



THE ENGLISH CLUB HANDBOOK

For English Club Leaders



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THE ENGLISH CLUB

LEADER GUIDE

THE ENGLISH CLUB

LEADER GUIDE

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THE ENGLISH CLUB LEADER GUIDE

Introduction

The English Club Leader Guide is meant to excite and inspire discussions about topics that impact a community and its members. In this *Handbook*, you will find a brief overview of the theory behind an English Club and how to set one up. Next, there is a series of English Club activities based on different topics.

Each topic is divided into four or more weeks of activities that will lead to thoughtful discussions during the English Club meetings. A brief introduction to the topic will provide background information. This is followed by a skit, which further introduces the topic and is the first activity to stimulate discussion. Next, you will find a simulated interview with someone famous and related to the topic. For example, Nelson Mandela provides a case study on leadership. Then, the activities vary from debate to writing a skit. Finally, you will be guided through a series of questions to visualize and create positive changes in your community.

While this book does not focus on teaching English, all the sections include some vocabulary and commonly used phrases. Your vocabulary knowledge and usage increase through having meaningful discussion about the topics presented. You may also find that your ability to have meaningful conversations in English improves, making you more interested and communicative in English. Turn to the next section, “What is an English Club?,” and read more about the benefits.

Once your English Club is established, reach out and connect with others. English Clubs are the perfect way to meet individuals in other communities and practice English together. You might even have a national competition and meet English Club Members from around your country. The possibilities are endless!





Club Members celebrate their success at the English Clubs Festival in Togo.

Helpful Symbols



This symbol indicates that there is a script for the Leader to read if he or she would like guidelines for what to say during the meeting.



This symbol indicates that the group should be engaged in Active Listening.



This symbol indicates that the activity requires the Leader to have a piece of paper and pencil for writing.



This symbol indicates a group activity involving brainstorming.

What is an English Club?



An English Club is ...

- A group of people—Club Members—who meet regularly to practice speaking, listening, reading, and writing in English.
- A series of regularly scheduled meetings where Members practice English and help the community solve problems.

Why start an English Club?

- English is a global language.
- Knowledge of English can help people in their jobs and with international business.
- Knowledge of English can help people get work online with international companies.
- Members can have fun, interesting, thoughtful, and provocative conversations in English.
- English Clubs can solve problems in the community—while practicing English.



Who can join the English Club?

- Everyone who wants to practice English.
- Anyone who wants to practice English, no matter who they are.

Where can the English Club meet?

- At a convenient place for Members.
- In American Corners, American Spaces, or American Libraries.
- At public places such as a school, library, or park, or a Member's house.
- At a place with easy access to public transportation.

When can the English Club meet?

- At a convenient time for Members.
- Once a week, twice a month, or once a month—at a convenient time for Members.
- In the evening for professionals, Saturday afternoons for secondary students, or Saturday nights for university students—at a convenient time for Members.
- Before or after a religious service.
- At a time that is agreed to by the Members and Club Leader.

For how long can the English Club meet?

- Members can decide whether Club meetings are one or two hours, and for one year or many years.

What happens during English Club meetings?

- At the first meeting, Leaders establish a meeting time, date, and place.
- Leaders and Members prepare the meeting room (or outside area) for their activities.
- Leaders use *The English Club Leader Guide* to plan and organize meetings.
- Members use *The English Club Member Handbook*.
- Leaders consult with Members to plan future meetings.
- Club meetings are conducted in English.
- Leaders and Members participate in conversations, skits, role-plays, interviews, debates, reading and writing activities, and community events to help improve the community.

A note about atmosphere ...

- The goal of English Clubs is to practice English.
- Club meetings have a Leader and Members.
- Leaders and Members are equal and treated respectfully.
- Club meetings are fun, interesting, supportive times when everyone practices English.
- Club meetings are NOT a time to teach English—they are a time to practice English.
- Leaders are NOT teachers—they are coaches and guides for Members.
- Club meetings give Members opportunities to experiment and play with English.
- Leaders and Members must be kind, caring, and thoughtful.
- Leaders and Members must be supportive, encouraging, and respectful.
- Club meetings must be safe, supportive places where people talk about topics or ideas without fear.
- Club meetings have like-minded people who want to practice English and help their community.

Advice for English Club Leaders

Successful English Club Meetings

The success of a Club meeting depends on the Leader. After every meeting, English Club Leaders should answer the questions below. For “no” answers, read the section “Problems and Solutions for English Club Meetings.” As the Leader masters the skills of helping the group communicate more effectively, it will become easier to facilitate the discussions.

After every meeting, a Leader can ask the Members for their feedback by asking them the “yes/no” questions in the table. The Leader can write the questions on a chalkboard or white-board, and Members can write “yes” or “no” on a piece of paper at the end of the session. Or, if there is no physical space for the meeting, the Leader can read the question, and Members

can hold their thumbs up to indicate a “yes” and their thumbs down to indicate a “no.” Leaders should use this information to help them improve their facilitation by reading and applying some of the strategies in the “Problems and Solutions for English Club Meetings” section.

Successful English Club Meetings

	YES	NO
Do all Members speak English at the meetings?		
Do all Members—men and women (boys and girls)—participate equally?		
Do all Members feel free to speak?		
Do all Members want to practice English?		
Do all Members have equal time to speak?		
Do Members help each other with vocabulary?		
Do Members help each other with grammar?		
Do most Members attend regularly?		
Are the meetings fun, lively, and interesting?		
Do Members want to select the topic for the next meeting?		
When the meeting ends, do all Members know the next meeting date and place?		

Problems and Solutions for English Club Meetings

Problem	Solution
<p>Some Members talk all the time.</p>	<ul style="list-style-type: none"> • Members decide how much time each person can speak. Recommended time is three minutes. • Pick a Timekeeper. The Timekeeper is the referee (similar to a football referee). The Timekeeper watches the time and says “time’s up” when appropriate.
<p>Members who are one gender speak more than Members who are another gender.</p>	<ul style="list-style-type: none"> • The Leader can talk with the women privately and the men privately to listen for solutions. • Have two or three meetings for women only and two or three meetings for men only. Then, men and women meet and talk about the differences when the genders meet separately. • For some Club meetings, the men and women can go into different rooms for forty-five minutes. Then, they come back and form a big group to talk about this experience. Try this for two or three meetings. • In the <i>Handbook</i>, each topic has discussion questions. Men and women can be divided and meet in single-sex groups to discuss the topic.
<p>Some Members don’t come regularly.</p>	<ul style="list-style-type: none"> • The Leader can ask Members: <ul style="list-style-type: none"> ▪ Is our meeting day and time still convenient? ▪ Is our meeting location still convenient for most of us? If “no,” brainstorm different dates, times, and locations. ▪ Would you like different conversation topics and activities? ▪ If our conversations are not interesting, what would you like to talk about? ▪ Can we choose the topic for our next meeting before we go? • The Leader must use Active Listening and try to understand the Members and find solutions to the problem.

Problem	Solution
<p>Some Members don't come regularly.</p>	<ul style="list-style-type: none"> • At the end of each Club meeting, the Leader should say, “Remember that we will meet [give the date, time, and place for the next meeting].” • The Leader can ask Members to call each other one or two days before the next meeting to remind Members about the meeting. • Or, the Leader can schedule a reminder email or social media post one or two days before the meeting and on the day of the meeting.
<p>Some Members argue about English grammar or vocabulary.</p>	<ul style="list-style-type: none"> • The Leader should: <ul style="list-style-type: none"> ▪ Choose a Member to write down confusing vocabulary or grammar and find an English speaker to explain the confusion; ▪ Have the Members give a report at the next meeting about the vocabulary or grammar problem.
<p>Some Members get angry or disagree with other Members.</p>	<ul style="list-style-type: none"> • The Leader can say: <ul style="list-style-type: none"> ▪ Remember that we are here to practice English and not to convince others to accept our point of view; ▪ Let's use Active Listening. ▪ First tell us the Member's opinion and then say yours.
<p>Some Members like to talk about politics.</p>	<ul style="list-style-type: none"> • The Leader can say: <ul style="list-style-type: none"> ▪ We are not here to discuss the negative elements of people or politicians. We are here to identify how to solve problems in our community, discuss how others have solved similar problems, and decide how we can learn from those experiences. ▪ Remember what President John F. Kennedy said, “Ask not what your country can do for you—ask what you can do for your country.” Now, let's find ways the English Club can help our people!

Problem	Solution
Some Members like to talk about their religion.	<ul style="list-style-type: none">• The Leader can say:<ul style="list-style-type: none">▪ We are not here to talk about religion.▪ We are discussing _____ [state the topic] and thinking about ways to help our community.
Some Members feel threatened or bullied because they struggle to speak at a meeting.	<ul style="list-style-type: none">• The Leader can say:<ul style="list-style-type: none">▪ Remember that we are here to practice English and not criticize anyone.▪ The more you practice, the better you'll get.▪ Allowing ourselves and others to make mistakes is part of the learning process.▪ Remember that we want the Club to be a safe place where Members can speak freely.• The Leader must also remind Members to speak freely and to feel confident about practicing English.

Suggestions for Preparing Club Activities

Beginning Club Meetings: The First Ten Minutes

Here are suggestions for beginning Club meetings:

- Check supplies if needed: markers, pens, pencils, paper, etc.;
- Welcome Members;
- Ask Members to introduce themselves to the group, or ask Members to speak to the person next to them and then introduce this person to the Club;
 - Name;
 - Occupation;
 - Reason for joining the Club;

[Note: If Members know each other this is not necessary. When new Members join, everyone should give introductions.]
- Present the topic or idea for the meeting;
- Ask Members to share ideas with each other for two minutes on the topic or idea;
- If the topic is a continuation from a previous meeting and there are new Members, ask the returning Members to share what was discussed in the previous meeting;
- Introduce two or three vocabulary words about the topic or idea.

Remember: There are many different ways to begin Club meetings. Start with the suggestions above. Then, find new and different ways to begin the meetings. It is important to be creative. If meetings are fun and enjoyable, Members will be happy to return each week.



Think about these questions and brainstorm with the Members:

1. What different ways can we begin Club meetings?
2. How can we make the meetings more enjoyable?
3. How can we make the meetings more fun?



Organizing a Skit, Interview, or Role-Play

What is a skit? A skit is a short conversation or dialogue between two or more people. It tells a story or part of a story. Synonyms for “skit” are “sketch,” “drama,” or “dialogue.”

Preparation: Before each Club meeting, the Leader must read the skit and discussion questions. The Leader should prepare the script for the skit by taking a pencil and filling in the topic and other relevant information in the script outline below. Next, the Leader should think of discussion questions that are culturally relevant and write them down.

The characters are listed at the beginning of each skit. Remember to count the number of characters needed for the skit and ask for the appropriate number of volunteers.

Reading the skit before the meeting is very important so that if a Member has a question, the Leader can answer that question.

At the Club meeting, read the prepared script. When the skit is finished, the Leader should follow the directions for the English Club meeting activity that accompanies the skit.

At the end of the meeting, erase the pencil marks on the script outline so that it may be used again.



Script Outline for Skits, Interviews, and Role-Plays

To introduce skits, interviews, or role-plays, the Leader should fill in and read from the following script outline. The Leader should always prepare the outline before the meeting to make sure the topic and other necessary details about the meeting are correct.

The Leader will say:

- *For this meeting, we have a/an _____ [skit, interview, or role-play] about _____ [say the topic].*

- *Who will volunteer to read the introduction to the section? Thank you. Please read the information at the beginning of the section. (If the introduction has been read during the previous meeting, say: Please read the information at the beginning of the section to remind us what the topic is about.)*
- *We need volunteers to be the Narrator and other characters. Who will be the Narrator? Who will be _____*
[read the name of other characters until everyone is assigned a role]?
- *Volunteers, please prepare the skit (interview or role-play) and dramatize it if you can by pretending you are the character. Volunteers can use props (clothes such as hats, jackets, or skirts—or furniture such as a table or chairs). These props will help the presentations be more dramatic. We will give you ten minutes to prepare. You may read the skit (interview or role-play) or memorize your section—whatever you like. [If this is a role-play, then the Leader says: Please act out the role-play and say what you think your character would say in the situation presented.]*

While the volunteers prepare the skit (interview or role-play), the Leader presents the vocabulary. The Leader says:

- *Let's look at the vocabulary for this activity.*
- *What vocabulary do we know?*
- *What vocabulary can we practice?*

After ten minutes, the group preparing the skit, interview, or role-play should return and present. The Leader says:

- *We are ready to begin the skit (interview or role-play). Let's quietly watch the skit.*
- *The Narrator may begin.*

Each skit group presents their skit to the Club. The Leader is responsible for stopping the skit if the volunteers take too much time.



When the skit (interview or role-play) is finished, the Leader checks that the Members understand the skit. The Leader asks:

- *What happened first?*
- *What happened next?*
- *After that, what happened?*
- *What happened at the end of the skit (interview or role-play)?*

When Members understand the skit, the Members make small groups [follow the section “Organizing Small Group Conversations”] or stay as one big group to talk about the Conversation Questions. Learn how to present the content questions in the section “Introducing Content Questions.”

Organizing Small Group Conversations

Club meetings with eight or fewer Members can choose to work as one group or divide into small groups. Clubs with more than eight Members may want to create small groups. Small groups give Members more opportunities to practice English with each other. If Members want to work in small groups, ask each Member to select a role/responsibility he or she will have in the group. Below are examples of roles that Members can have in small group conversations.

Small Group Roles

Role	Responsibility
Group Director	<ul style="list-style-type: none"> • Makes sure Members speak and listen to each other; • Helps Members use Active Listening (see page 13 in the <i>Member Handbook</i> and page 30 in the <i>Leader Guide</i>); • Gives opportunities to each Member to speak.
Note-taker	<ul style="list-style-type: none"> • Makes notes about what the Members say; • Prepares a short report to give to the Club about the small group discussion.

Role	Responsibility
Timekeeper	<ul style="list-style-type: none"> • Watches the time and makes sure the group completes the task; • Helps the Group Director make sure everyone in the group speaks equally.
Vocabulary Collector(s)	<ul style="list-style-type: none"> • Makes a note of vocabulary questions the Members have; • Tries to find answers to these questions from other Members, or an English speaker in the community, or the Internet; • Gives the Leader a list of the vocabulary questions.
Grammarian(s)	<ul style="list-style-type: none"> • Makes a note of grammar questions or problems the Members have; • Tries to find answers to these questions or problems from other Members, or an English speaker in the community, or the Internet; • Tells the Leader what grammar problems the Members are interested in learning more about.

Organizing Large Group Conversations

For large clubs (with more than twenty Members), make small groups with five Members each. Each Member selects a small group role to play. When the small groups finish their work, each small group gives a short (three-minute) report to the entire Club. This report should summarize the small group conversation. The Note-taker or Group Director can give this report.

Introducing Content Questions



The Leader should say:

Now look at your Handbook. Choose a few questions to talk about. Prepare to share your ideas with the other Members. Use Active Listening.

The Leader tells the Members how much time they have to talk about the questions.

Conversation Questions: Choose a Few to Talk About

Before the Leader divides the Members into groups, the Leader should say:

- Who will volunteer to read the questions aloud for us?
- Are there any questions about the meaning of words in these questions?

Next, if the group is too large, the Leader may divide the Members into groups by gender or by number (counting four people and having them form a group).



The Leader visits each small group. If there is arguing, the Leader reminds the Members to use Active Listening. When fifteen to twenty minutes have passed, the Leader says:

Time's up. Let's listen to each group's ideas.

The Leader gives each group (or Members if there is only one big group) time to share their discussion for approximately five minutes.

After each group or each Member speaks, the Leader can say:

- *Thanks for sharing.*
- *Please remember that we are here to practice English.*
- *All Members have a right to their own opinions.*
- *We understand that this story presents a difficult dilemma.*
- *For this reason, there is not just one correct answer.*

When everyone is finished sharing ideas, the Leader asks:

- *Now, what issues does this story raise for us?*
- *What problems do we have in this community that are similar to*

_____ [say the topic of the skit, interview, or role-play or the person the skit, interview, or role-play is about]?

Give the Members time to think and then ask them to share their ideas. Ask a volunteer to write down these issues so the Club can use them at other Club meetings. Then the Leader says:

- *I hope you enjoyed this meeting.*
- *At our next meeting, we will talk about _____* [tell them the topic of the next meeting].
- *I hope you will return so we can continue practicing English.*
- *Thanks for coming.*

Organizing a Debate

Preparation: Before the Club meeting, the Leader must read the topics of the section and prepare.

At the Club meeting, the Leader follows these steps:

1. Choose a debate topic (there is a list at the end of each section).
 - Members vote on the topics, and the topic with the most votes is chosen; OR
 - Members choose the topic by consensus—everyone agrees on a topic.
2. Choose a Member to be the referee—the referee is the Timekeeper and stops Members when “time’s up.” [Note: The referee must be strong and direct; if the referee cannot stop the debate speakers, the Leader must intervene.]
3. Ask six Members to volunteer and divide them into two teams.
 - a. Team A is **FOR** the topic—this is the “**PRO**” side.
 - b. Team B is **AGAINST** the topic—this is the “**CON**” side.
4. Tell Team members to select their debate role—each team has three speaker roles:
 - a. Speaker 1—this person prepares the main arguments of the debate (Pro or Con).
 - b. Speaker 2—this person gives the rebuttal against the opposing team (Pro or Con).
 - c. Speaker 3—this person prepares a summary and conclusion of the argument (Pro or Con).
5. When the Team members have selected their roles, the Leader reads the introduction at the beginning of each section.

Debate Sequence and Timing

Here is the sequence for the debate speakers:

1. Speaker 1 (Team A) PRO presents the arguments (two minutes).
2. Speaker 1 (Team B) CON presents the arguments (two minutes).
3. Speaker 2 (Team A) PRO presents the rebuttal (two minutes).
4. Speaker 2 (Team B) CON presents the rebuttal (two minutes).
5. Speaker 3 (Team A) PRO presents the summary/conclusion (one minute).
6. Speaker 3 (Team B) CON presents the summary/conclusion (one minute).
7. Audience asks questions (ten minutes).
8. Audience votes on the best debate team, the Leader and referee count the votes and announce the winner, and teams congratulate each other. [The Vote Procedure: Members can raise their hands to vote, and the Leader and referee count the hands. OR, Members can vote on pieces of paper—in secret. If paper ballots are used, the Leader must prepare the ballots in advance of the Club meeting.]

