, revolutionizing a new era of learning through technology-based coursework not found within the traditional education system. Students prepare to become leaders in their chosen professional field, and build a sense of global responsibility through cultural exchange.

C&T offers programs to prepare students through two facets: academic courses and community service.

Youth Building Bridges is a component of C&T's community service initiative, as high school students take their training to a global level and travel overseas to serve as leaders and mentors.

HISTORY

In the wake of the devastating earthquake that struck Sichuan Province in 2008, the Youth Building Bridges program was founded to bring American high school students to assist in the city's post-disaster education guidance and reconstruction efforts.

YBB was then formally established in 2009. Since then, the program has grown to include hundreds of high school students, college students, and Chinese college students, but it has touched the lives of thousands more throughout the world.

As the program continues to reach throughout China, the perspective and social experience of each YBB member continues to deepen.

Ultimately, through cultural exposure, they gain and leadership experience, YBB participants grow into people of the community and of the world.



YBB MEMBER: GOALS

4.

5.

6.

YBB MEMBER: GOALS

PLEASE IDENTIFY THREE GOALS YOU WILL SET FOR YOURSELF DURING YOUR TIME WITH YOUTH BUILDING BRIDGES.

HOW WILL YOU ACHIEVE THESE GOALS? WHAT MARKERS WILL YOU SET TO IDENTIFY YOUR SUCCESS?

1.

2.

3.



RUYAN TENG

DIRECTOR'S NOTE

In 2009, with news of the Sichuan earthquake and the urge to help its victims, my husband and I took our two kids and three other high school students to the first re-built elementary school in the city of Shifang to help teach local students.

The trip helped me to understand the needs of the rural children in China, and I began to realize the needs of the impoverished children, as well as the fortunate lives of American youth. The children in China need education more than anything else, just as our children need opportunities to widen their perspective.

The program brings together people on both sides of the Pacific Ocean to engage in cultural exchange. The YBB students learn from each other, on a sociocultural level and on a personal level, so that they grow to take responsibility for themselves, for the community, and for the future.

RULES AND REGULATIONS

CODE OF CONDUCT

- Service hours are earned through the students' individual efforts and contributions. With the completion of training and the service trip, students are eligible for more than 200 hours of volunteer service. Hours are NOT guaranteed. Students will be evaluated through each stage of the program and must be deemed eligible to receive service hours.
- Students who successfully complete YBB are eligible to receive a Certificate of Completion, a Maryland Governor's Volunteer Service Award, and the Presidential Service Award. All of these recognitions are earned, not guaranteed. Students are also eligible for a Letter of Recommendation from YBB.
- YBB members are expected to demonstrate personal maturity to engage in conflict management, to be assertive in stating their positions, and engaged in providing a positive environment for their fellow YBB members.
- Any use of illicit or illegal substances at any time during the trip will result in automatic termination from the program. This includes alcohol, smoking, and drugs.
- YBB Members are expected to abide by the rules of the program. Behavior not deemed acceptable by YBB leaders may result in disciplinary action, including limited privileges, failure to earn SSL hours, parent conferences, and for serious offenses, dismissal from the program.
- Students serve as ambassadors of their respective country and are visitors to China. They should behave as such at all times throughout the trip. Excessive complaining, poor attitude or general display of unhappiness will result in the loss of SSL hours, parent conferences, or termination from the trip.

STAGE FOUR: CULTURAL EXPLORATION

YBB members have a unique opportunity to tour the local areas after the service trip has ended. This highly educational portion of the program is a once-in-a-lifetime trip to visit the local culture and explore thousands of years of history along the Silk Road. This portion is offered exclusively to YBB members as a token of appreciation from the Chinese Government. The tour lasts eight days and begins immediately following the end of the education service trip.

POST-TRIP RESPONSIBILITIES

REQUIREMENT:

Each YBB Participant must turn in a Personal Reflection essay on their experience. This report highlights your personal experiences, what feel you have accomplished as an individual, and memories/anecdotes that reflect your growth as a teacher/mentor. This is a requirement of all students, and is due 30 days upon the end of each student's trip.

NOTE: The best time to work on this report is on your trip. Writing a rough draft, or highlighting events in your journal while memories are fresh, will make the task easier. Some students have found that keeping video or audio records and/ or taking photos helps with the reflection process. **Students are expected to record their day-to-day experience through some method, be it written or recorded.** When you return home, take some time to reflect on your accomplishments as an individual, and complete your Reflection Essay.

Beyond YBB

Once YBB participants return from China, they become a special group of YBB alumni. We call it the "YBB Family." Throughout the year, each student may be asked to participate in after-program activities, such as contributing a news article for the newspaper or to serve as a mentor to new YBB students the next year.

