

ROOTS TRIBE YOGA

YES WE CAN! PROJECTS (YWC)

Summary

The Yes We Can projects (YWC) empower Roots Tribe Yoga students to embody the lessons they learn throughout the RTY Introductory curriculum. RTY students are supported throughout every phase of the YWC process, from thinking of ideas, to strategic planning, implementation, and troubleshooting. Hereby, RTY students learn and embody practical skills such as leadership, program management, and forethought enabling them to become significant agents of change for their own communities.

After learning to identify their strengths as well as the needs of their communities, students are equipped to assess how they can best use their skills to create positive change. As locals, they will know what improvements they need and want to see in their villages, schools, hospitals, and in their lives. Through the RTY Curriculum and specifically, through the YWC projects, we are giving them the tools they need to dream big, be innovative, and *be* the change they wish to see in their worlds. We are confident that the skills they learn from planning their YWC will also transfer to other areas of their lives, now that they have accomplished a small project we know they will be empowered to reach for ever bigger goals.

This document details the breakdown of how to integrate YWC preparation into the RTY Curriculum. The students can work together as one large group, in partners, or individually on their YWC projects. Either way, they will be supported and guided by the RTY Ambassador throughout the entire process. The details are entirely up to the students and the Ambassador. Remember, the priority is that the students accomplish the project and feel empowered by, and proud of, their achievement. The scale of the impact they have is of secondary importance.

*Please note, this document is very detailed for your convenience. Please know that it is merely a guide, and you do not have to follow it exactly. You as the Ambassador have the freedom to decide how best to tailor the YWC for your specific group of students.

ME

This first section is all about exploring and identifying personal strengths, and those things that make us unique!

- **First session (1.1):**
 - Introduce the students to the idea of Yes We Can projects (YWC projects), and reassure them that you, the RTY Ambassador, will help guide them throughout the process. It is recommended that the students work together as a group, but if they are divided in their interests, you may split them up into small groups or partners, however this may make things more difficult to manage as you begin to plan and implement.
 - If working in partners, they may not change partners.
 - Brainstorm different ideas or past projects to help them understand what the project might entail and what their options might be.
 - Steer the students towards thinking outside of the box and encourage them to do something different than the usual or, try thinking about a different angle through which to approach a common topic such as HIV/AIDS, Child Marriage, or Teen Pregnancy.
 - Examples include: Planting some trees, creating a school garden, doing a group trash pick-up, holding a meeting with relevant community members about a specific topic that needs to be addressed.)
- **Second Session (1.2):**
 - Have students create a list of their own strengths, skills, hobbies, and interests.
 - This doesn't need to be a final list, it's just an introduction to considering what one's strengths might be, how they can be helpful, and how one might identify them.
- **Third Session (1.3):**
 - Have group share their strengths and skills. If working as a group create a list on a flipchart or board for the class to see.
- **Fourth Session (1.4):**
 - MY POWER: Tie class discussion into the student's personal power to create change! Answer YWC questions and explain what the rest of the YWC timeline looks like now that they have looked at themselves.

YOU

Move from personal strengths to looking out into the community, and assessing what it might need and how these needs might best be addressed.

- **First session (2.1):**
 - During the 'You' section of the curriculum, have the students create a list of their own communities' needs. This could be specific to the school, the clinic, a local skills center, or any other specific community the students choose to address.
- **Second Session (2.2):**
 - Have the students share with their partner and/or large group the needs that they have identified and are interested in addressing.
 - If working as a group create a list on a flipchart or board for the class to see.
- **Third Session (2.3):**
 - Compare the lists and see what kinds of projects would relate to their personal skills and community's needs. Brainstorm project ideas based on personal skills and community needs.
 - We are trying to make a connection between their abilities and the needs of the community. However, clearly it might be difficult to create a project that reaches everyone's abilities. Consequently, you may want to see how different abilities can be used towards one project.
 - For example, if one student is good at talking to people, she might be the one to lead the meeting with the village elders, while another student, who might be better at gardening, could be the one to lead the planting of trees.
- **Fourth Session (2.4):**
 - Work together with the group to determine what the final group project will consist of.
 - As the Ambassador you must carefully steer the group into choosing a project that relevant, feasible, and interesting to the students. Once the project is chosen it should not be changed, so do your best to choose one that everyone agrees upon and is excited about doing.

WE

In the final portion of the curriculum we begin to create a project plan,

- **First session (3.1):**
 - Begin to draft a list of the steps that will need to be completed for the project. Start by listing all the steps the students can think of and then considering the order in which they need to be accomplished.
 - Put the steps in order of when they will need to be completed with tentative due dates in a timeline form so students will be able to have a visual representation of the project plan.
- **Second Session (3.2):**
 - Explain that when we can use our skills to help our communities we are realizing our interconnectedness.
 - Assign each student a step (or one step per pair depending on numbers), or have the individuals decide when they implement each part of their project.
- **Third Session (3.3):**
 - Brainstorm potential obstacles and challenges and how each student/the group can overcome each of them.
 - What else do the students need to work on before implementation?
- **Fourth Session: Ceremony (3.4):**
 - RTY Ambassador to say how proud you are of the students for creating a program, and that this shows their own power and potential in helping themselves and their communities!

YWC

Implementation: follow the steps you created and help the kids along the way, while encouraging them to complete it on their own as much as possible!