Debate in Eight Easy Steps

Team A



Speaker 1

1. PRO
Presents the arguments
2 min



Speaker 2

3. PRO
Presents the rebuttal
2 min



Speaker 3

5. PRO
Presents the summary/conclusion
1 min

Team B



Speaker 1

2. CON
Presents the arguments
2 min



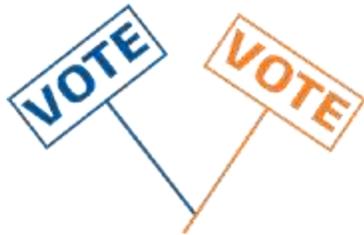
Speaker 2

4. CON
Presents the rebuttal
2 min



Speaker 3

6. CON
Presents the summary/conclusion
1 min



7. Teams A and B answer audience questions.
8. The audience votes on the best debate team.

Remember:

- Follow the steps—be sure to go from one team to the other.
- The referee must keep the time carefully and be sure to give each team equal time.
- When the audience asks questions (#7), the questions must be brief. The audience can ask questions to either side of the debate.

Debates and Conversations: Useful Vocabulary and Phrases

To begin a debate or conversation	<ul style="list-style-type: none"> • Today we are here to debate (talk about) ... • The goal for our debate (conversation) today is to discuss ...
To continue a debate or conversation	<ul style="list-style-type: none"> • Let's go on to another point ... • Next, let's talk about ...
To give an opinion	<ul style="list-style-type: none"> • In my opinion ... • As far as I'm concerned ... • The way I see it is ... • Personally, I think ...
To ask for clarification	<ul style="list-style-type: none"> • Would you please further clarify your point about ... ? • Kindly explain ... more fully. • Sorry, I don't quite follow your point ... • Can you tell us more about ... ? • What do you mean? • Would you mind explaining/clarifying ... ? • What you mean to say is ... • What you are trying to say is ... • Have I got this right that you said ... ? • Are you trying to say ... ? • So what you mean is ... ?

To restate a point	<ul style="list-style-type: none"> • In other words ... • What I'm trying to say is this ... • I mean ... • To put it another way ... • To explain it in a different way, let me say ...
To convince	<ul style="list-style-type: none"> • You must admit that ... • Let's not forget ... • You should remember that ... • You've convinced me that my idea is wrong/bad/not practical ... and I have changed my mind about ... • All right. You've persuaded me that my point is not valid because ... so I can now agree with you ... • I can see that our points are similar so ... • I'm convinced that your point is valid/useful/practical, and I admit that you've helped to change my mind about this.
To agree	<ul style="list-style-type: none"> • Don't you agree ... ? or Wouldn't you agree ... ? • Yes, you're right/correct ... • I definitely agree that ... • That is exactly what I think ...
To disagree	<ul style="list-style-type: none"> • I don't agree with you about ... because ... • I'm sorry but I don't share your opinion about ... because ... • I can see your point, but I disagree with you because ... • I'm afraid I can't agree because ...

<p>To argue or give a rebuttal</p>	<ul style="list-style-type: none"> • Maybe what you say is true, but I am not sure about ... • You may be correct, but I'm not convinced about ... • I see your point, but I am not sure I agree because ... • Actually, that is not true because ... • In fact, you are not correct because ... • Well, I'm not sure you're right about that because ... • I'm afraid you're missing the point ... • I don't think that has anything to do with our topic ...
<p>To suggest</p>	<ul style="list-style-type: none"> • I suggest that you/we ... • Why don't we consider ... ? • OK. That makes sense because ... • Of course. I agree with you because ... • Certainly, your point is valid because ...
<p>To refuse</p>	<ul style="list-style-type: none"> • I'm sorry but your idea is out of the question because ... • Unfortunately that is not possible because ...
<p>To interrupt a speaker</p>	<ul style="list-style-type: none"> • I'd like to add/consider something here ... • May I please make my point? • I must interrupt you here ... • Would you please give me the floor for a moment?
<p>To express preference for</p>	<ul style="list-style-type: none"> • I think the best/worst idea is ... • Her/his comment is the best/worst ... • One of the best/worst suggestions is ... so we should ...
<p>To conclude the debate or conversation</p>	<ul style="list-style-type: none"> • In conclusion, I defended/supported this position because ... • The purpose of this debate was to ... and we have ... • Our team has concluded that ... • We end with this ...

Inviting and Interviewing a Guest Speaker

Preparation



Part 1: Write the names of the possible guest speaker experts and which Member will invite them

1. _____
Club Member _____
2. _____
Club Member _____
3. _____
Club Member _____

Part 2: Communicate with the speaker

Ask the speaker to prepare a fifteen- to twenty-minute presentation to talk about the issue or problem identified in the previous Club meeting. The Leader or Member who knows the guest speaker can introduce this person to the Members. If the guest speaker does not speak English, the Leader can ask for five Members to volunteer to be interpreters. Each interpreter can trans- late the guest speaker’s presentation into English (five minutes each), and one can interpret the questions from the Members and answers from the speaker.

Topics to be addressed in the presentation:

- Definition of problem or issue
- Brief history or background about the development of the problem or issue
- Current status of the problem or issue
- Possible partners or groups for collaboration
- Possible solutions
- Proposed actions

Remember, these are community problems. The Members may want more information about the problem or issue. An additional guest speaker may be useful to discuss your action plans. Be flexible, be creative.

Part 3: Confirm guest speaker

A few days before the meeting, the Leader should confirm the guest speaker's attendance at the meeting. The Leader may learn at the last minute that the guest speaker cannot attend. The Leader should have a meeting activity prepared to replace the guest speaker presentation.



Part 4: Coordinate the meeting

At the Club meeting, the Leader or inviting Member should introduce the guest speaker, giving information about the speaker's training, education, experience, and expertise on the presentation topic. The Leader asks the guest speaker to pause so Members can ask questions during or after the presentation. The Leader tells this to the Members:

Today, I want to introduce you to [name of guest speaker], who is our guest speaker. Please give a round of applause for our guest speaker. We will have a fifteen- to twenty-minute presentation. Please listen carefully. If you have questions, wait for the guest speaker to pause and then you will be able to ask your question.

If the guest speaker does not speak English and there are Members who are interpreters, the Leader can say:

I need five Members to be interpreters for our guest speaker. Each volunteer will interpret the presentation into English for five minutes. I will watch the time and change each volunteer interpreter after five minutes. One volunteer will interpret the questions and answers at the end of the presentation. Thank you to the volunteers for helping us. Now, volunteers, please come to the front of the room and stand next to the guest speaker.

When the volunteers are in place, the Leader says:

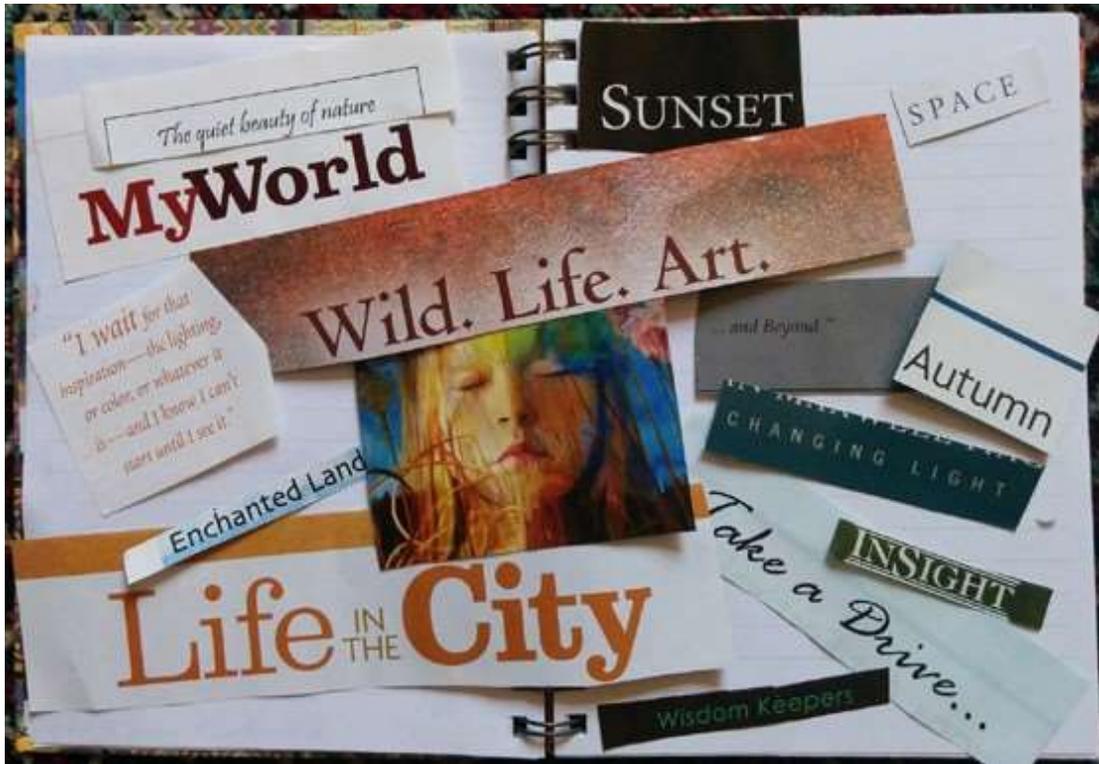
Are we ready to begin? Let's start.

At the end of the presentation, the Leader calls on Members to ask questions that will help them complete an action plan during the next meeting. The Leader should ask the Members to focus the questions on advice and solutions for the issue they would like to address in the community.

After the Club meeting, the Leader should send a thank-you note via SMS or email, or mail the note to the guest speaker.

SPECIAL NOTE: Some guest speakers arrive late. The Leader should prepare a short activity for Members to do while waiting for the guest speaker to arrive.

Creating a Vision Board



A Vision Board can be a poster, paper, screenshot, or mural on the side of a building. It can be a piece of paper or poster board with drawings, photos, and pictures cut from magazines. The Vision Board is a visual representation of your wishes, dreams, and/or desires for positive change in your community.

For English Clubs, the Vision Board is a visual reminder of the positive changes the Club wants for the community in the future. For example, imagine that your community would like to have all children wear school uniforms, but the reality is that many families cannot afford school uniforms. On the Club Vision Board, Members can draw or find pictures of students

in school uniforms. Members can also draw pictures or find photos to show what the Club can do to ensure that all children get uniforms. After collecting and putting all the photos, drawings, and pictures on the poster, the group will place the poster somewhere where they can see it and feel inspired.

Members can make small contributions towards buying the following needed materials for the Club or ask for donations.

- Photos, magazines
- Scissors
- Tape and/or glue
- Poster paper

When meeting, Members should first decide and agree on a vision for the community about the discussion topic. Once Members have decided on what positive changes they would like to make and how they would like to make them, Members find photos, pictures, and words that are related to their goals for the community. Then, Members discuss and decide together where the photos, pictures, and words should go before gluing or taping them onto the paper.*

*This activity can also be completed on an individual basis.

Now, you are ready to begin! Have a good time!



The First English Club Meeting

Preparation: Before this Club meeting begins, the Leader must prepare for the meeting by reading through the directions and skit.

Welcome to our English Club meeting. At this meeting, we have four important tasks to accomplish.

- 1 *We want to meet each other, so please turn to your neighbor, the person sitting next to you, and introduce yourself. Tell each other why you are here and what you want to do at our Club meetings. You have five minutes and then I will ask each of you to introduce the person sitting next to you to the rest of the group.*

After five minutes, the Leader should stop the pairs and ask for everyone to listen as each person introduces the person they spoke with by stating their neighbor's name, occupation or responsibility, and a reason for coming to the Club. If there is a small group, the Leader gives Members two minutes to introduce their neighbor to the entire group. If there is a large group, the Leader should ask three pairs to form a small group. In this smaller group, everyone should present their partner.

If the group is large, the Leader walks around and listens to the conversations. After fifteen minutes, the Leader can address the whole group. Say that the group is large and it will take time to meet everyone. Ask for ten volunteers to introduce their neighbors— two minutes per introduction. Encourage the Members who did not get a chance to meet to introduce themselves to the Members they do not know at the next meeting.

2. *Thank you for your introductions, and welcome again to this Club. Now, we must choose our meeting time and day. Let's see if we can find a day and time that is convenient for everyone. Can someone propose a day and time that we can meet on a regular basis?* The Leader must listen to the Members and select a day and time that is convenient for the majority of the Members. This may require some negotiation.
3. *Now, we need a regular place to meet. Can someone propose a convenient place near public transportation or easy to reach on foot?* The Leader listens to the Members and selects a convenient place for all Members.
4. *Today we will talk and learn about two activities we will use in our Club. The first activity is called Active Listening and the second is Brainstorming. In our Club we will use these activities often.*



Rules for Active Listening



The Leader says:

Do you know who the Native Americans are?

The Leader gives Members time to answer. Then the Leader says:

Native Americans lived in the U.S. before Europeans came. Many Native American ideas and proverbs were used by the European immigrants to America to encourage good behavior as citizens and human beings. Mary T. Lathrap is a writer from the 1800s who wrote many poems and short essays on good behavior. One of her famous poems, “Walk a Mile in His Moccasins,” uses a Native American term, moccasins, for shoes.

Read with me in the Handbook:

BEFORE WE CAN UNDERSTAND OTHERS, WE MUST WALK A MILE IN THEIR SHOES. BEFORE WE CAN WALK IN OTHER PEOPLE’S SHOES, WE MUST FIRST TAKE OFF OUR OWN.

The Leader asks:

What does this proverb mean to you? Members share ideas.

Possible ideas:

1. We have to listen without judging the other;
2. We should not assume that we know what someone means; we should ask them;
3. We should be willing to put our own beliefs aside to try to understand someone else.

The Grammarist. “Walk a Mile in Someone Else’s Shoes.” grammarist.com/phrase/walk-a-mile-in-someone-elses-shoes/. Accessed 27 Jan. 2017.

The Leader says:

The goal of this English Club is to practice English. We can't practice unless we talk to each other. We will have many ideas, and some ideas will be controversial—this is a stimulating way to practice English. However, we must talk to each other respectfully by asking polite questions and rephrasing what the other person has said until we understand what the other person means. This technique is called Active Listening.

Today we will talk about this technique. We will practice Active Listening and use it in our Club meetings. We must remember the lesson of this proverb for Active Listening: listen without judging others. We will use Active Listening in our meetings when people have different opinions. By listening actively we can understand different points of view—even though we may not agree. It is OK if we don't always agree.

What do we do when we listen actively? Read with me from the Handbook:

- Listen to the words and feelings of the Member.
- See the world and feel the world through the Member's eyes—empathize with this person.
- Try to understand the Member's feelings.

The Leader must let Members ask questions or make comments. Then the Leader says:

Now, let's read together the Rules for Active Listening:

Rules for Active Listening

- Let's not think about our opinions—let's listen to each other.
- Let's try not to judge others.
- Let's try to understand each other as if we are walking in each other's shoes.
- Let's listen with:
 - Our ears;
 - Our eyes;
 - Our hearts.
- Let's watch for non-verbal signs when Members talk.
- Let's allow Members to talk and then ask them to explain further.



Ask Members questions to help them clarify their ideas.

- Could you explain further?
- Can you tell me more about _____?
- I want to try to summarize your idea—may I? [Member summarizes the other’s idea.]
- Let me check. Did you say _____? [Member summarizes the other’s idea.]
- You said _____. Is this correct?
- I want to try to restate your opinion without criticizing you—may I?

The Leader must let Members ask questions or make comments. Then the Leader says:

As the Club Leader, I have rules to follow to help all of us be active listeners. Here are my rules. I will:

1. *Ask Members to summarize or restate their comments;*
2. *Stop anyone from criticizing another Member;*
3. *Make positive comments to the Members who follow the rules.*



Rules for Brainstorming

The Leader says:

Brainstorming is a technique to find new ideas. Brainstorming is NOT a technique to find the best idea. It’s a technique to find LOTS of fun, interesting, silly, or important ideas. Here are the rules for brainstorming. Let’s read them.

Rules for Brainstorming

- Everyone has ideas.
- All ideas are good.
- Don’t criticize any ideas.
- Don’t debate any ideas.
- No idea is crazy or bad.
- Use one idea to create a new idea.
- Give lots of ideas.
- Be creative, funny, crazy!

Any questions? Let's practice brainstorming. Now, I need a volunteer who can write down our ideas.

The Leader chooses a volunteer to write ideas on paper or the chalkboard—all ideas—without comment.

Here's an exercise for us to practice brainstorming. Here is the problem: What can we do with plastic bottles? We use them to hold water, but now let's brainstorm creative ideas for using them.



The Leader encourages Members to give ideas. The volunteer writes them down. Stop after five to ten minutes. Then the Leader says:

Good ... now, here is another practice. This is not a true story—it is a brain game!

Let's imagine that last week we found 1,000,000 footballs. What can we do with these balls?



It may take Members time to begin brainstorming. If no one gives suggestions, the Leader can give some ideas. Remember that all brainstorming ideas must be accepted. The Leader can say:

I see that some of you are hesitating. I will give a few ideas to help us get started. For example, we can sell the balls at the market and use the money for our Club. We can cut up the balls and use the leather to make bags or covers for books. Now, it's your turn to give ideas.



Encourage the brainstorming for five to ten minutes. Be sure the volunteer writes down all ideas—without comment.

After the brainstorming stops, ask the Members to think about the experience of brainstorming. Have a conversation with the Members. Ask:

How did you feel when we brainstormed?

Do you think brainstorming can be a useful technique?

How might it be useful—and how not?

When it is time to end the meeting, do the following:

1. Tell Members that it is time to end the meeting.
2. Ask Members if they want to propose a meeting activity for the next meeting—or if they would like to select a topic and an activity from *The English Club Member Handbook*.
3. Make a collaborative decision about the next Club meeting activity.
4. Remind the Members about the next meeting date, day, time, and location.
5. Thank the Members for coming and for their efforts at practicing English.