STAGE THREE: THE EDUCATION SERVICE PROJECT

YBB participants will face long days and teaching/mentoring challenges throughout the two weeks on location in Gan'su and Ning'xia . From environmental obstacles such as temperature fluctuations and different food choices, to the lack of modern conveniences, it is imperative to persevere through this stage, and it is vital to remain focused on the goals of the program. The two weeks on location will be tiring, challenging, yet incredibly rewarding. Each YBB participant must embrace each challenge, and strive to overcome every difficulty that arises.

YBB Member Initiatives:

- Engage in local community support through fundraisers to assist in cost of travel and related expenses.
- Participate in pre-professional student educator training prior to working as a teacher in the field.
- Become immersed in the local Chinese culture, language and customs.
- Overcome challenges of teaching in the limited environment and finding ways to solve problems one may encounter.
- Develop a system of teamwork among the high school students, college students, staff and local Chinese students.
- Leave Gan'su or Nan'xia with a strong sense of pride and accomplishment from long hours, hard work, and rewarding, meaningful exchange with the local community.

YBB MEMBER

The primary responsibility of a YBB member is to build meaningful relationships with the students in his or her classroom, collaborate with fellow members of their group, and take initiative. A YBB member looks for opportunities to bring their strength and talents to the team, and seeks out avenues for informal leadership.

YBB members are more than just part of the group. They stand out by volunteering for projects such as fundraising, documentary team, newsletter/yearbook group, and resource management. Each volunteer should make their mark through the program, and build skills that will bridge them into successful adults.

CLASSROOM LEADER

Each YBB volunteer will serve as a classroom leader. Classes will be comprised of approximately 30+ students, with 5-7 volunteers leading each lesson. Classroom leaders will rotate daily, so everyone presents themselves as a leader of the class. Leaders must ensure their group is knowledgeable about the lesson and has all materials ready when class begins. The leader is also responsible for making sure the entire classroom group is in the classroom 15 minutes before the class begins.

Leaders will be evaluated daily through a checklist of standards.

YBB TEAM LEADER

Each year, students are selected to serve as a YBB Team Leader. Leaders are responsible for providing overall supervision, support, guidance and regulation to YBB members. Individuals interested in serving as a Team Leader must voice their interest early, and their leadership capabilities will be assessed by the administrators during the YBB Institute in Chong'ming. Applicants will be vetted through a stringent interview and selection process. Individuals who want to take on this role must demonstrate an unwavering ability to lead.

YBB STAGES

STAGE ONE: LESSON PLANNING

STAGE TWO: THE YBB INSTITUTE

STAGE THREE: EDUCATION SERVICE PROJECT

STAGE FOUR: CULTURAL EXPLORATION/
PERSONAL ESSAY

Stage One

Lesson planning is a complex task, and this can be the most confusing of the stages, especially for new members, because most do not understand yet how the process works. This stage holds additional challenges because most of the early lesson preparation is done online, through group meetings, and through group chats.

One of the stated goals for YBB participants is confidence growth, and this stage is where individual confidence must begin to be asserted. Members begin to work together, and transition from strangers to colleagues to friends. Out-of-town members must also be integrated into this stage, so they can feel a connection to their fellow YBB members before we embark on the trip to China.

Participants are expected to create a minimum of one lesson plan, post it to the group and collect feedback to ensure all lesson plan components are included. Then, as a collective unit, groups must create 45-minute lesson plans that include a short introduction, interactive education objectives, and a worksheet/activity. It is vital that each member participate here, as it sets a tone for the success of YBB once the group has arrived at the teaching location. Each lesson plan must be thorough enough that any YBB member can pick it up, review it, and teach the lesson, regardless of subject.

Lesson Plan Components:

- Subject
- Time Breakdown
- Time Length
- Materials Needed
- Lesson Objective
- Lesson Notes

STAGE TWO: THE YBB INSTITUTE

Chong'ming, Shanghai, China

After the lesson plans have been completed, the lesson planning groups are dissolved. Students arrive in Chongming, Shanghai, China, at the YBB Institute to begin immersion training in leadership and classroom techniques. YBB members switch gears at this point, and are assigned to a new group known as the Classroom Groups. These groups will serve as the anchor for each classroom on location.

At the YBB Institute, each group will work together to review, prepare, and teach each lesson successfully. Each group will teach ALL lessons in every subject, therefore the vital focus during preparation is on each lesson's **intensive details** during the lesson planning stage.

At the Institute, YBB members embark on training in how to become an effective educator, a strong communicator, and a group leader. These are qualities that every YBB student will integrate into every-day life during the remainder of the program.

The time at the YBB Institute will also focus on cultural exchange with local students and teachers. Activities such as the Spotlight and Education Exchange will prepare YBB volunteers to begin the process of breaking down barriers and building bridges of friendship.

“Not only did we learn how to live beneath our means, with minimal resources in a rural environment, but we also learned to thrive in these conditions.”

– Colby Ye, YBB Member 2010