English Club Activities

Choose the activities that interest you. Activities may be followed in sequence or as the group pleases. All activities are suggestions, not rules. Most importantly:

Be creative!

Help the community!

Have fun!



CHILDREN'S RIGHTS



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

Introduction

Malala Yousafzai is the founder of the Malala Fund, which is a group that works towards providing education for all children regardless of gender. From a young age, Malala was an active critic of the Taliban and their attempt to keep girls from getting an education in parts of Pakistan and Afghanistan. Because she spoke out against the Taliban, Malala was shot in the head in an assassination attempt. She survived this attempt and dedicated her life to providing an education for all children regardless of social class and gender.

A Skit

Useful Vocabulary and Expressions

Afraid, to be afraid of	Fearful, to be fearful of; scared, to be scared of
To stand up for something	To support something
Nobel Peace Prize	The most prestigious prize in the world. It is usually given each year to a person—or group of people—who, in the year before, worked for peace. The prize winner is selected by five judges from Norway.
Anonymous	Not named or identified
To destroy	To cause something to end or no longer exist; to cause the destruction of something
To dare	To have enough courage or confidence to do something; to not be too afraid to do something
To have the right to do something	To have the liberty and authority to do something
Target	A person or object that is the goal of an attack
Alive	Having life; living; not dead
Recover	To become healthy after an illness or injury; to return to normal health
Death threat	When a person or group threatens to kill another person
Behead	To cut off the head of someone especially as a punishment
Taliban	A fundamentalist Islamic militia
Militant	A person aggressively engaged in warfare or fighting for a cause
Ban (Banned)	To be prohibited; not allowed
(Civil) Rights	The rights that every person should have regardless of his or her sex, race, or religion
Suppression	To keep someone from his or her legal rights

Surgery

A medical treatment in which a doctor cuts into someone's body in order to repair or remove damaged or diseased parts

The Characters

Malala (Ma)	Narrator 1 (N1)	Narrator 2 (N2)	Taliban (T)	Mother (Mo)
Father (Fa)	Man	Award Giver (AG)	Friend (Fr)	

N1:	When Malala Yousafzai was a young girl, she lived in Pakistan with her family. Her father was a teacher and school director of a school for girls. Malala went to her father's school.
N2:	Taliban militants started harming the community. They killed and beheaded policemen. They showed the heads to the villagers. The villagers were afraid . In 2008, when Malala was eleven years old, one Taliban militant , Fazlullah, spoke on the radio. This is what he said.
T:	Stop watching television. Television is bad. Stop listening to music. Music is bad. Bring all televisions to me. I will destroy them. Girls must stop going to school. School is bad for girls.
N1:	Her father did not close the girls' school, but some of Malala's friends stopped going to school. Malala's father spoke in public about the problems. Malala wrote on the Internet for BBC News. She wrote anonymously so no one knew a young girl was writing. This is what Malala wrote.
Ma:	Before, we were twenty-seven girls in my class. Now we are only eleven girls. This number decreased because the Taliban banned all girls from going to school.
N2:	The problems continued. The Taliban militants destroyed more than 100 girls' schools. Malala spoke against the Taliban on national television. Malala's father spoke about the problems with girls' education. Malala was fourteen years old in 2011. That year she received many international awards. Here is what one award giver said.

AG:	We give this award to Malala. She is courageous. She dared to stand up for girls. She told her community and the world that girls have the right to go to school.
N1:	By 2012, Malala was very famous for supporting the right of girls to go to school, but she received death threats in newspapers and at home. Malala's mother and father were afraid . This is what her mother and father said.
Mo:	I don't like these awards. I am scared. Malala is a target for the Taliban . I don't like to go out in public. I don't like anyone to take my photograph. I don't want Malala to speak in public. I don't want awards. I want my daughter safe.
Fa:	I am not happy. We don't honor people when they are alive . We give honor when they are dead. This is a bad sign. I only want to educate my children and my nation. But when we have problems, we must speak out. I am proud of my daughter.
N2:	Malala continued to go to school. She continued to win awards. In 2012, Malala was fifteen years old. One day, she was on the school bus going home surrounded by friends. The bus neared a checkpoint, and Malala saw a sign that read, "Wanted Terrorists." The photograph was the man from the radio, Fazlullah. He was still free after three years. This is what Malala and her friends said.
Ma:	Soon winter will be here and we will have snow.
Fr:	It is very quiet. Where are all the people?
Ma:	I don't know. But right now I am proud. My mother is going to school. This is her first day. Today she will begin to learn to read and write. I am very happy that she is going to school.
N1:	A man stopped the bus before the checkpoint to ask a question. A second man entered the back of the bus where the girls were seated. This is what the man said.
Man:	Who is Malala?
N2:	None of the girls spoke, but several looked at Malala. The man held out a gun and fired three shots. Malala was shot in the head. The bus driver drove to the hospital. The nurses and doctors worked to save her. After a few days, the government flew her to a hospital in Britain. Malala recovered after more than five months and multiple surgeries . In 2014, Malala received the Nobel Peace Prize . She fought against the suppression of children, and she fought for the right of all children to be educated.

This skit is a fictionalized reconstruction of actual events and conversations from: Yousafzai, Malala, and Christina Lamb. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Little, Brown and Company, 2013.

This skit also includes facts from:

Paramaguru, Kharunya. "The Road to Recovery: Malala Yousafzai Discharged from Hospital." *Time*, 4 Jan. 2013, world.time.com/2013/01/04/the-road-to-recovery-malala-yousafzai-discharged-from-hospital/. Accessed 17 Dec. 2016.

Continue Learning

Watch her Nobel Peace Prize acceptance speech on the Malala Fund YouTube channel: <https://www.youtube.com/watch?v=MOqIotJrFVM>





Conversation Questions: Choose a Few to Talk About

1. Which person in the story was the most important for you? Why?
2. If you were Malala's father or mother, what would you have told her to do in 2008? In 2011? In 2012?
3. Do you believe Malala did the right thing? Would you have supported her?
4. Do you believe that your community has a problem that can be solved?
5. Do you know someone in the community who is doing something like Malala? Explain.
6. Can you help this person with the problem? Why or why not?
7. If your sister (or brother, friend, father, mother—someone you love) became involved in solving a community problem, would you join? Why or why not?

An Interview



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outlines for Skits, Interviews, and Role-Plays.” Prepare two chairs in the front of the meeting room and two separate places where men and women can meet privately. For example, the groups can meet in different rooms. Or one group meets outside, one inside. The groups need private places where they can speak freely.

Useful Vocabulary and Expressions

To congratulate	To tell someone “good wishes” for a success
Co-recipient	Two people who share in receiving something
To recover, recovery	To return to good health; a return to feeling good
Aim	Goal; objective
Weakness	No strength; fragility
Hopelessness	No hope; no future
Strength	Power
To spare	To not kill
Talib	A member of the Taliban
Suppression	To keep someone from his or her legal rights

Broadcast	Program on television or radio
U.K.	The United Kingdom of Great Britain
Starving	To suffer from extreme hunger; to want something very much
To go forward	To advance

The Characters

Interviewer (I)	Malala (M)
I:	Welcome to our broadcast , Malala. We are happy you are here today.
M:	Thank you. I am very happy to be here too.
I:	Let me begin by congratulating you on the Nobel Peace Prize. You are co- recipient of this Peace Prize. You are the youngest person and the first Pakistani to receive it.
M:	Thank you.
I:	I want to ask first: How are you after recovering from the assassination attempt?
M:	I am OK. I had very good care in Pakistan, and I want to thank all the people in the U.K. who helped with my recovery .
I:	Malala, you are a young and beautiful girl. There are many men who would be happy to marry you and give you a comfortable home, but you say that you are mainly interested in education. Do you believe education to be everything in life?
M:	All I want is an education. In some places, students go to school every day. It's their normal life. But in other parts of the world, we are starving for education. It is a precious gift. It's like a diamond. There are 60 million children who do not have access to education. I need to speak out so we can be sure to have education for everyone. I do not want a comfortable home. I want education for everyone.
I:	We know that education is a civil right, but your life was in danger. Weren't you afraid?
M:	I think life is always dangerous. Some people are afraid of it. Those people don't go forward . But some people, if they want to achieve their goal, they have to go. They have to move. So why should I be afraid now?

I:	But there are people who want to kill you.
M:	The terrorists thought they would change my aims and stop my ambitions, but nothing changed in my life except this: weakness , fear, and hopelessness died. Strength , power, and courage were born.
I:	You are very courageous. Why do you speak like this?
M:	For a long time the world was silent. No one was speaking about this problem. In my valley in Pakistan, people were afraid to speak. When the world is silent, even one voice becomes powerful. I needed to speak. I will continue to speak.
I:	But speaking is dangerous.
M:	I am afraid of no one. I am a good girl, and I only have the desire to help people.
I:	So will you continue to speak even if it is dangerous?
M:	Yes, I was spared for a reason—to use my life for helping people.
I:	Don't you hate the man who shot you? If you saw him today, what would you do?
M:	I do not hate the Talib who shot me. Even if there was a gun in my hand and he stood in front of me today, I would not shoot him.
I:	It is time for us to go. Do you have anything else you want to say?
M:	One book, one pen, one child, and one teacher can change the world. This is why my work will not stop. My father and Shiza Shahid have helped me to found the Malala Fund to empower girls with access to education. I am hopeful that this Fund will be able to make a big impact around the world.
I:	I want to thank Malala Yousafzai for her visit today. She is co- recipient of the 2014 No- bel Peace Prize. She received this award for her fight against the suppression of children and for the right of all children to education. We appreciate her speaking with us today.

This interview is a fictionalized reconstruction of actual conversations from:

Jones, Stacy. "Meet Shiza Shahid, the Woman Powering the Malala Fund." *Fast Company*, 30 Oct. 2013, www.fastcompany.com/3020828/whos-next/meet-shiza-shahid-the-woman-powering-the-malala-fund. Accessed 9 Jan. 2017.

Yousafzai, Malala, and Christina Lamb. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. New York: Little, Brown and Company, 2013.

Continue Learning

Learn more about the Malala Fund at: www.malala.org



Conversation Questions for Women/Girls and Men/Boys

1. What do you think about Malala?
2. If you could speak to her today, what questions would you ask her or what would you say to her?
3. Do you think Malala is a leader? Why or why not?
4. Would you like to join Malala's organization, the Malala Fund? Would you like to fundraise for them or help support their work? Explain.
5. How would you react if your mother, sister, daughter, or girlfriend wanted to join Malala's organization?
6. How would you react if your father, brother, son, or boyfriend wanted to join Malala's organization?
7. If you wanted to join Malala's organization and your parents told you, "No, you can't join," what would you do?
8. How can you help all children have a good education?
9. Do you know of any problems children have in going to school in your community? In another community? What are these problems, and how would you fix them?
10. What advice do you think Malala would give for these problems?

Do Children Have Rights?



Preparation: The Leader must read this meeting activity so he or she can answer questions the Members might have.

At the beginning of the meeting, the Leader says:

Today we will talk about children's rights. We will use the U.N. definition of a "child": From birth to eighteen years old. Let's think about this question:

- *Do children have rights? What do you think?*

The Leader listens to answers from Members. Then the Leader says:

Now we have some ideas. Let's talk more about this.

The Leader divides the Club into small groups if appropriate. When the Club is ready to continue, the Leader says:

Look at your manual. Let's review the "Useful Vocabulary and Expressions" section. Do you see any words that are unfamiliar?

Useful Vocabulary and Expressions

Ability	Talent or skill to do something
To do [your] best	To work very hard to do something; to do something as well as [you] can
To have the right to do something	To have the liberty and authority to do something
To hurt	To damage; to injure
Disabled	A person who cannot do some activities because of a physical or mental problem
Child labor	The work of a child who is too young
To accuse	To report that someone did something wrong/bad
To break the law	To not follow the rules of society
Fair	Treating people in a way that does not favor some over others; treating people equally



After a quick review, the Leader says:

This is a list of children's rights from the United Nations. It is from the Convention on the Rights of the Child. The Convention was signed and ratified by 192 countries. Was our country one of the countries that ratified the changes? Who knows?



Now, look at the list of rights.

- *Are there rights you agree with?*
- *Are there rights you disagree with?*

Discuss your responses in pairs or small groups for five minutes. After five minutes, ask the group to do the prioritization activity.

Prioritize this list and be sure everyone agrees on the list.

- *Choose the five most important rights.*
- *Choose the five least important rights.*

Talk about these rights and think about the children in your families. Would you like them to have these rights?

Be prepared to share your list with all the Members and explain your decisions to us. You will have twenty minutes to discuss and prioritize the list.

Convention on the Rights of the Child

The United Nations has fifty-four rights in this Convention. The term “child” refers to a person who is between a newborn and eighteen years old. Here are a few of the rights.

2. These rights are for all children everywhere and always—whatever their race, religion, or abilities, their family background, boys or girls, rich or poor.

3. All adults must **do their best** for every child. Adults must remember that all children are precious.

4. Governments must make sure children's rights are respected and protected.

6. All children **have the right to** live and be healthy.

7. All children **have the right to** a name and country.

- 9.** All children **have the right to** live with their parents unless it is bad for them.
- 13.** All children **have the right to** express themselves freely—and the responsibility to respect the rights of others.
- 19.** All children **have the right to** protection from being **hurt**—physically, emotionally, and mentally.
- 22 & 23.** All children **have the right to** special care and protection if they are refugees or disabled.
- 24.** All children **have the right to** good health care, clean water, food, and a safe environment. Rich countries must help poor countries do this.
- 28.** All children **have the right to** a primary education, free from physical or mental violence or abuse. Rich countries must help poor countries do this.
- 29.** All children should learn to respect others, live peacefully, and protect the environment.
- 30.** All children **have the right to** practice their own culture, language, and religion—even when they are the minority in a country.
- 31.** All children must have time to play and rest.
- 32–38.** All children must be protected from **child labor**, drug use, sexual exploitation, war, and slavery.
- 40.** Children who are **accused of breaking the law have the right to** help and **fair** treatment.
- 42.** Governments must be sure all their citizens know these rights for children.

This list has been modified and adapted from:

UNICEF. “Fact Sheet: A Summary of the Rights under the Convention on the Rights of the Child.” www.unicef.org/crc/files/Rights_overview.pdf.

UNICEF. *For Every Child: The U.N. Convention on the Rights of the Child in Words and Pictures*. Phyllis Fogelman Books, 2001.

The Leader makes sure everyone is talking and using Active Listening. When the time's up, the Leader asks Members to share their ideas. The Members can talk about rights that are surprising or confusing. If they disagree, they can discuss this. The Leader reminds Members that it is likely their country signed this Convention. All Members and the Government are responsible for children's rights. To end the meeting, the Members can answer this question:

- *What rights do we want to use in our English Club?*

Spend a few minutes on the discussion.



Finally, the Leader says:

Next week we will have a guest speaker. We should choose to invite an expert related to our topic. Here are some topic ideas:

- Education
- Children's health issues
- Ways communities can support children's rights
- Supporting children who are disabled or orphaned



What other ideas do you have? Let's brainstorm. Ask a Member to take notes on the topics. Then, as a group, vote on the topic Members would like to hear about.

Next, say:

We need to invite an expert from our community to give a fifteen- to twenty-minute presentation. Does anyone know an expert in the topic we have chosen? The guest speaker can be a judge, nurse, teacher, school administrator, doctor, social worker, psychologist, or researcher who specializes in children's problems. It's OK if the expert does not speak English; we can translate for him or her.

Does anyone in our group know such an expert? Who will invite this expert to come and speak to us? Write the name of the expert and the Member who will invite him or her in this manual.

Continue Learning

For further discussion or information about children’s rights, watch the following YouTube videos. Emma Watson interviews Malala Yousafzai on the Totally Emma Watson YouTube channel:

<https://www.youtube.com/watch?v=NKckKStggSY>

Malala Yousafzai’s Nobel Peace Prize acceptance speech on the Malala Fund YouTube channel: <https://www.youtube.com/watch?v=MOqIotJrFVM>

Guest Speaker Presentation & Interview



Read the script provided under the “Inviting and Interviewing a Guest Speaker” section to prepare.



Debate Topics

Preparation: The Leader must read “Organizing a Debate” in the Introduction to this *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

Debate in Eight Easy Steps

Team A



Speaker 1

1. PRO
Presents the arguments
2 min



Speaker 2

3. PRO
Presents the rebuttal
2 min



Speaker 3

5. PRO
Presents the
summary/conclusion
1 min

Team B



Speaker 1

2. CON
Presents the arguments
2 min



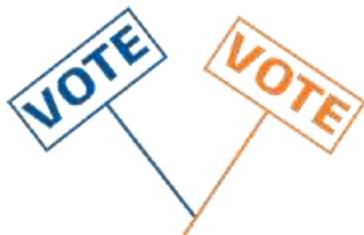
Speaker 2

4. CON
Presents the rebuttal
2 min



Speaker 3

6. CON
Presents the
summary/conclusion
1 min



7. Teams A and B answer audience questions.
8. The audience votes on the best debate team.

Topic: Gender Issues

PRO—Girls should have equal access to primary and secondary schools.

CON—Girls shouldn't have equal access to primary and secondary schools.

Topic: Children's Rights

PRO—Children should be seen and heard.

CON—Children should be seen but not heard.

Topic: Punishment for Children

PRO—Corporal [Physical] punishment is acceptable.

CON—Corporal [Physical] punishment is not acceptable.

Topic: Being Honest

PRO—Teenagers have a right to privacy.

CON—Teenagers do not have a right to privacy.

Topic: Parent Responsibility

PRO—Parents are responsible for their children's crimes.

CON—Parents are not responsible for their children's crimes.

Vision Board

Prepare: scissors, tape, glue, paper, and photos or pictures



At the beginning of the meeting, The Leader says:

Welcome to our English Club. Today we are going to create a vision board about our dreams for the children in our community. We will focus on education. Let's pretend that we are able to see five years in the future. What would be ideal for our children to have in our education system? What types of resources would we like every child to have access to?

Now turn to the "Vision Board" section in your book. Let's discuss the questions and agree on a goal for our community. Once we have the goal for the community, we will cut out pictures and phrases from the magazines that we have available to create a visual representation of our dreams.



Group Activities

The following are some questions to help Members get started with creating a vision board on Children's Rights.

- Do all children have access to education in our community?
- What can be done to ensure that all children have access to education?
- What can be done to improve the education systems available in our community?
- What can be done to ensure that all children have access to quality food and movement every day in our community?
- Do all children have access to books and materials?
- Where are there gaps in resources that our children face?
- What can the English Club do to help meet the demands of our community in a positive way?

Your vision board should answer:

- Where do we want our community to be in five years?
- What can we do to get there?

Individual Reflection

Your vision board should answer:

- Where do I want my community to be in five years?
- How can I help my community achieve these goals?



Introduction

Descended from a royal clan in South Africa, Nelson Mandela played an important role in South African and world politics. Affectionately known by many in South Africa as Madiba, his clan name, Mandela is most widely known for his work against apartheid and the creation of the Truth and Reconciliation Commission aimed at investigating human rights abuses. During his tenure as South Africa's president, he worked to create a more equal South Africa. He developed programs to combat poverty, to improve land reform, and to provide wider health-care services. President Mandela died in 2013 and left a lasting legacy as a dynamic and internationally ac- claimed leader.

In this section on leadership, English Club Members will explore the concept of leadership through an analysis of Mandela's work from the time he was a student to his founding of the Truth and Reconciliation Commission.

A Skit

Useful Vocabulary and Expressions

Consensus	A general agreement; an agreement that most people accept
To reach a consensus	To get to an agreement that most people accept
Majority rules	The group with the biggest number has power/control
Britain	The United Kingdom of Great Britain; U.K.
British	The people from the U.K.
To make a decision	To pick a choice; to decide
To crush	To defeat with violence; to stop with violence
Diverse opinions	Different points of view

The Characters

Narrator (N)	Mandela (M)	Friend 1 (F1)	Friend 2 (F2)	Friend 3 (F3)
N:	This skit takes place in 1940 at the University of Fort Hare in South Africa. During this time period, Mandela is a student and supporter of the British war effort in the Second World War. He creates an organization to balance the power between first- and second-year students, and he becomes a member of the Students' Representative Council. Mandela is twenty-two years old. Mandela and his friends talk about a problem.			
M:	Right now we are represented by students who do not live here. This is not right. We must represent ourselves.			
F1:	I agree.			
F2:	I disagree.			
F3:	I'm not sure.			
F1:	Let's take a vote. First, let me call our friends and tell them to vote with us.			
M:	No, that's not the way to do this. We need a consensus .			
F1:	Why? Majority rules . Isn't this what they do in Britain ?			
M:	Are we British ? Do we want to continue doing what is not just? Look at our fathers. When they needed to make a decision , they made it together as one people.			
F2:	That's the old tribal way.			
M:	Yes, and it worked very well. We are not here to crush a minority—anyone who doesn't agree with us. Let us hear from everyone first.			
F1:	That will take too long. We need to act now.			
F2:	What are you afraid of if we listen to Mandela? We can take time. We can talk about this. Let's try to reach a consensus .			
M:	Let's listen to everyone first. Then we will sum up the different ideas. Maybe we can form a consensus among the diverse opinions . It will not be good if we force a decision on people who disagree with us.			
F3:	Well, what will we do if we don't agree?			

M: We will hold another meeting in a few days. We will give everyone more time to think. It is important to listen to each other first.

N: At the end of the meeting, everyone agrees to continue talking before they **make a decision**. Mandela says that great leaders keep their people united. All remain loyal to him, not because they always agree with him, but because great leaders listen and respect all different opinions.

This skit is a fictionalized reconstruction of actual events and conversations from Nelson Mandela's life:

Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Little, Brown and Company, 1994.

Nobelprize.org. "Nelson Mandela—Biographical."

www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html.

Accessed 19 Nov. 2014.

Wikipedia. "Nelson Mandela." en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519. Accessed 19 Nov. 2014.



Conversation Questions: Choose a Few to Talk About

1. Which person in this skit was the most important for you? Why?
2. If you were one of Mandela's friends, would you want to vote or look for consensus? Explain.
3. Describe Mandela as a leader. What does he do as a leader?
4. Which is better to do in a democracy: majority vote or consensus? Explain.
5. If you could speak to Mandela, what would you say to him?
6. If you could ask Mandela a question, what question would you ask him? Why would you ask him this question?
7. Do we have leaders in our community? Do they have a leadership style that is similar to Mandela's leadership style?
8. What parts of Mandela's leadership style do you think would be helpful in our community?
9. How can we work together to develop ourselves as leaders? What do we need to do?

The Leader stops the conversations after twenty to thirty minutes—giving more time if necessary. If there is arguing, remind the Members to use Active Listening. When the time is up, the Leader says:

Time's up. Let's listen to each group's ideas.

An Interview



Preparation: The Leader must read this interview in advance and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in the front of the meeting room for the Interviewer and Mandela.

Useful Vocabulary and Expressions

Apartheid	A former social system in South Africa in which black people and people from other racial groups did not have the same political and economic rights as white people and were forced to live separately from white people
To retire	To stop a job or career because you have reached the age when you are not allowed to work anymore or do not need or want to work anymore
Term limit	The maximum amount of time that a person, such as a politician, can hold an office
Truth and Reconciliation Commission	A group of people responsible for finding and reporting the wrong practices of a government or people
To heal	To become healthy or well again
Wound	An injury that is caused when a knife or bullet cuts or breaks the skin; to feel intense psychological pain
Rainbow	A curved line of different colors that sometimes appears in the sky when the sun shines through rain
To forgive	To stop feeling anger toward someone who has done something wrong; to stop blaming someone

To hurt	To cause pain or injury to [yourself, someone else, or a part of your body]
Rugby	A game played by two teams in which each team tries to carry or kick a ball over the other team's goal line
Consensus	A general agreement; an agreement that most people accept
Inclusion	The act of bringing people together from different religions, cultures, backgrounds, ethnic groups, and/or linguistic groups
Accountability	Required to explain actions or decisions to someone
Queen	A woman who rules a country and who usually inherits her position and rules for life; the wife of a king

The Characters

Interviewer (I)	Mandela (M)
I:	Welcome to our broadcast, President Mandela. We are happy you are here today.
M:	Thank you. I am very happy to be here too.
I:	Let me begin by congratulating you on the Nobel Peace Prize. You shared this prize with President de Klerk, the white president of South Africa in 1993.
M:	Yes, he freed me from prison after twenty-seven years.
I:	Why did two people get this prize?
M:	We received this prize because we worked together for a peaceful end to apartheid .
I:	You became president in 1994. Now, it is 1998. What will you do at the end of your term in 1999? Will you run for a second term?
M:	No, I will retire in 1999.
I:	This is unusual. Many presidents run for two terms, and some presidents change the Constitution so they can stay for many years.
M:	A one- term limit is enough for me. I think two terms is enough for all presidents.
I:	What is your biggest problem as president?



- M:** Racial violence is a big problem. We have the **Truth and Reconciliation Commission**. The goal is to **heal** the **wounds** from **apartheid**—for White South Africans, Black South Africans, Indian South Africans, and Colored South Africans.
- I:** Some people say that South Africa is the “**Rainbow Nation**.”
- M:** Yes, this is correct. We are a nation of diverse peoples.
- I:** How can this be possible after the violence against Black South Africans?
- M:** Courageous people do not fear **forgiving**, for the sake of peace.
- I:** So we are courageous when we **forgive**—even the people who **hurt** us?
- M:** Yes, we must **forgive**.
- I:** Was it easy for South Africans to **forgive**?
- M:** No, it wasn't. I worked hard to help everyone understand.
- I:** Tell us about the **Rugby** World Cup in 1995.
- M:** South Africa hosted this competition. I encouraged Black South Africans to support our team. They didn't want to support this team. It only had White South Africans. When our team won, I presented the trophy to our captain, an Afrikaner, a White South African. I wore a **rugby** shirt with his number on my back.
- I:** Was this important?
- M:** Yes, I accepted these white players. I respected them and honored them.
- I:** So peace is important. What else is important?
- M:** Good leaders are important. When I was young, I watched the leaders in my tribe.
- I:** But there is no democracy in our tribal customs.
- M:** Yes, we have democracy—we believe that everyone can speak. Everyone is heard. A decision is made together, by **consensus**, by agreement. I believe in **inclusion, accountability**, and freedom of speech. These are fundamental for a democracy.
- I:** Are there other ideas from African culture that you agree with?
- M:** Yes, let me tell you a story. One day, I was visiting a tribal leader, a **queen** in one of the tribal lands. She spoke Xhosa—the language of my people.
- I:** You have a tribal leader who is a woman, a **queen**?
- M:** Yes. When she spoke to me in Xhosa, I wasn't able to answer her. I forgot my language. I studied English, spoke English, and forgot the language of my family.

- I:** What did she say to you?
- M:** She said, “How can you be a leader if you can’t speak to your people?” I was surprised. I started thinking, and I realized I must continue to speak the language of my people.
- I:** For people who are not in South Africa, they are curious about your name, Madiba.
- M:** This is my clan name, my tribal name. I am a member of the royal Thembu family. To show me respect, people use this name for me.
- I:** Let me ask you about *Ubuntu*. We hear people talking about this.
- M:** Yes, this word is in our language. It means that we belong to each other. People say, “I am because you are.” We are united because we are humans. My name, *Ubuntu*, our African cultures and languages—they are all important. We must not forget about them.
- I:** Madiba, President Mandela, we thank you very much for joining us today.
- M:** It was my pleasure.

This interview is a fictionalized reconstruction of actual events and conversations from Nelson Mandela’s life:

Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Little, Brown and Company, 1994.

Nobelprize.org. “Nelson Mandela—Biographical.”

www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html.

Accessed 19 Nov. 2014.

Wikipedia. “Nelson Mandela.” en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519. Accessed 19 Nov. 2014.



Conversation Questions: Choose a Few to Talk About

1. Choose one of Mandela’s answers and explain why you chose it. Did you like it? Was it controversial? Was it interesting? Why did you choose it?
2. If Mandela were alive today, what would you like to say to him or ask him?
3. Are there similar problems in our country that Mandela had in South Africa? Can you apply any of his ideas or practices to dealing with these problems?
4. What did Mandela say was important about African culture? Explain.
5. Do you see similarities between your culture and the cultures in South Africa that Mandela describes? Explain.

Characteristics of Good Leaders



Preparation: The Leader must read this meeting activity and “Rules for Brainstorming” in the Introduction to the *Handbook*.

At the Club meeting, the Leader says:

Today we will brainstorm. Let’s remind ourselves about the rules. Read them with me:



Rules for Brainstorming

1. Everyone has ideas.
2. All ideas are good.
3. Don’t criticize any ideas.
4. Don’t debate any ideas.
5. No idea is crazy or bad.
6. Use one idea to create a new idea.
7. Give lots of ideas.
8. Be creative, funny, crazy!



Any questions? Now, I need a volunteer who can write down our ideas.

Select a volunteer to write the ideas on a piece of paper or the chalkboard—tell the volunteer that he or she must write down all ideas—without comment.

When the Members are ready to proceed, the Leader says:

Today we will talk about leadership. To begin, let’s brainstorm a list of leaders.



Who is a famous leader? Who is a popular leader? Let’s see how long a list we can make today.

Leaders can be radio announcers, television broadcasters, musicians, Internet personalities, university professors, characters in books, and people we learn about in school. They can be famous or not very famous. Let’s look at some of the vocabulary we can use to describe a leader.

Useful Vocabulary and Expressions

Empathetic	To have the same feelings as another person; to feel empathy for someone
Tenacious	Very determined to do something
Open-minded	Willing to consider different ideas or opinions
Ethical	Involving questions of right and wrong behavior; relating to ethics
Resourceful	Able to deal well with new or difficult situations and to find solutions to problems
Humble	Not proud; not thinking of yourself as better than other people
Kind	Having or showing a gentle nature and a desire to help others; wanting and liking to do good things and to bring happiness to others
Visionary	Having or showing clear ideas about what should happen or be done in the future
Persistent	Continuing to do something or to try to do something even though it is difficult or other people want you to stop
Trustworthy	Able to be relied on to do or provide what is needed or right; deserving of trust
Team player	Someone who cares more about helping a group or team to succeed than about his or her individual success
Dependable	Trustworthy and reliable
Critical thinker	A person who can examine difficult and complex problems
Dedicated to	To decide that something will be used for a special purpose; to use [time, money, energy, or attention] for something
Accountable to	Required to explain actions or decisions to someone
Candid	Expressing opinions and feelings in an honest and sincere way



What Makes a Good Leader?

Think about the leaders you identified and prioritize the list of leadership characteristics. Choose five characteristics that you think are most important for good leaders. Choose five characteristics that you think are not important. If you are in a group, everyone in the group must agree on these choices.

Characteristics of a Good Leader

A good leader is ...



When the time's up, ask the groups to share. Remind Members to use Active Listening—not to debate. At the end, ask these questions:



Conversation Questions: Choose a Few to Talk About or Create Your Own

1. How can we encourage good leadership?
2. Do we have anyone in the community who is a good leader? Which characteristics does this person display?
3. Do any of us have any of the characteristics of a leader? If not, how could we develop them? What would we need to practice?
4. How can we help to lead our community?

Continue Learning

Videos on developing leadership:

Simon Sinek: In an interview with Marie Forleo, author and public speaker Simon Sinek discusses the responsibility of leaders to create a certain environment that leads others towards success. When the environment is correct, people will do incredible things to forward a leader's vision.

<https://www.marieforleo.com/2016/06/simon-sinek/>

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action



What Makes a Good Follower?



Preparation: The Leader must read this meeting activity.

At the meeting, the Leader says:

In an earlier Club meeting, we talked about leadership. What are some characteristics of good leaders? We know that good leaders need good followers. Today we will talk about this question: What makes a good follower?

The Leader decides to use a big group or small groups. If the meeting will use small groups, put the Members into groups and be sure each group member has a small group role (see “Small Group Roles” in the *Handbook*).

When the Members are ready, the Leader says:



Look at your Handbook for the list of “Characteristics of Good Followers.” Which ones do you think good followers should have?

As a group, prioritize this list. Put the five most important characteristics at the top of the list and the least important at the bottom. Be sure that all the group members agree.

Be prepared to share your lists with all the Members and explain your decisions to us. You will have twenty minutes to discuss and prioritize the list.

When the time’s up, ask the groups to share. Give Members time to discuss their ideas. Remind them to use Active Listening.



Characteristics of Good Followers

Below are characteristics of followers. Which characteristics are essential for good followers to have? Which ones are not important—the least important? Prioritize this list. Choose the five most important characteristics and the five unimportant characteristics. Everyone must agree on the choices.

A good follower is ...



When the groups have finished sharing their ideas, the Leader can ask Members to talk about the conversation questions.



Conversation Questions: Choose a Few to Talk About

Compare the lists of “Characteristics of a Good Leader” and “Characteristics of Good Followers” and answer these questions:

1. What characteristics are similar between leaders and followers? What characteristics are different?
2. What is the most valuable characteristic of being a leader? What is the most valuable characteristic of being a follower?
3. Are you a leader or a follower? Which would you prefer to be? Why?
4. A leader cannot exist without followers. How can the followers of a leader help their leader grow in a positive way? What actions can the followers take?
5. How can leaders help their followers grow in positive ways? What actions can the leader take?
6. To become a leader or a follower, what characteristics will you need to develop?

The Leader makes sure everyone is talking and using Active Listening.

Finally, the Leader says:

Next week we will have a guest speaker. We should choose to invite an expert related to our topic. What would you like more information about on leadership? Let's brainstorm.

Possible topics: How to develop charisma, information about being a role-model leader, amnesty, or rehabilitation

Elements that can be addressed in the presentation:

- Definition of problem or issue
- Brief history or background about the development of the problem or issue
- Current status of the problem or issue
- Possible partners or groups for collaboration to solve the problem or issue
- Possible solutions
- Proposed actions



Ask a Member to take notes on the topics. Then, as a group, vote on the topic Members would like to hear about. Next, the Leader says:

We need to invite an expert from our community to give a fifteen- to twenty-minute presentation. Does anyone know an expert in the topic we have chosen? The guest speaker can be a judge, nurse, teacher, school administrator, doctor, social worker, psychologist, or researcher who specializes in leadership. It's OK if the expert does not speak English; we can translate for him or her.

Does anyone in our group know such an expert? Who will invite this expert to come and speak to us?

Write the name of the expert and the Member who will invite him or her in this manual.

Guest Speaker Presentation & Interview

Read the script provided under the “Inviting and Interviewing a Guest Speaker” section to prepare.



Debate Topics

Preparation: The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

Debate in Eight Easy Steps

Team A



1. PRO
Presents the arguments
2 min



3. PRO
Presents the rebuttal
2 min



5. PRO
Presents the summary/conclusion
1 min

Team B



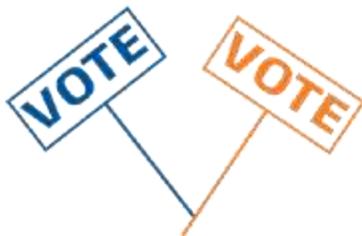
2. CON
Presents the arguments
2 min



4. CON
Presents the rebuttal
2 min



6. CON
Presents the summary/conclusion
1 min



7. Teams A and B answer audience questions.
8. The audience votes on the best debate team.

TOPIC: Violence and Peace

PRO—Sometimes violence is needed to bring peace.

CON—Violence is never an acceptable road to peace.

TOPIC: Corruption

PRO—Corruption is necessary and useful in certain situations.

CON—Corruption is never necessary or useful.

TOPIC: Good Leaders

PRO—A good leader commands and controls followers.

CON—A good leader collaborates with and supports followers.

TOPIC: Leaders and Followers

PRO—For a nation, it is more important to have a good leader.

CON—For a nation, it is more important to have good followers.

TOPIC: Finished or Right

PRO—A good leader gets things finished.

CON—A good leader does “the right thing.”

TOPIC: Men and Women Leaders

PRO—Men make better leaders than women.

CON—Women make better leaders than men.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.

Vision Board

Prepare: scissors, tape, glue, paper, and photos or pictures



Group Activities

The following are some questions to help Members get started with creating a vision board.

- What would positive change and leadership look like in our community?
- How can we spread information in our community to encourage positive change and leadership?
- How can we encourage others to become leaders?

Your vision board should answer:

- How should our community be empowered by positive leadership in the next five years?
- What can we do to support this positive change?

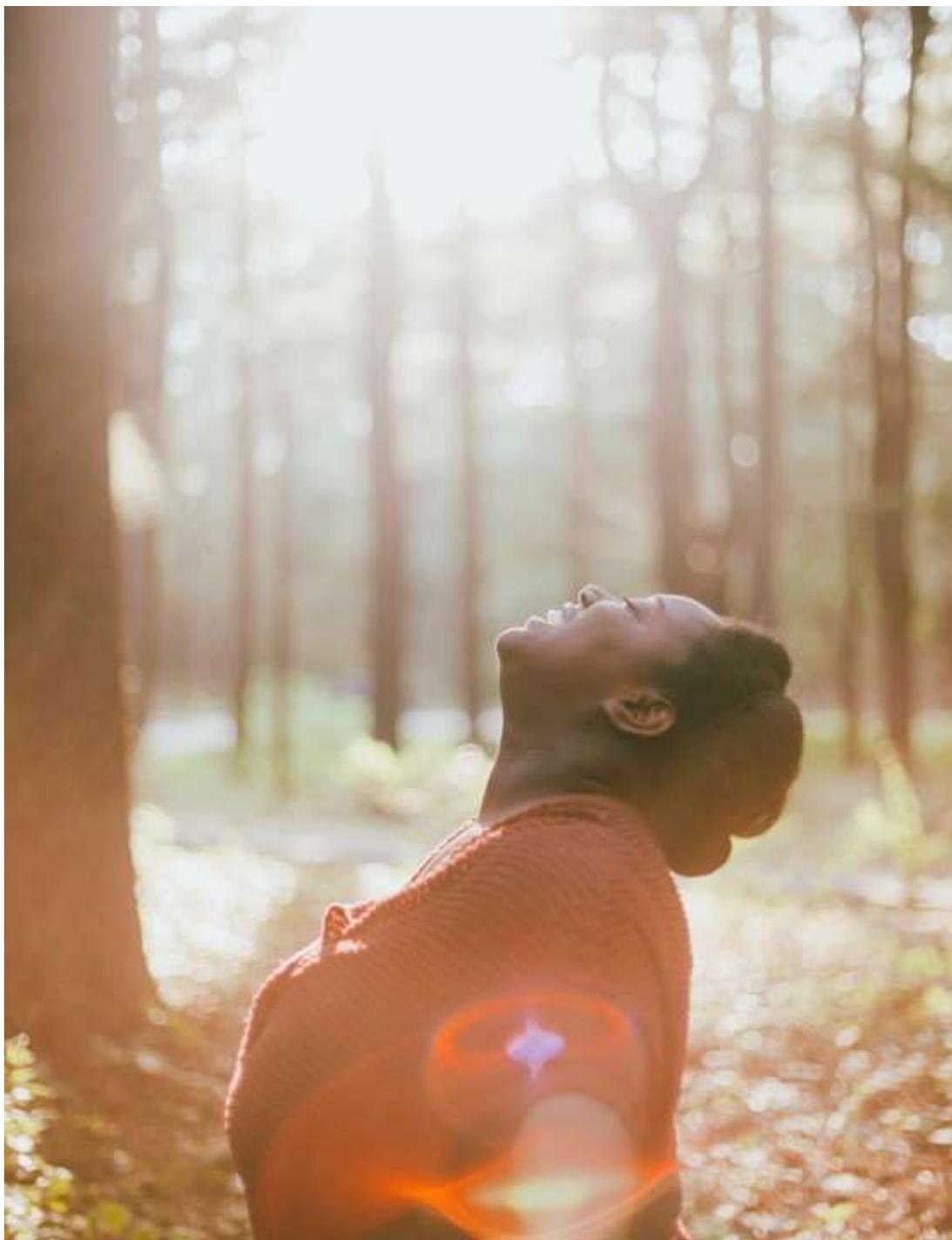
Individual Reflection

- What would it look like to be a leader every day? What kinds of changes would I have to make to my life?
- As a leader, what would I like my life to look like?
- How can I practice and model leadership every day?

Your vision board should answer:

- In the next five years, what would I like my role as a leader to look like?
- How can I develop myself to achieve my leadership goals?

FREE SPEECH





Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

Introduction

In the 1980s, Dr. Wangari Muta Maathai went to Nyeri, the area where she grew up, and the women of that area told her they had problems. Their children were malnourished because the soil ran into the river during the rainy season. Furthermore, there were no trees, so they had to walk very long distances to gather firewood. The government cut down many trees and sold them, and after clearing the land, the government did not replant what they had taken. Dr. Maathai had a simple answer to the women’s problems. Let’s plant trees!

During this time, Kenya was under the rule of a leader who forbade public gatherings and people communicating with each other. The women of the community gathered together to create a tree nursery and plant trees. They shared their stories, their hopes, and their frustrations in a way that empowered them. What they learned about planting trees they shared with others, and environmental education began to spread. Dr. Maathai created the Green Belt Movement (GBM), which ran community development programs across the country by planting trees. The Movement was such a success that in 1986 the Pan African Green Belt Network was formed. It included Uganda, Malawi, Tanzania, Zimbabwe, and Ethiopia.

When the GBM learned that parts of the Karura Forest were being illegally sold off, they protested by blocking the people cutting down the trees and by planting more trees. Dr. Maathai said about the experience, “What needed to be done was so compelling that I had to do it,” even though she was clubbed in the head and thrown in jail. She continued to fight for women’s rights, environmental education, planting trees, and democracy.

In 2002, Dr. Maathai was elected to the Parliament by ninety-eight percent of the votes. She also served as Assistant Minister for Environment and Natural Resources. For her work, Dr. Maathai received fifteen honorary doctorate degrees and several international awards including the Nobel Peace Prize in 2004 and the Legion d’Honneur in 2006. She was the first African woman to receive the Nobel Prize. She passed away in 2011, leaving an incredible legacy of effective programs for her country and the world. The GBM continues to positively impact Kenyans through education programs.

Information adapted from:

The Green Belt Movement. “Wangari Maathai.” www.greenbeltmovement.org/wangari-maathai. Accessed 12 Feb. 2017.

Nobelprize.org. “Wangari Maathai—Biographical.” www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html. Accessed 12 Feb. 2017.

PBS. “Taking Root: Timeline.” *Independent Lens*, www.pbs.org/independentlens/takingroot/timeline.html. Accessed 12 Feb. 2017.

PBS. “Taking Root: Wangari Maathai.” *Independent Lens*, www.pbs.org/independentlens/taking-root/wangari.html. Accessed 12 Feb. 2017.

“Wangari Maathai Wins the Nobel Peace Prize.” *BBC World Service: Witness*, iTunes app. Accessed 12 Feb. 2017.

A Skit

Useful Vocabulary and Expressions

Skyscraper	A very tall building in a city—in this skit it is 60 levels/floors
Activist	A person who uses or supports strong actions (such as public protests) to help make changes in politics or society
Afraid, to be afraid of	Fearful, to be fearful of; scared, to be scared of
To harm	To cause hurt, injury, or damage to someone or something; to cause harm to someone or something
To destroy	To cause something to end or no longer exist; to cause the destruction of something
To restore	To bring back to an earlier and better condition
Protest	An organized public demonstration of disapproval
To stand up for something	To support something

The Green Belt Movement	A “grassroots” organization to support community development and protect and conserve the environment by planting trees
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The Characters

Narrator (N)	Wangari (W)	Friend 1 (F1)	Friend 2 (F2)	Friend 3 (F3)
Friend 4 (F4)	Friend 5 (F5)	Friend 6 (F6)	Friend 7 (F7)	Friend 8 (F8)

N:	<p>Dr. Wangari Muta Maathai was a Kenyan activist for the environment and a politician. She was a peacemaker. After high school, she went to an American university for her B.A. and M.A. degrees. She then completed a Ph.D. in 1971 and was the first East and Central African woman to receive the degree. Dr. Maathai then returned to Kenya. In 1977, she started the Green Belt Movement to protect trees around Kenya. Wangari Maathai taught Kenyan women to plant trees. These trees restored the environment and gave women firewood. She saw more problems in Kenya and used the Green Belt Movement to peacefully address these problems. Her work continues through the Green Belt Movement, which is still active in teaching about trees, fighting for gender equality, and addressing climate change. To date, the Green Belt Movement has planted more than 40 million trees.</p> <p>This skit takes place in 1989. We are in Nairobi, Kenya. There is a big, beautiful public park called Uhuru Park. The Kenyan government wants to give parkland to some businesses. The Kenyan people like this park. Wangari knows that the businesses will destroy the park as the government already tried to destroy the forest. The businesses will build a skyscraper. This will harm the environment for the people in Nairobi.</p> <p>Wangari meets with her friends. They discuss the situation:</p>
W:	Come, my friends. Let’s go to Uhuru Park and stop the government from constructing the skyscraper .
F1:	I want to go but I am afraid . The police will attack us.

W:	Why do you think the police will attack us?
F1:	Because the government is powerful.
W:	Yes, you are right. But if we do not take action, the government will destroy our public park. We are citizens. We must stand up for what is right. We must stand up for what we believe.
F2:	I am afraid . Maybe the police will arrest me.
W:	Don't be afraid . Fear does not give us security.
F3:	I don't understand. Why do you want to stop the government?
W:	If we do not stop the government now, when it has all the public land, it will take my land and your land.
F4:	The police can arrest my children and my husband. Maybe they will also go to prison because of me.
W:	We must speak out and stand up while we have time. If we don't, our children will not have a park. The government will destroy it.
F5:	Wangari, listen to me. The government is responsible for this decision. We are not responsible for this decision.
W:	Yes, the government is responsible. But we are responsible too. We are citizens, and we must do something about this situation.
F6:	My husband says you are crazy. I should not be with you. I don't think I will go.
W:	Why am I crazy? Because I stand up for what I believe? We must stand up.
F7:	You are right, Wangari. I know you are right. We can write letters to the government.
W:	I wrote letters, many letters. This government always responds to something that is loud and public. We must make a public protest .
F8:	Look into our eyes. We want to go but we are afraid .
W:	Yes, I am afraid too. We will go together. When we are together, we are strong.
All Friends:	We will go to Uhuru Park. We will stand together, Wangari. You are right. When we stand together, we are strong.

This skit is a fictionalized reconstruction of actual events and conversations from: Maathai, Wangari. *Unbowed: A Memoir*. Random House, 2008.

When the Members understand the story, the Leader decides to have one big group or small groups of Members.



Then the Leader says:

Now look at the Conversation Activity. Let's read it.



Conversation Activity

Imagine that you are one of Wangari's friends. You must decide if you will go to the protest in the park. If you are in a small group, you must agree unanimously. You have twenty minutes to decide.



Conversation Questions: Choose a Few to Talk About

1. Let's imagine we are Wangari's friends. Will we go to the protest—or not? Talk about our decision to go—or not—and why we have made this decision.
2. What problems about freedom of expression and environmental protection does this skit present to us?
3. Is there a community organization in our community? Talk about the pros and cons of having a community organization.
4. What are some problems we have in our community?
5. How might we solve some of the problems in our community?

An Interview



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in front of the meeting room for the Interviewer and Wangari.
- Consider separating the Members by gender for this discussion to give each gender the freedom to speak openly about gender-based issues.

Useful Vocabulary and Expressions

Broadcast	Program on the radio or television
To congratulate someone	To tell someone “good wishes” for success
Grateful	Feeling or showing thanks
To expect	To think that something will probably or certainly happen
Proper	Correct according to social or moral rules
Quiet	Making very little noise
Crazy	Unable to think in a clear or sensible way
Ignorant	Lacking knowledge or information
Unusual	Different or strange in a way that attracts attention
To release someone	To allow [a person or animal] to leave a jail, cage, prison; to set someone or something free
Hunger strike	A protest during which the protesters stop eating
Nobel Peace Prize	The most prestigious prize in the world. It is usually given each year to a person—or group of people—who, in the year before, worked for peace. The prize winner is selected by five judges from Norway.
Discrimination	To treat someone differently than others because of ethnicity, religion, age, gender, or any reason other than individual merit
Sacrifice	The destruction or surrender of something for the sake of something else
Bizarre	Very out of the ordinary; odd; eccentric
To testify	To make a statement based on personal knowledge or belief
Native	Naturally occurring in a particular place; from a local area; indigenous
Indigenous	Naturally occurring in a particular place; from a local area; native

The Characters

Interviewer (I)	Wangari (W)
I:	Welcome to our broadcast , Dr. Wangari Muta Maathai. We are happy you are here today.
W:	Thank you. I am very happy to be here too.
I:	Let me begin by congratulating you on your Nobel Peace Prize . You are the first African woman to win this prize. And you are from Kenya. We are very honored that you are a citizen of Kenya.
W:	Yes, I am grateful to the Nobel Peace Prize Committee. I was not expecting this award. In fact, it took me a long time to believe that I had really won the award. My daughter had to convince me.
I:	As an African woman, I am sure you experienced gender discrimination . Can you tell us about one experience?
W:	You know I have many experiences. Your radio station reported what the President said about me. Do you remember?
I:	Yes, he said that proper women should respect men and be quiet .
W:	He also called me a crazy woman and ignorant . These are very good examples of gender discrimination . Why must women be silent? Are we crazy when we speak the truth? We are not. Someone must stand up for the environment, for us, for our future.
I:	Let me change the subject. Your family decided to send you to school. Wasn't it unusual for a Kikuyu family to send their daughter to school?
W:	Kikuyu families send their daughters to school. Families in most African countries send their daughters to school. We believe that education is very important. This is why I became a professor. My family came from a simple village. I will always be grateful to my family for the sacrifice they made to send me to school in the U.S.A. and other countries.
I:	A few years ago, you joined fifty-two mothers in a Nairobi church. They were protesting against the government to release their sons from prison. Why did you join them?
W:	They went on a hunger strike to protest their sons' imprisonment. At that time, the government did not allow us the freedom of speech or protest. I wanted to support them.

I:	You were arrested, beaten by the police, and hospitalized with injuries. Weren't you afraid?
W:	The mothers were brave and courageous. They didn't have their sons. I am a mother too. It was important to be with them and support each other. Many tried to silence me in the beginning of the Green Belt Movement, and I thought it was important to give a voice to those without one. In the end, the government released all the prisoners.
I:	You are a highly educated woman. You have a doctorate. But you plant trees—with your hands? Isn't this bizarre ?
W:	No, it is not strange. Education should not take people away from the land. Education should give people respect for the land. Think of it this way: You empower people by teaching them about the environment and how the choices they make affect it. Once they understand that these resources are their resources, they know that they must protect the native, indigenous trees and other resources. Besides, you don't need a diploma to plant a tree.
I:	What impact has your work with the Green Belt Movement had on others?
W:	The rural women whom I work with accept and appreciate that I work with them. They know I work to improve their lives and the environment. Many of them have testified that their quality of life has improved since we have been working together. For some, their lives have improved by better access to water. For others, they have been able to buy clothing or beds for their homes. For everyone, we recognize that trees bring life and are a symbol of hope to the communities.
I:	Yes, you are right. You are a Nobel Peace Prize winner and a member of the Kenyan Parliament. You are a mother and an activist. You are an environmentalist and an advocate for democracy. We thank you for participating in our interview today.

This interview is a fictionalized reconstruction of actual events and conversations from: Maathai, Wangari. *Unbowed: A Memoir*. Random House, 2008.



Conversation Questions for Women or Men: Choose a Few to Talk About

1. What do you think about Wangari?
2. Wangari died in 2011. If she were alive today, what questions would you like to ask her?
3. Were Wangari's actions typical of women in your country? Yes? No? Explain.
4. Wangari was a leader. What kind of leader do you think she was?
5. Would you join Wangari's organization if you could? Explain.
6. How would you react if your wife, mother, daughter, or girlfriend wanted to join Wangari's organization? Why would you react in this way?
7. What problems do you have as a woman where you live? How can men help to solve these problems? What advice do you think Wangari might give you to solve your problems?
8. Does your city have a lot of areas with trees? Could there be more trees planted? How might you get people interested in helping you plant trees?
9. Is it important for mothers to teach their sons to be respectful and supportive of women's rights? Is it important for fathers to teach their daughters to be strong and independent? Explain.



The Leader should say:

Please share a few ideas you discussed.

The Leader should note these ideas and then say:



At our next meeting, we will hear from a guest speaker who will discuss either free speech or social movements. Which topic would you like to hear about? Let's brainstorm ideas for a topic for our guest speaker.

Topics to be addressed in the presentation:

- Definition of problem or issue
- Brief history or background about the development of the problem or issue
- Current status of the problem or issue
- Possible partners or groups for collaboration
- Possible solutions
- Proposed actions

Once the group has chosen a topic, the Leader says:

Now that we have a topic, do we have any ideas for experts we can invite to present on this topic? The guest speaker can be a judge, teacher, journalist, university professor, psychologist, or researcher who specializes in free speech or social movements. The guest speaker should give a fifteen- to twenty-minute presentation. Let's get a few names of guest speakers and then we'll figure out how to contact them.

Once the group has the names of guest speakers on the board, ask for volunteers who are willing to contact them.

Once this is complete, the Leader says:

Thanks for coming.

Guest Speaker Presentation & Interview



Preparation: The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.



Debate Topics

Preparation: The Leader must read “Organizing a Debate” in the Introduction to this *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

Topic: Free Speech

PRO—Citizens of a country should have free speech.

CON—Citizens of a country shouldn't have free speech.

Topic: Community Organizations

PRO—Community organizations strengthen a community and should be encouraged.

CON—Community organizations do not strengthen a community and shouldn't be encouraged.

Topic: Protecting the Environment

PRO—Communities should work together to plant trees and other native, indigenous plants.

CON—Communities shouldn't plant trees and other native, indigenous plants.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.



Vision Board

Group Activities

The following are some questions to help Members get started with creating a vision board.

- How many green spaces do we have in our community?
- How many types of indigenous trees do we have in our community?
- Could we add green space to areas that are eroded or lack plants? Explain.
- What would our community look like if there were more green spaces?

Your vision board should answer:

- How should our community look in the next five years?
- What can we do to support our goals?

Individual Reflection

- How can I add more green space to my office or living space?
- What types of plants grow well with the light and climate that I have?
- How should I care for the plants that would grow in the space that I have?

Your vision board should answer:

- In the next five years, what would I like my green space to look like?
- How can I develop my space to achieve my green goals?

DEMOCRACY



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

Introduction

This section begins with an exploration of democracy through a skit about voting and then an interview with Joshua Wong, the founder of a group of young people fighting for free elections. Then, several quotations by world leaders explore what democracy means around the world. What does democracy mean to you?

A Skit

Useful Vocabulary and Expressions

First	The first time for something
Semester	One of two eighteen-week periods of instruction which divide an academic year
Credit card	A card that allows purchases on credit
Dorm	Dormitory; a residence hall that provides rooms with multiple beds for students
Polling station	A place where people go to vote in an election
Vote	To make an official choice for or against someone or something by casting a ballot, raising a hand
Election	The act or process of selecting someone for a public office by voting
Flat out	In a very clear or direct way
Hover	To stay very close to a person or place
Cafeteria	A place where people get food at a counter and carry it to a table for eating
Park	To leave a car in a particular place
To roll one's eyes	To move one's eyes up and around as a sign of annoyance or impatience
Bored	Feeling tired and annoyed because there is nothing interesting or new to do or see
Awesome	Extremely good
Elect	To select someone for a position or job by voting
Amazing	Causing great surprise or wonder
Receive	To get or be given something
Sticker	A piece of paper with a picture or writing on it and a sticky substance on its back that is used to attach it to a surface
Wave	To move your hand or something held in your hand usually in a repeated motion in order to signal or greet someone
Clap	To hit the palm of your hands together usually more than once

The Characters

Narrator (N)	Farah (F)	Nadine (Na)	Jody (J)	Mom (M)	Little Boy (LB)
N:	Three young ladies are excited about a lot of firsts this year. It is their first semester in their first year of college. It is the first time they have lived in a dorm away from their parents. They got their first credit cards last week, and today, they are going to the polling station to vote in their first election .				
F:	Wake up ladies! We've got to get to breakfast so we can go to the polling station before class.				
Na:	Farah! It's six a.m. You're just flat out mean to wake us up at six a.m.				
F:	Nadine! We all have eight o'clock classes. If we don't go and get in line, we won't be able to get to class on time.				
J:	OK! We're getting up. Just hover somewhere else till I wake up.				
F:	Now that you are both up, I'm going to breakfast. I'll see you both there in fifteen minutes.				
J:	Tyrant!				
F:	(laughing)				
N:	The ladies get ready and meet Farah at the campus cafeteria for a quick breakfast. After breakfast, they walk together to Farah's car, get in, and drive to the polling station .				
Na:	Here we are! Look, there's the polling station .				
F:	Well done! I'm going to let you two get out and get in line while I park .				
N:	Jody and Nadine get out of the car and stand in line behind a woman with a seven-year-old little boy and a baby.				
LB:	Mom, why do we have to stand in line today? It's too early. I want to go back to sleep.				
M:	Mommy has to vote today.				
LB:	Can't you vote another day or when I'm at school?				
M:	No, honey. I have to vote today, and this is the only time I have free.				
LB:	Voting is stupid.				

- N:** The mother does not say anything. She **rolls her eyes**. Nadine is very upset by the mother's reaction to the little boy's comments, and she thinks about how to teach him the importance of voting in an interesting way. Then she has an idea. She decides she will be really excited about voting and she will talk about how important it is with her friends. The little boy is **bored** and will probably listen, she thinks.
- Na:** What time is it?
- J:** Six-thirty. Why?
- Na:** Yay! We only have thirty more minutes till we can **vote**! This is so **amazing**. I can't wait.
- F:** Nadine, you're so excited to **vote**. You're dancing. That's **awesome**.
- Na:** Of course I'm excited. This is the time when we, the people, speak. This is the time when we make laws, when we **elect** men and women to serve and protect our institutions. This makes our country stronger and freer. It makes our lives comfortable and gives us lots of opportunities. Voting helps us protect our rights as citizens and the rights of our children. To protect our democracy and to **vote** are the most important jobs we have as citizens.
- N:** The little boy, **bored** with standing in line, listens to Nadine, Jody, and Farah talk about the importance of voting. When the **polling station** opens, he grows very excited. The line to **vote** takes longer than expected, and his mom begins to talk about leaving to get him to school on time. The little boy stops her by saying:
- LB:** No, mom. We cannot leave now. You must be a good citizen and protect my rights and my sister's rights until we are able to **vote**. My teacher will understand.
- N:** The little boy's mother agrees, and they wait. Soon the line moves forward and the little boy's mom and the ladies **vote**. After voting, Farah, Nadine, and Jody each **receive a sticker** that reads, "I **voted**." As they come out of the **polling station**, a car drives by. In the back seat, the boy **waves** at Nadine and proudly holds the **sticker** up to the window for her to see. Nadine **waves** back and **claps** her hands.



Conversation Questions: Choose a Few to Talk About

1. What is your opinion of Nadine?
2. What is your opinion of the boy's mother?
3. How does the little boy change during the skit?
4. Do you agree with the ideas that Nadine presented about the importance of voting? Why or why not?
5. Do you think it is important to vote? Why?
6. Imagine the little boy is at school. What do you think he does with the sticker?

An Interview



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in front of the meeting room, one for the Interviewer and the other for Joshua Wong.

Useful Vocabulary and Expressions

Demonstration	A public group display of feelings towards a person or cause
Protest	An organized public demonstration of disapproval
Indifferent	Lack of interest or enthusiasm
To throw away	To get rid of or give away
To have a voice	To have a right or power to influence or make a decision about something

The Characters

Interviewer (I)	Joshua Wong (JW)
I:	Joshua Wong, it is a pleasure to have the chance to interview you today. For those of you listening to the radio today, Joshua Wong is the leader behind Scholarism, a student group that led demonstrations in Hong Kong to protest for free and fair elections. We'll be discussing why he organized the protests and what's next for this remarkable young man. Joshua, you were seventeen years old when you staged a pro-democracy protest that grew to 200,000 people at one point. How do you feel about that?
JW:	My purpose was to raise political awareness of the new generation. Many believed that we were indifferent to politics. As you can see, this is not true. The youth of Hong Kong are very interested in politics because it directly affects us.
I:	You faced the possibility of jail time for your role in the protests . Was it worth it for you? Didn't you think you were throwing your life away ?
JW:	This is my home and my future. I want to take care of the community I am living in so that when the "one country, two systems" agreement ends in less than fifty years, my family and community are protected. We should be allowed to elect and vote for whom- ever we want in our community. We are in great danger of losing our basic human rights with the changes we are seeing in the government. So, no, I am not throwing away my future. I am protecting it. If it means going to jail, I will do so.
I:	The point of the movement was for Hong Kong to get free elections. You were not successful. Do you feel that you failed?
JW:	Absolutely not. We want free elections, but what is more important is to energize the youth of Hong Kong and to show them that they have a voice . I think it's also more important for the youth to continue to develop critical thinking, stay informed politically, care about the fate of Hong Kong, and take care of our great city and country. We should be independent thinkers. This is important, and it was these ideals that were sparked by the movement.

I:	How do your parents feel about your activities?
JW:	My parents have always been supportive of me and my activities. They understand what I am fighting for.
I:	Thank you, Joshua Wong. It has been a pleasure talking with you today, and I wish you the best of luck.

This interview is based on:

Garber, Jonathan. “This 19-year-old Started a Massive Protest Movement in Hong Kong – and Now the Government Is Putting Him on Trial.” *Business Insider*, 28 Feb. 2016, www.businessinsider.com/joshua-wong-interview-trial-protest-movement-hong-kong-2016-2.

Wen, Philip. “Joshua Wong, the Teen Who Shook Hong Kong’s Future.” *The Sydney Morning Herald*, 26 Sept. 2015, www.smh.com.au/world/the-teen-who-shook-a-hongkong-generation-into-action--future-in-joshua-wongs-hands-20150924-gju55k.html.



Conversation Questions: Choose a Few to Talk About

1. What is your opinion of Joshua Wong?
2. Do you think it is worth going to jail to stand up for your beliefs?
3. Should Joshua Wong’s parents allow him to participate in these activities? Why or why not?
4. Would you participate in a protest or other activities to preserve your rights?
5. Do you think it is important to be involved in politics? Why?
6. What is the best way for you to be involved in politics?

Quotations about Democracy



Preparation: The Leader must read this meeting activity.

At the beginning of the meeting, the Leader says:

Today we will talk about government. What kinds of governments do you know?

And, what is democracy—do you know it? What does “democracy” mean?

The Leader gives Members time to answer this question. Then the Leader says:

Democracy is a form of government. All citizens can participate equally—either directly or through elected representatives, indirectly—in the creation of laws and other regulations that the society uses.



Look at the Quotes about Democracy. The Leader asks Members to each read one of the quotes. Then the Leader says:

Let's talk about them.

- *What do they mean?*
- *Which ones interest you? Why?*

Members may want to learn about the people whose words are quoted here. Members can prepare short reports and present them to the Club in a follow-up meeting.

Useful Vocabulary and Expressions

Safeguard	Something that provides protection against possible loss or damage
To worship	To honor or respect someone or something as a god
To interfere	To become involved in the activities and concerns of other people when this involvement is not wanted
Keen	Having or showing an ability to think clearly and to understand what is not obvious or simple about something
Notion	An idea or opinion
Pedestal	The base of a column or other tall object
To surround	To be on every side of something or someone
Beget	To cause something to happen or exist
Tyranny	Cruel and unfair treatment by people with power over others
Departure	The action of leaving, moving away from something
Wolves—a wolf	Large wild animals that are similar to a dog and that often hunt in groups

Lamb	A young sheep
To undermine	To make someone or something weaker or less effective usually in a secret or gradual way

Quotes about Democracy

1. To **safeguard** democracy, the people must have a **keen** sense of independence, self-respect and their oneness. —Mahatma Gandhi
2. My **notion** of democracy is that under it the weakest should have the same opportunity as the strongest. That can never happen except through non-violence. —Mahatma Gandhi
3. In a true democracy, every man and woman is taught to think for himself or herself. —Mahatma Gandhi
4. It is the people who control the government, not the government the people. —Winston S. Churchill
5. Democracy begins with freedom from hunger, freedom from unemployment, freedom from fear, and freedom from hatred. —Vandana Shiva
6. My people are going to learn the principles of democracy, the dictates of truth and the teachings of science. Superstition must go. Let them **worship** as they will; every man can follow his own conscience, provided it does not **interfere** with sane reason or bid him against the liberty of his fellow men. —Mustafa Kemal Atatürk
7. You see these dictators on their **pedestals, surrounded** by the bayonets of their soldiers and the truncheons of their police ... yet in their hearts there is unspoken fear. They are afraid of words and thoughts. —Winston S. Churchill

8. Secrecy **begets tyranny**. —Robert Heinlein
9. Protest beyond the law is not a **departure** from democracy; it is absolutely essential to it.
—Howard Zinn
10. Democracy is not freedom. Democracy is two **wolves** and a **lamb** voting on what to eat for lunch. Freedom comes from the recognition of certain rights which may not be taken, not even by a 99% vote. —Marvin Simkin
11. I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crises. The great point is to bring them the real facts.
—Abraham Lincoln
12. Democracy is necessary to peace and to **undermining** the forces of terrorism.
—Benazir Bhutto



Conversation Questions: Choose a Few to Talk About

1. Which of these quotes is your favorite and why?
2. How are all these quotes related to democracy?
3. Which of the quotes do you feel is not about democracy?
4. Create your own quote about what democracy means to you.
5. Who created the most favorite quote? Why is it so popular?

What is Democracy?



Preparation: The Leader must read this meeting activity.

At the beginning of the meeting, the Leader says:

Today we are going to read a short story. This is a true story. After we read, we will discuss it. As we read, think about this question:

Is this story about democracy?



Free Speech?

Last week, many people were arrested at a peaceful protest. They were protesting the government's decision to change the Constitution. The government said that these people were terrorists.

Earlier today, one of the political opposition leaders was released from jail. He was in jail for eight years. He was arrested because he said, "We must save our country. Our country is in danger; there are enemies surrounding us. We must join together and fight for our country."

Is this free speech or terrorism? If yes, why? If no, why not?

After reading this story, the Leader can ask Members to choose a few questions to talk about.



Conversation Questions: Choose a Few to Talk About

1. Is this a story about democracy or free speech? Explain.
2. Are there connections between democracy and free speech? Explain.
3. Is this a story about terrorism? Explain.
4. Was the government correct to imprison this person for eight years? Explain.
5. Was this a democratic decision? Explain.
6. What impact can this story have on the people in this country?
7. If this happened in our country, would we protest? Explain.
8. How can we let our government know when we do not agree with something it does?

The Leader makes sure everyone is talking and using Active Listening.

Finally, the Leader says:

Next week we will have a guest speaker. We should choose to invite an expert related to our topic. What would you like more information about on democracy? Let's brainstorm.

Before the end of the meeting, Members should discuss the type of expert they would like to invite to give the guest presentation, and who will invite the speaker.

Here are some ideas for the presentation:

Presentation about Democracy

- How do different countries around the world practice democracy?
- How does the media influence democracy?
- Is any one country truly democratic?

Presentation about Free Speech

- Can a democracy function without free speech?
- How can we support free speech?
- How do we encourage free speech?
- What can we do to have more free speech?

Presentation about Elections

- How do we monitor elections?
- How can we encourage everyone to vote?
- How do elections work in our country?

Guest Speaker Presentation & Interview



Preparation: The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.

Debate Topics



Preparation: The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*. At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

TOPIC: Democracy

PRO—Democracy is the best form of government for everyone.

CON—Democracy is not the best form of government for everyone.

TOPIC: The Right to Protest

PRO—The right to protest is a form of free speech.

CON—The right to protest is not a form of free speech.

TOPIC: Democracy and Literacy

PRO—Democracy requires a literate population.

CON—Democracy does not require a literate population.

TOPIC: Free Press

PRO—Free press is necessary for a democratic government.

CON—Free press is not necessary for a democratic government.

TOPIC: Social Media and Developed Countries

PRO—Developed countries have a right to block social media during riots in poor countries.

CON—Developed countries do not have a right to block social media during riots in poor countries.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section in this *Handbook* to prepare for the debate.

Vision Board

Prepare: scissors, tape, glue, paper, and photos or pictures



Group Activities

The following are some questions to help Members get started with creating a vision board.

- Are our local community leaders upholding democratic ideals?
- What ideals are missing?
- Is there a way we can encourage the development of those ideals in our community?
- Is there one democratic ideal in particular that we would like to be sure to have in our community?

Your vision board should answer:

- How do we want our community to look in the next five years?
- What can we do to support our goals?

Individual Reflection

- Do I feel free to speak at my workplace or school?
- Do I feel supported at my workplace or school?
- How can I add more democratic ideals to my workplace or school?

Your vision board should answer:

- What democratic principles would I like in my life?
- In the next five years, how could I create an environment that would encourage the development of democratic principles?

HEALTH



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

Introduction

A healthy community is important to the happiness of the community. What does it mean to have a healthy community? There are two main elements to a healthy community: physical health and mental health. This section explores how can we create a healthy environment for ourselves physically and mentally.

A Skit

Useful Vocabulary and Expressions

Surfer	A person who rides on ocean waves using a special board (called a surfboard)
Household chores	Jobs or tasks to do in or around the house
Paddle	To use both arms to push forward in the water when lying on a surfboard
Tsunami	A very high, large wave in the ocean that is usually caused by an earthquake under the sea and that can cause great destruction when it reaches land
Youth leader	A person who leads activities for youth independent of school
Traumatic	Causing someone to become very upset in a way that can lead to serious mental and emotional problems
Support network	A group of people who care about you and are willing to help you
Tent	A portable shelter that is used outdoors, is made of cloth (such as canvas or nylon), and is held up with poles and ropes
Surfboard	A long, light, narrow board that is used for surfing

The Characters

Narrator 1 (N1)	Narrator 2 (N2)	Bethany (B)	Sarah (S)
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N1:	Bethany Hamilton is a professional surfer . When she was thirteen, a shark bit her arm off. Life was difficult using one arm. Bethany worried about how she would be able to help her family in daily tasks like cooking and household chores . She also worried about surfing because a surfer normally paddles with two hands.
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- N2:** In 2004, Thailand and other countries suffered from a **tsunami** that devastated some of the coastal areas. Many volunteers and rescue workers came to Thailand to assist the communities ruined by the **tsunami**. Bethany joined a group of friends and went to help. On the last evening, Bethany and her **youth leader**, Sarah, had a discussion about how Bethany was feeling.
- S:** Bethany, how are you doing? You've been through a lot. I know that losing your arm was very **traumatic**. I'm very proud of you for coming to help those who are less fortunate.
- B:** Thanks, Sarah. I'm really happy I have come to Thailand to help. I feel that it has changed me.
- S:** What do you mean? How has it changed you?
- B:** I was really depressed before. I know that I'm lucky to be alive, and I have an amazing **support network**. People like you and my family have helped me very much, but I still felt lost. I wasn't sure I would ever feel right again.
- S:** How do you feel now?
- B:** Much better. From this trip I have learned so much. I only lost my arm. Some of the people here have lost their entire family. Everyone is gone. I can't imagine what that would be like for them. It's so hard. My family has been everything to me. Through their support and love they have helped me to get through losing my arm. So, I am trying to show love and support to the people of the community here. Sometimes, it's as simple as listening to a story they want to share about a family member. Other times, it is just holding someone's hand.
- S:** Has that helped them?
- B:** I think so, but I don't know for sure. There was this little boy who is alone and doesn't smile. I have been watching him for a while. Yesterday I wanted to make him smile. I found some of the **surfboards** that were lying around and I taught him to **paddle**. At first he would not go into the ocean, but then he did and he began to ride waves. He smiled after a while. When I saw that smile, I realized that for the first time since the accident, I was also really happy. Teaching this little boy something that I loved made me really happy.

- S:** It looks like this trip has been very helpful for you at an emotional level.
- B:** Yes, through helping others I'm feeling happy again.
- S:** Excellent. Now, help me pass out this water to the people living in **tents** over there.

This is an imaginary conversation based on:

Happy. Directed by Roko Belic, Cinedigm, 2011.

Soul Surfer. Directed by Sean McNamara, Enticing Entertainment, FilmDistrict, and TriStar Pictures, 2011.



Conversation Questions: Choose a Few to Talk About

1. What happened to Bethany that caused her to be depressed?
2. What did Bethany learn that helped her feel happy?
3. Have you ever had to overcome something very traumatic? How did you rediscover happiness?
4. Would you have gone to help the community in Thailand?
5. Is there a community that needs your help nearby? How might you help them?

An Interview



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays”.

- Prepare chairs in front of the meeting room for the Interviewer, Dr. Lyubomisky, Dr. Burns, and Dr. Diener.

Useful Vocabulary and Expressions

Depression	A state of feeling sad
Documentary	A movie or television program that tells the facts about actual people and events
Social standing	Your position in society based on your job and family background
Genetic	Of, relating to, or involving genes
Gratitude	A feeling of appreciation or thanks

Dopamine	Controls the brain's reward and pleasure centers
Collaborate	To work with another person or group in order to achieve or do something
To hit the theaters	To start playing at a movie theater
Stay fresh	To stay new and interesting
Journal	A notebook where you write your thoughts and ideas

The Characters

Interviewer (I)	Dr. Lyubomisky (L)	Dr. Burns (B)	Dr. Diener (D)
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- I:** We're all searching for happiness. After studying **depression** for centuries, scientists have just started taking the study of happiness seriously. Several years ago, a **documentary** called *Happy* **hit the theaters** and explained what we know so far about how to be happy. Joining us today are some of the scientists who shared their research in the movie. Welcome, Drs. Lyubomisky, Burns, and Diener. In the movie *Happy*, it is stated that we can cultivate happiness in our lives. Let's start with the question: What advice would you give others to build happiness in their lives?
- L:** I think it's important to note that your **social standing**, your job, and how much money you make only account for ten percent of your happiness. Fifty percent is **genetic**. There's a gap of forty percent that is unaccounted for, and we are researching that gap now. What we have seen so far is that something as simple as keeping a weekly **gratitude journal** can make you happier.
- B:** My research shows that in addition to writing down what you are grateful for, physical exercise is very important. Our bodies release a chemical called **dopamine** in the brain, which causes us to feel happy. When we exercise, we release a lot of **dopamine** and this sustains a feeling of happiness.
- L:** Great point, Dr. Burns. I would like to add that when you exercise you should do something slightly different every day. Walk up the stairs rather than take the elevator, go to the pool rather than run. This change helps the activity **stay fresh** and interesting for the mind and body.

I:	Dr. Diener, what does your research show?
D:	I would add the importance of community. My research shows that people are happiest when they are surrounded by a community of supportive family or friends. Humans are meant to work together. When we do something collaboratively , dopamine is released in the brain. One of the ways that you can stay happy is to volunteer to do something for the community with a group of family or friends. When you do things for others, you will feel good.
I:	Some people do things for others and they expect something in return. Is this the same thing?
D:	No, this is not the same idea because if the others do not appreciate what you have done, what happens? You get upset. What I am talking about is doing things for others for the sake of doing something positive, not to expect a reward. Do it purely to be nice to another person.
I:	Thank you for listening to our interview today! Let's summarize all the things we can do to be happier. 1) Keep a journal of the things that we feel grateful for. 2) Do a variety of exercises every week. 3) Volunteer to help others with your friends and family. So, what are you waiting for? Bring on more happiness!

Adapted from:

Happy. Directed by Roko Belic, Cinedigm, 2011.



Conversation Questions: Choose a Few to Talk About

1. What do you do to feel happy?
2. Have you tried any of the recommendations the happiness experts discussed? If so, which ones?
3. Which of the recommendations the scientists discussed are you most likely to try?
4. Which are you the least likely to try?
5. In your experience, what do you do that makes you happy?

Giving First Aid



Preparation: The Leader must read this meeting activity and prepare for it.

At the beginning of the meeting, the Leader says:

Today we will talk about what to do when there is an accident. Let's review the vocabulary we will need.

Useful Vocabulary and Expressions

Injury	Harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition
Blood	The red liquid that flows through the bodies of people and animals
To bleed	To lose or release blood because of a cut, injury
To scream	To suddenly cry out in a loud and high voice because of pain, surprise
To breathe	To move air into and out of your lungs; to inhale and exhale
Bone	Any one of the hard pieces that form the frame (called a skeleton) inside a person's or animal's body
To sweat	To produce a clear liquid from your skin when you are hot or nervous
Cloth	Material that is made by weaving together threads of cotton, wool, or nylon and that is used to make clothes, sheets
To hurt	To feel or show emotional and/or physical pain
Pale	Light in color
Pulse	The regular movement of blood through your body that is caused by the beating of your heart and that can be felt by touching certain parts of your body—usually at the wrist or side of neck
Damp	Somewhat or slightly wet
To apply	To put or spread something on a surface, a part of the body
Pressure	The weight or force that is produced when something presses or pushes against something else
To soak	To put something in a liquid for a period of time
To bend	To use force to cause something, such as a wire or pipe, to become curved

Waist	The middle part of your body between the hips and chest or upper back that is usually narrower than the areas above and below it
Palm	The inside part of the hand between the wrist and the fingers
Fist	The hand with its fingers bent down into the palm
Belly	A person's stomach or the part of the body that contains the stomach
Ribs	Curved bones of the chest that connect to the spine
Tight	Difficult to move; fastened, attached, or held in a position that is not easy to move
To sip	To drink [a liquid] slowly by taking only small amounts into your mouth
To loosen	To make something less tight or firm; to make something loose or looser

Let me tell you a story. Imagine a bus coming down the street. You see it passing through the intersection. Suddenly a truck comes and hits the bus. This is a big accident. Eight passengers are hurt. Who will volunteer to read the injuries of Passenger 1? 2? 3? etc.

Members can each read one of the passengers.

1. Male Passenger. He has a lot of **blood** coming from his head.
2. Female Passenger. She can't **breathe**. She has peanuts in her hand. Something is stuck in her throat.
3. Child Passenger. This child is **screaming**. Her leg is **bleeding**, and you see the **bone** is broken.
4. Male Passenger. He holds his chest, and he is **breathing** very hard. He is **sweating** a lot, and he says, "My chest **hurts**. There is so much pain."
5. Female Passenger. She is unconscious. She has many broken **bones**.
6. Female Passenger. She is unconscious. Her skin is wet and **pale**. She is weak, and she has a rapid **pulse**. No one sees any **injuries**.
7. Child Passenger. She has a big cut on her arm. There is a lot of **blood**.
8. Male Passenger. He is in shock. He is weak and confused. His skin is cold and **damp**, and he has a rapid **pulse**.



How can we help each passenger? Who should we help first? The Leader asks Members (one large group or small groups) to talk about the **injuries**. Members must decide how to help each passenger. The Leader gives Members approximately twenty minutes to talk about the passengers. When the time's up, the Leader asks Members to share their ideas for helping each passenger.

When all the passengers are talked about, the Leader tells Members to look in the *Handbook*. The Leader asks Members to read about each treatment.

Giving First Aid

Accidents happen in our communities. It is helpful to know what to do to prevent an accident from happening; but, if it happens, knowing how to assist people who may have been injured may save a community member's life. Use this activity to find out how much you know about first aid and what you still need to learn.

Disclaimer: The advice below is to serve only as the basis for discussion and does not constitute actual medical guidance. In any real medical emergency, readers should seek the advice of a qualified medical practitioner.

1. Male Passenger. He has a lot of **blood** coming from his head.
 - a. If possible, wash hands before beginning.
 - b. Find a big piece of clean **cloth** (a woman's slip, skirt, or head wrap).
 - c. Use the clean **cloth** to **apply** direct **pressure** on the cut.
 - d. If **blood soaks** the **cloth**, don't remove it—put on more **cloth** and continue to **apply pressure**.
 - e. **Apply pressure** until the **bleeding** stops.
 - f. Wash hands after giving first aid.

2. Female Passenger. She can't **breathe**. She has peanuts in her hand. Something is stuck in her throat.
 - a. **Bend** her over at the **waist**.
 - b. Use the **palm** of your hand and hit the middle of her back five times.
 - c. If this doesn't work, stand behind her and put your arms around her **waist**.

- a. Lay her with her head lower than her feet and **loosen** her **clothing**.
 - b. Cover her if she is cold.
 - c. Get medical help fast.

- 7. Child Passenger. She has a big cut on her arm. There is a lot of **blood**.
 - a. Follow the same procedure as for #1 Male Passenger.
 - b. Put the arm above the heart to help slow **bleeding**.

- 8. Male Passenger. He is in shock. He is weak and confused. His skin is cold and **damp**, and he has a rapid **pulse**.
 - a. **Loosen** his belt and any other **tight clothing**.
 - b. Let him lie down and put his feet higher than his head—a little.
 - c. Cover him with a blanket, if possible.
 - d. If possible, let him **sip** water or another drink—but not alcohol.
 - e. If he has pain, give him aspirin. Keep him calm; reassure him.
 - f. Get medical help quickly.

Adapted from:

Werner, David, Carol Thuman, and Jane Maxwell. *Where There Is No Doctor*. Hesperian Foundation, 2013.



Conversation Questions: Choose a Few to Talk About

1. Were the recommendations for helping similar to or different from what you suggested in your group? Why?
2. Would you help the individuals from the activity if you saw them in the street? Why or why not?
3. How can all communities benefit from knowing simple first aid?
4. Who can you invite in your community to teach the English Club first aid?

A Health Crisis National Meeting Role-Play



Preparation: The Leader must read this meeting activity and prepare for it.

At the meeting, the Leader says:

Today we will role-play a national meeting about an imaginary national health crisis.

Here is the story:



Our government has a national health crisis due to the sudden sickness of 200,000 citizens in our country. Fifty people have already died. We are not sure at this time why people are getting sick, but we have \$2,000,000 (million) U.S. dollars to help the sick. We have six government departments that can help. Each department wants money. If the departments get a lot of money, they will have greater power and more money in the future.

Look at your Member Handbook for the six group roles.

Read the roles with the Members. Next, ask for volunteers. Put a maximum of five Members in each role. Give the groups time to prepare their roles (approximately ten minutes). Each department must answer these questions:



Questions for Each Department to Answer

1. How will you help stop the health crisis?
2. How much money from \$2,000,000 U.S. dollars do you want?
3. What will you do with this money?

When the time's up, the Leader says:

We can begin the National Meeting about the health crisis. I am the chairperson. Each department has five minutes to speak. Tell in detail how you will stop the crisis. Tell us how much money from \$2,000,000 U.S. dollars you want. The Emergency Relief Department decides about how much money to give.

The Leader gives each department two minutes to speak. Then the Leader says:

Now we must give the Emergency Relief Department time to make a decision about how they will divide the money. The Leader gives the Emergency Relief Department five minutes to decide how to divide the money. After five minutes, the Emergency Relief Department announces the five departments and how much money they will give each department. Then, the Emergency Relief Department gives the two-minute broadcast to appeal for help from the international community.

DEPARTMENTS (GROUP ROLES)

1. Medical Department gives medicines, doctors, nurses, and psychological counselors, emergency hospital tents, medical supplies, thermometers, personal protective gear.
2. Public Health Department gives sprays to kill mosquitoes, chlorine, clean water, public toilets. The department distributes information to the public about avoiding contamination.
3. Department of Housing has tents, sheets, blankets for people who must stay outside their own homes to prevent contamination.
4. National Food Department distributes rice and flour, clean water for cooking, simple barbecues with firewood.
5. National Military keeps the area safe, protects people from thieves and smugglers who want to steal medicines and sell them on the black market. The military patrols the airport to be sure planes land safely and there is enough petrol for emergency vehicles.
6. Emergency Relief Department prepares a radio broadcast for the international community. They ask for money, equipment, medical supplies, and health-care workers to help with the crisis. This broadcast must be exactly two minutes long and include as much information as possible. The goal is to get as many international donations as possible.

At the end of the role-play, Members can choose to talk about some of these questions:





Conversation Questions: Choose a Few to Talk About

1. What did you think about the role you played? Were you able to imagine the responsibility of the people you represented? Explain.
2. In the role you played, did you try to collaborate with any other group?
3. Did you think some of the groups asked for too much money? Explain.
4. Was it possible to create a coalition with any of the groups? Explain.
5. If you imagine that this role-play is real, how might this event take place in your country—in reality?

When the discussion is finished, the Leader says:

Next week we will have a guest speaker. We should choose to invite an expert related to our topic. The expert might be a doctor, nurse, first-aid worker, or dietitian. Here are a few ideas for the presentation:

Presentation about Accidents

- What are the most common accidents?
- How can we prevent accidents?
- What can we do if we have an accident in our home?

Presentation about First Aid

- What are the most common first aid problems?
- What can we keep in our homes for first aid care?
- How can we treat minor injuries with first aid?

Presentation about Children's Accidents and First Aid

- What should mothers and fathers know about first aid for their children?
- What kinds of first aid products should families have at home?
- What should children know how to do to help with first aid?

Presentation about Diseases

- How do we get malaria or the Zika virus [or another disease that Club Members want to learn about]?
- How can we avoid and/or prevent malaria or the Zika virus [or another disease]?
- What can families do when someone becomes ill with [malaria or the Zika virus]?
- What is HIV/AIDS [SIDA]?
- How can we get HIV/AIDS?
- How can we prevent HIV/AIDS?
- What should we do if we suspect we might have HIV/AIDS?

Presentation about Lifestyle Concerns and Behavior that Builds Resilience

- What is yoga?
- How can yoga help our bodies?
- What is meditation?
- How can meditation benefit a person's brain?
- What is alcoholism? How do people become alcoholics?
- How can someone stop drinking alcohol?
- What can wives do if their husbands are alcoholics?
- What can husbands do if their wives are alcoholics?
- What is drug addiction? How do people become addicted to drugs?
- How can someone stop using drugs?
- What can someone do if his or her loved one is a drug addict?
- Why is exercise important?
- How can we exercise if our days are really busy?
- What are the consequences when someone smokes?
- Is smoking addictive?
- What can families do if someone smokes?
- Why does making art have a positive impact on a person?
- How can we add art into our daily lives?

Remember, these are ideas. The Members may have other interests, or Members may want information about other health issues. Be flexible, be creative.

Guest Speaker Presentation & Interview



Preparation: The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*.

The English Club invites a guest speaker (doctor, nurse, first-aid worker) to talk about issues and questions about accidents and providing first aid or another important health topic. The guest speaker should give a fifteen- to twenty-minute presentation.



Debate Topics

Preparation: The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic. Then, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and time- keeper.

TOPIC: Drugs and Ethics

PRO—It is ethical to give experimental drugs to patients in a health crisis.

CON—It is unethical to give experimental drugs to patients in a health crisis.

TOPIC: Health Crisis and Travel

PRO—Citizens from countries with a health crisis can travel the world freely.

CON—Citizens from countries with a health crisis must not travel outside their country.

TOPIC: Health Crisis and Traditional Customs

PRO—In a health crisis, medical teams should ignore traditional customs.

CON—In a health crisis, medical teams should not ignore traditional customs.

TOPIC: Smoking in Public

PRO—Smoking should be permitted in public places.

CON—Smoking should not be permitted in public places.

TOPIC: Smoking and Families

PRO—Our government should make it illegal for parents with children to smoke.

CON—Our government should not interfere with parents who smoke and have children.

TOPIC: Drinking and Alcohol

PRO—Bars, pubs, and restaurants should only serve two alcoholic drinks per customer each night.

CON—Bars, pubs, and restaurants should serve as many alcoholic drinks as customers want each night.

TOPIC: HIV/AIDS Status

PRO—An individual's HIV/AIDS status should be made public.

CON—An individual's HIV/AIDS status should not be made public.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.



Vision Board

Group Activities

- Are the people of our community happy?
- How do we support each other's health in our community?
- Do we have community programs and projects to teach first aid or run infectious disease programs?
- Do we make sure the old and young are able to spend time with each other?
- Are we practicing a type of exercise? Yoga? Meditation?

Your vision board should answer:

- How should the health of our community look in the next five years?
- What can we do to support our goals?

Individual Reflection

- Am I happy?
- Do I spend time in nature every day?
- Do I meditate or do yoga or another form of exercise?
- How often do I laugh because I feel joy?
- Is there a volunteer activity I can do in the community?
- How can I spread my joy to my community?

Your vision board should answer:

- In the next five years, what would I like my level of happiness to look like?
- Are there things discussed in the happiness interview that I can pursue to bring more happiness to my life?



ENVIRONMENT



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines can be found in the section “Script Outline for Skits, Interviews, and Role-Plays.”

Introduction

The earth has unique species of animals and fish that we must protect. This section looks at several environmental problems and how we can fix them.

A Skit

Useful Vocabulary and Expressions

Scuba diving	A sport or activity in which you swim underwater using an air tank and a special breathing machine that you strap on your back
Snorkel	A special tube that makes it possible to breathe while you are swimming with your head underwater
Scallop	A type of shellfish that has a flat, round shell with two parts and that is often eaten as food
Fisherman	A person (especially a man) who catches fish
Abrupt	Very sudden and not expected
Decline	To become lower in amount or less in number
Industry	The process of making products by using machinery and factories
Construction	The business of building things (such as houses or roads)
To give pointers	To give advice
Double-check	To check something; to look at something more than one time
Coral reef	An area underwater where corals grow, bringing life to the environment and protecting the land from being taken away by the sea; a long line of coral that lies in warm, shallow water Example: The Great Barrier Reef in Australia
Caribbean	Of or relating to the Caribbean Sea or its islands or to the people of the islands
Shark	A large and often dangerous sea fish with very sharp teeth For example, humans are frequently scared of sharks and hunt sharks for their fins.
Cownose rays	A type of ray that eats scallops
Struggle	To use strong effort to get free of restraint; to fight
Herbivore	An animal that only eats plants
Snapper and Parrotfish	Types of fish

Predator	An animal that lives by killing and eating other animals; an animal that preys on other animals
Algae	Simple plants that have no leaves or stems and that grow in or near water
Science report	A report on a scientific subject written for school or for the government or a private organization

The Characters

Narrator (N)	Dana (D)	Father (F)	Bobby (B)
N:	Dana loves the ocean and spending time scuba diving or snorkeling in it. Her father has decided to take her to the Caribbean during Dana's spring vacation from school to go snorkeling and take part in a science program. Bobby is a friend of Dana's father. He used to go to the Caribbean every year for fishing. Bobby loves fishing and used to be a scallop fisherman . Unfortunately, the abrupt decline in the scallop industry forced him out of work. Now he works in construction and misses spending every day at sea.		
F:	Bobby, thanks for coming to have pizza with us to give us pointers on our trip to the Caribbean! We're very excited to be going.		
B:	My pleasure. I've been there enough that I hope I can help you. Now, Dana, what is it you are interested in doing or seeing?		
D:	I would really like to spend most of my time scuba diving or snorkeling .		
B:	That's excellent. When I used to spend time in the Caribbean , I could look off my boat and see the beautiful coral reefs and fish swimming around them. They're gorgeous.		
F:	What island was that? We still need to choose where we will go.		
B:	Well, that was Grand Cayman. It was beautiful a few decades ago. Nowadays, things have changed and you need to double-check if the island still has healthy coral reefs . Check on a few travel websites.		
D:	What do you mean healthy coral reefs ?		

- B:** In some areas of the **Caribbean**, people have overfished. They didn't know the impact it would have. We have a similar problem here. People overfished **sharks**, and we now have too many **cownose rays**, which eat all the **scallops**. The **sharks** used to eat the **cownose rays** and controlled their population. Now that we have very few **sharks** and too many rays, we have very few **scallops**. That's how I lost my job.
- D:** Can't you kill some rays to create a balance?
- F:** Of course we can, but it will be a constant **struggle** and there's the risk of overfishing the rays. The point is that **sharks** are crucial to our marine environment. Without them the ocean will not be in balance and we may run out of food.
- B:** That's right. We've seen the impact here in the eastern part of the U.S. What's happened in some areas of the **Caribbean** is that the **sharks** used to eat fish that eat **herbivores**. For example, a **snapper** will eat a **parrotfish**, which is a **herbivore**. Now there are too many **predators** and too few **herbivores** eating the **algae** and plants that grow in **coral reefs**. Since the natural **predators** of the plants and **algae** have been overfished, the plants and algae have grown too quickly and are killing large areas of coral.
- D:** Oh no! When there's no coral, there are no cool fish.
- F:** That's right.
- D:** Dad, we've got to make sure that we choose a place where there is healthy coral. Do you think they might also have an organization that helps protect coral?
- F:** I'm sure that they do. What would you like to do with that organization?
- D:** I'm going to write them an email and get more information. I have to do a **science report**, and this will be interesting. Then, when we go to the **Caribbean**, I can do research and ask many questions.
- F:** Good thinking!

Based on the following resources:

Dattaro, Laura. “An Ocean Without Sharks Is Bad for Everyone.” *weather.com*, 7 Mar. 2014, weather.com/science/news/ocean-without-sharks-bad-everyone-20140307. Accessed 16

Feb. 2017.

Seifert, Douglas David. “World Without Sharks.” *Dive Magazine*, divemagazine.co.uk/life/6467-jurassic-sharks-prehistoric-beasts-2.

Accessed 16 Feb. 2017.



Conversation Questions: Choose a Few to Talk About

1. Do we overconsume any animals in our community? What are they, and what environmental impact might it cause?
2. In the skit, Dana says, “When there are no coral, there are no cool fish.” When there’s no coral, a storm could sweep away land from an island because there is nothing to stop the land from going into the sea. Would something like this impact you and your community? What communities might be impacted by this?
3. When we kill too many sharks, we weaken the ocean. What are some of the ways we can save sharks?

An Interview



Preparation: The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outlines for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in front of the meeting room for the Interviewer and Boyan Slat.

Useful Vocabulary and Expressions

Inventor	A person who creates or produces something useful for the first time
Entrepreneur	A person who starts a business and is willing to risk loss in order to make money
Rid	To do something so that you no longer have or are affected or bothered by something or someone that is unwanted

Investigate	To try to find out the facts about something (such as a crime or an accident) in order to learn how it happened, who did it; to research something
Gyre	A location in the ocean where currents coming from different directions meet and flow in a circle
Current	A continuous movement of water or air in the same direction
Float	To rest on top of a liquid
Anchor	A heavy device that is attached to a boat or ship by a rope or chain and that is thrown into the water to hold the boat or ship in place

The Characters

Interviewer (I)	Boyan Slat (BS)
I:	Today we are joined by Boyan Slat, who is an inventor and entrepreneur well known for his passion for cleaning up the ocean. Starting The Ocean Cleanup, which develops ways to rid the world’s oceans of plastic, Slat is dedicated to cleaning up the ocean. Slat has received many awards for his work including one from the U.N. called “Champion of the Earth.” Named “European of the Year” by <i>Reader’s Digest</i> in 2017, Slat works hard with his group to gather enough information to create a system that will collect tons of trash by using the ocean’s currents and technology. Boyan, we’re happy to be talking with you today.
BS:	Thanks.
I:	I would like to start by asking, what made you so interested in this project that you quit your Aerospace Engineering degree to start The Ocean Cleanup?

- BS:** I was diving in Greece, and I saw more plastic bags than fish. That was horrible. I did some research for a school project and realized that no one is really **investigating** how to clean it up. People say we should prevent pollution, but it is a global problem and the message will not be spread fast enough to help. My friend and I did our first research on plastic in 2011. We measured the amount of plastic we found in the Mediterranean. This research really helped us understand the problem.
- I:** Can you share with us something that you've learned from your research?
- BS:** An interesting fact that most people don't know about plastic is that there are many different types of plastic. Each type of plastic does not move in the water in the same way. One of our scientists, Francesco F. Ferrari, studies this. He's helped the team testing the plastic to see how it moves. This movement is important for our designers. They have to understand how plastic moves to develop a tool that will help us catch all the plastic for the cleanup.
- I:** Is there a lot of plastic in the ocean? How will you be able to clean up the plastic without hurting sea animals?
- BS:** There is a thing called a **gyre** in the oceans. These are areas where the **currents** move in a circular pattern and trash collects. There are five of these spaces in the world. The biggest is the Great Pacific Garbage Patch, which is 10 million square kilometers. In total, we estimate that the **gyres** contain about 7.25 million tons of plastic trash. It is spread out over the surface area of the **gyre**. This makes it harder to clean up. I've come up with a type of **floating anchoring** system that will allow the fish to swim through, but keep the plastic in one location so that it can be loaded into a loading tank.
- I:** Where are you now, in 2017, on the project?
- BS:** In 2017, we will conduct tests on a wide variety of elements that will help us launch our actual cleanup systems in 2020. These tests are necessary because we've already learned through our research that the garbage patch is much larger than we expected.
- I:** What can people do to help stop pollution?

BS: We can all bring our own bags to the store and watch out for too much plastic use. For example, don't put each type of vegetable in different plastic bags. However, many people are uneducated about the environment. They don't realize that the plastic will become toxic in the ocean because it absorbs bad chemicals. The fish eat the plastic and get polluted by the bad chemicals. Eventually, you will eat the bad chemicals from the bag or bottle you just put in the trash can when you eat fish. But, these habits are unlikely to change because our culture of throwing everything away is worldwide. We really need to work on creating technology that will help us clean everything up. We need to conduct education programs about plastic pollution.

I: Do you have anything else you would like to say to our audience?

SB: I hope that The Ocean Cleanup can be a symbol for us using technology to make things better.

This interview is based on the following sources:

The Ocean Cleanup. "Understanding the Rising Speed of Plastic."

[facebook.com/TheOceanCleanup/](https://www.facebook.com/TheOceanCleanup/). Accessed 22 Mar. 2017.

Slat, Boyan. "Boyan Slat." www.boyanslat.com. Accessed 22 Mar. 2017.

Slat, Boyan. "How the Oceans Can Clean Themselves: Boyan Slat at TEDxDelft."

TEDEd, ed.ted.com/on/WG6PwQob. Accessed 22 Mar. 2017.

"The 20-Year-Old With a Plan to Rid the Sea of Plastic." *YouTube*, uploaded by Motherboard, 24 Sept. 2014, www.youtube.com/watch?v=hmPHBhYaCR4.



Conversation Questions: Choose a Few to Talk About

1. What was the most interesting part of the interview for you? Why?
2. Why is cleaning up the ocean important?
3. What will happen if we do not clean up the ocean?
4. What are some ways our community uses plastic? In what ways can we decrease plastic use?
5. Is our community clean of trash? If not, what can the English Club do to help clean up the community?



After Members have discussed a few of the topics from page 122, the Leader says:



Now that we have a list of environmental issues, let's brainstorm some ways to solve this problem. Are there solutions for this problem? Is there anything we can do as an English Club to help with this problem?

After brainstorming, the Leader says:

We can write letters to the Ministry of Tourism or Defense. We can write an editorial for the local newspaper. We can call the local radio station and talk about this topic. What should we do? Who should we write?

There may be many ideas. The Leader can organize groups to choose one of the solutions and present an action plan for solving the problem at the next meeting. (Action plan guidelines can be downloaded at: www.americanenglish.state.gov.)

Continue Learning

“Digging into the Great Pacific Garbage Patch.” *YouTube*, uploaded by KomikVideoz, 16 July 2013, www.youtube.com/watch?v=rxjfRSQj2sY. Accessed 22 Mar. 2017.

Moore, Charles. “Seas of Plastic.” *TED Talks*, www.ted.com/talks/capt_charles_moore_on_the_seas_of_plastic. Accessed 22 Mar. 2017.

“Where Is the Biggest Garbage Dump on Earth?” *YouTube*, uploaded by BrainStuff – HowStuffWorks, 10 Feb. 2015, www.youtube.com/watch?v=mkfAnQtIUCw. Accessed 22 Mar. 2017.

Interested in sharing information about plastic with kids in fun ways?

Watch *Strange Weather*, the webinar from our English Teaching Webinar Series, for activities related to raising awareness of the problem of plastic.

https://www.youtube.com/watch?v=y_3vIRqjz0k



A National Meeting Role-Play



Preparation: The Leader must read this meeting activity and prepare the vocabulary.

Useful Vocabulary and Expressions

To build	To make something by putting together parts or materials
Another	One more; in addition
Handicrafts	Objects made by hand and sold to tourists Examples: statues, baskets, jewelry
Logging company	Company that cuts trees and sells them
Powdered	Crushed to make into dust or flour
Ingredients	Things that are used to make a food, product
To invade	To enter a place such as a foreign country in order to take control by military force
Plentiful	Present in large amounts
Ineffective	Not producing or having the effect you want; not effective
To ban	To forbid people from using something; to say that something cannot be used or done
Coalition	A group of people, groups, or countries who have joined together for a common purpose



At the meeting, the Leader says:

Today we are going to role-play a national meeting about saving the wildlife. The purpose of this activity is to pretend that we are having a governmental meeting to discuss saving the local wildlife and the environment where the wildlife lives. Each group must represent the interest of the party you are assigned. For example, if you are a military general, you must discuss your concerns about the location of the wildlife park and the poachers that come from across the border to kill and steal. After each group presents their arguments, the entire group will vote on whether or not to accept and adapt the “Save Our Wildlife” petition.

Let’s read the group roles.

Read the roles with the Members.

GROUP ROLES

1. Two representatives of the National Tourist Agency (Four votes total). You want more tourists. One hotel is constructed; you will **build another** soon.
2. Five village representatives near the park (Two votes per representative—ten votes total). Hotel worker, park guide, taxi driver who drives a Land Rover, one villager who makes **handicrafts** and one who collects and sells firewood.
3. Two **logging company** representatives (Four votes total). You sell trees from the park to international companies. Wildlife interferes with this work.
4. Two representatives from the international beauty industry (Four votes total). Many people buy your products. You use **powdered** ivory and other **ingredients** from wildlife. You export your products to countries in Asia and Africa.
5. Politician and assistant from neighboring country (Two votes total). In public, you say poaching must stop. In secret, you encourage poaching because you need money for weapons. You want to **invade** this country.
6. Two national military generals (Two votes total). You worry because the game park is on the border and poachers cross it. They kill the wildlife and steal. Some poachers use machine guns.
7. Three representatives from “Save Our Wildlife” (Six votes total). You want to stop the slaughter of wildlife. Before, wildlife was **plentiful**. Now, only a few animals remain. Elephants, giraffe, lions, and other animals are intelligent and have emotions. Mother elephants (cows) and their babies cry when separated. Father elephants (bulls) protect their families. The animals are killed cruelly. Beauty products are expensive and **ineffective**. You propose a solution. Here are your proposals—or you can make different ones. You will only have time to offer two proposals:
 - a. Stop all killing of wildlife.
 - b. Impose a one-year **ban** on killing.
 - c. Park rangers can kill the old animals and sell the carcasses.
8. The National Chairperson is the Leader (Three votes total).

Next, give Members group roles. Give groups time to prepare what they will say to present their interests (approximately ten minutes). When the time’s up, the Leader says:

We are ready to start the National Meeting to Save the Wildlife. I am the chairperson. Here is the agenda.

The Leader presents the agenda to Members.

1. *Representatives from Save Our Wildlife present proposal.*
2. *Representatives from the six groups speak.*
3. *Role-players vote on the proposal.*

The Leader begins the meeting and gives groups two minutes each to speak. At the end, the role-players vote on the proposal. Here are the vote counts:

- National Tourist Agency—four votes total
- Village Representatives—two votes for each representative (total ten votes)
- Logging Company Representatives—four votes total (representatives divide the votes they want)
- International Beauty Industry—four votes total
- Politician and Assistant—two votes total
- Military Generals—two votes total
- Save Our Wildlife—six votes total
- National Chairperson—three votes total (Leader)

The proposal needs a majority of votes to pass (for example, 17 out of 33).

If the proposal does not pass, Save Our Wildlife can offer a second proposal and the same agenda is followed. If the second proposal does not pass, then the meeting is unsuccessful.

At the end, open the meeting for all Members to speak about this topic.



Conversation Questions: Choose a Few to Talk About

1. What did you think about the role you played? Were you able to imagine the responsibility of the people you represented?
2. In the role you played, did you try to collaborate with any other group of people? If yes, why? If no, why not? How did you choose the people to collaborate with?
3. What did you think about the votes other groups made?
4. Was it possible to create a coalition of concerned people?
5. Why do you think different groups had a different number of votes?
6. If you imagine that this role-play is real, how might you try to influence or change the positions of:
 - a. The beauty industry?
 - b. The logging company?
 - c. Other groups?



When the discussion has finished, the Leader should ask the Members to choose an expert they would like to invite for a discussion about environmental issues. Brainstorm a topic the group would like the expert to discuss. Here are some ideas:

- Responsibility for wildlife
- Local wildlife
- Medicine using endangered animal parts
- Tourism for animal interaction

Guest Speaker Presentation & Interview



Preparation: The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.



Preparing for the Debate

Preparation: The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.



Debate Topics

The Members choose (by consensus or vote) one of the debate topics below. When the decision is made, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

TOPIC: Protecting Wildlife

PRO—We must protect wildlife.

CON—It is not necessary to protect wildlife.

TOPIC: Tourism

PRO—We should develop tourism.

CON—We should not develop tourism.

TOPIC: Wealthy Nations and Wildlife

PRO—Wealthy countries such as the U.S., the U.K., India, Russia, and China should be responsible for protecting wildlife.

CON—Wealthy countries such as the U.S., the U.K., India, Russia, and China should not be responsible for protecting wildlife.

TOPIC: Responsibility for Wildlife

PRO—The government is responsible for protecting wildlife.

CON—The government is not responsible for protecting wildlife.

TOPIC: Shopping

PRO—People and companies should be allowed to use plastic to wrap items bought in the store or market.

CON—People and companies should not be allowed to use plastic to wrap items bought in the store or market.

TOPIC: The Environment

PRO—Only the people in developed nations are responsible for protecting the environment.

CON—All people are responsible for protecting the environment.

TOPIC: Economic Development and the Environment

PRO—Economic development is more important than protecting the environment.

CON—Protecting the environment is more important than economic development.

TOPIC: Urban and Rural Life

PRO—The government should move people from the cities to the villages.

CON—People should be free to live wherever they want.

TOPIC: Human Rights

PRO—Clean air [Water] is a human right.

CON—Clean air [Water] is not a human right.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section in this *Handbook* to prepare.



Vision Board

Group Activities

- Do we have any endangered animals in our country? Near our community?
- What is the animal or fish that is endangered?
- Why is it endangered?
- How can we help save the animal or fish?
- Is there a conservation program near our community where we can volunteer?
- Are there information activities we can organize to teach about how to protect the environment?
- Could we put together a garbage pickup?

Your vision board should answer:

- What should a healthy population of animals or fish look like?
- How can our community help to save the animals or fish in the next five years?
- What steps do we have to take to achieve our goals?

Individual Reflection

- Which animal or fish do I feel very strongly about protecting?
- How can I help protect this animal or fish?

Your vision board should answer:

- In the next five years, what can I do to help protect this animal or fish?
- How can I develop my knowledge about this animal or fish? What are the most effective ways to protect it?

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Kathleen F. Malu, Ph.D.

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Practice English!

Choose Interesting Activities!

Be Creative!

Help the Community!

Have Fun!



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