



THE ENGLISH CLUB HANDBOOK

For English Club Members



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THE ENGLISH CLUB

MEMBER HANDBOOK

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Office of English Language Programs
Bureau of Educational and Cultural
Affairs United States Department of State
Washington, D.C.
americanenglish.state.gov



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THE ENGLISH CLUB MEMBER HANDBOOK

Introduction

The English Club Member Handbook 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 the group should be engaged in Active Listening.



This symbol indicates that the activity requires tools 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.

Members and Leaders



How are Members different from a Leader?

Members	Leader
<ul style="list-style-type: none"> • Give feedback to Leader about meetings 	<ul style="list-style-type: none"> • Consults with Members to plan meetings
<ul style="list-style-type: none"> • Help to inform others about the Club and invite new Members 	<ul style="list-style-type: none"> • Establishes meeting time, date, and place
<ul style="list-style-type: none"> • Help to make sure meetings take place in English 	<ul style="list-style-type: none"> • Keeps a record of attendance and email or phone list
<ul style="list-style-type: none"> • Participate in Club activities and help to improve the community 	<ul style="list-style-type: none"> • Facilitates meetings by using <i>The English Club Leader Guide</i>
<ul style="list-style-type: none"> • Give each other birthday wishes, support Members to attend meetings 	<ul style="list-style-type: none"> • Emails or calls Members when needed (for example: wish Members a happy birthday, ask about attendance)
<ul style="list-style-type: none"> • Use <i>The English Club Member Handbook</i> 	

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.
- 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.
- 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.

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; • Gives opportunities to each Member to speak.

Role	Responsibility
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.
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.
Grammarians(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.

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



1. PRO
Presents the arguments
2 min



3. PRO
Presents the rebuttal
2 min



5. PRO
Presents the summary/conclusion
1 min

Team B



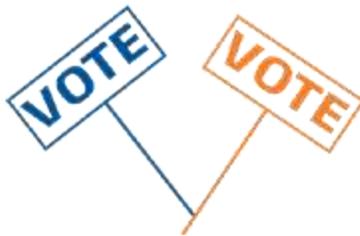
2. CON
Presents the arguments
2 min



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.

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 ...

<p>To convince</p>	<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.
<p>To agree</p>	<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 ...
<p>To disagree</p>	<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 ...

To suggest	<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 ...
To refuse	<ul style="list-style-type: none"> • I'm sorry but your idea is out of the question because ... • Unfortunately that is not possible because ...
To interrupt a speaker	<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?
To express preference for	<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 ...
To conclude the debate or conversation	<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 ...



Active Listening

Mary T. Lathrap published a poem in 1885 called “Walk a Mile in His Moccasins.” This poem encourages us to be empathetic. Since then, many people have used the idea and presented it in different ways. Here is one version:

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

What do we do when we listen actively?

When we listen actively, we ...

- 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.

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?



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!

Practice Brainstorming



Be creative! Use your imagination. These are not true stories. They are brain games. Take time to answer the first question. Create a long list. Then answer the second question—be very creative.

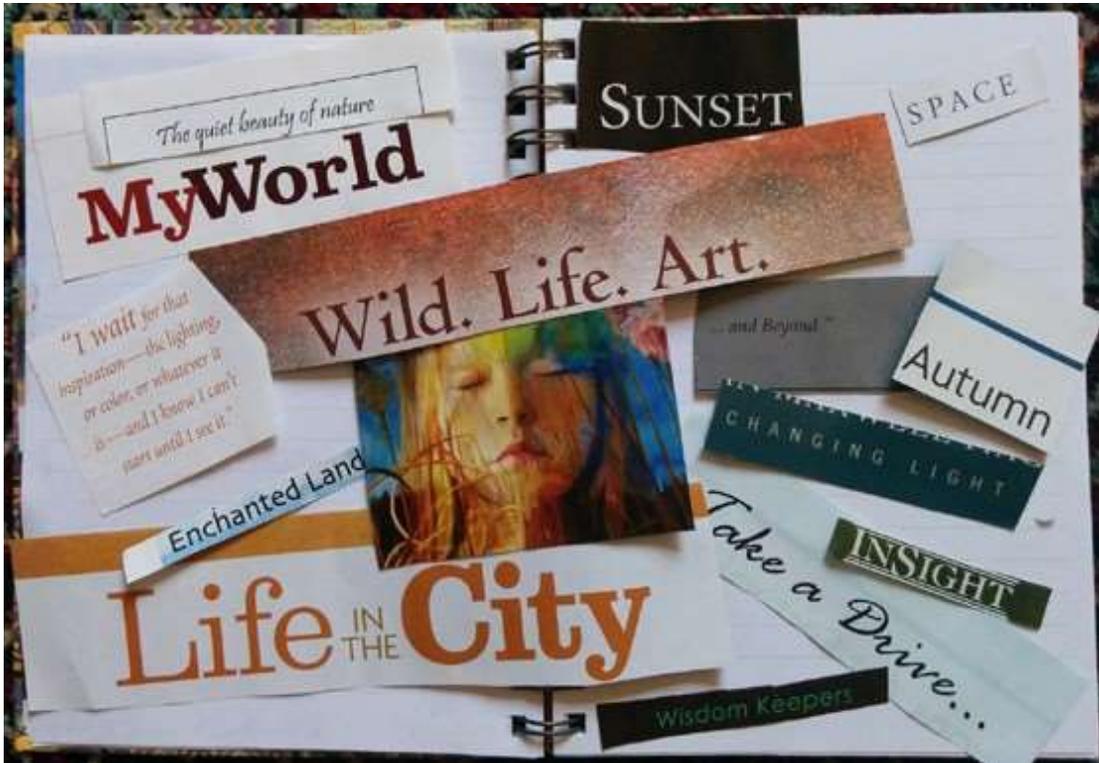
1. What can we do with plastic bottles?
2. Let's imagine that last week we found 1,000,000 footballs. What can we do with these balls?

Questions after Brainstorming



1. How did you feel when we brainstormed?
2. Do you think brainstorming can be a useful technique?
3. How might it be useful—and how not?

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 want to place the poster somewhere where they can see it and feel inspired.

The structure of vision boarding as an English Club activity is for all Members to bring photos, magazine pictures, and scissors.

Together, Members can make small contributions towards buying tape and/or glue and 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.

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



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 (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 the 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

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 Nobel 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 fund-raise 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?

The Convention on the Rights of the Child was signed and ratified by 192 countries. Was your country one of them?

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



Look at the list below and talk about these questions:

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



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

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

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.

Continue Learning

For further discussion or information, 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>

Debate Topics



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 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?



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 acclaimed 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)
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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?

An Interview

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&](https://en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519)

[oldid=634555519](https://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



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!



Brainstorm a list of leaders as a group.

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



Conversation Activity

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 ...





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

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 ...



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?



Debate Topics

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.



Vision Board Group Activities

- 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?

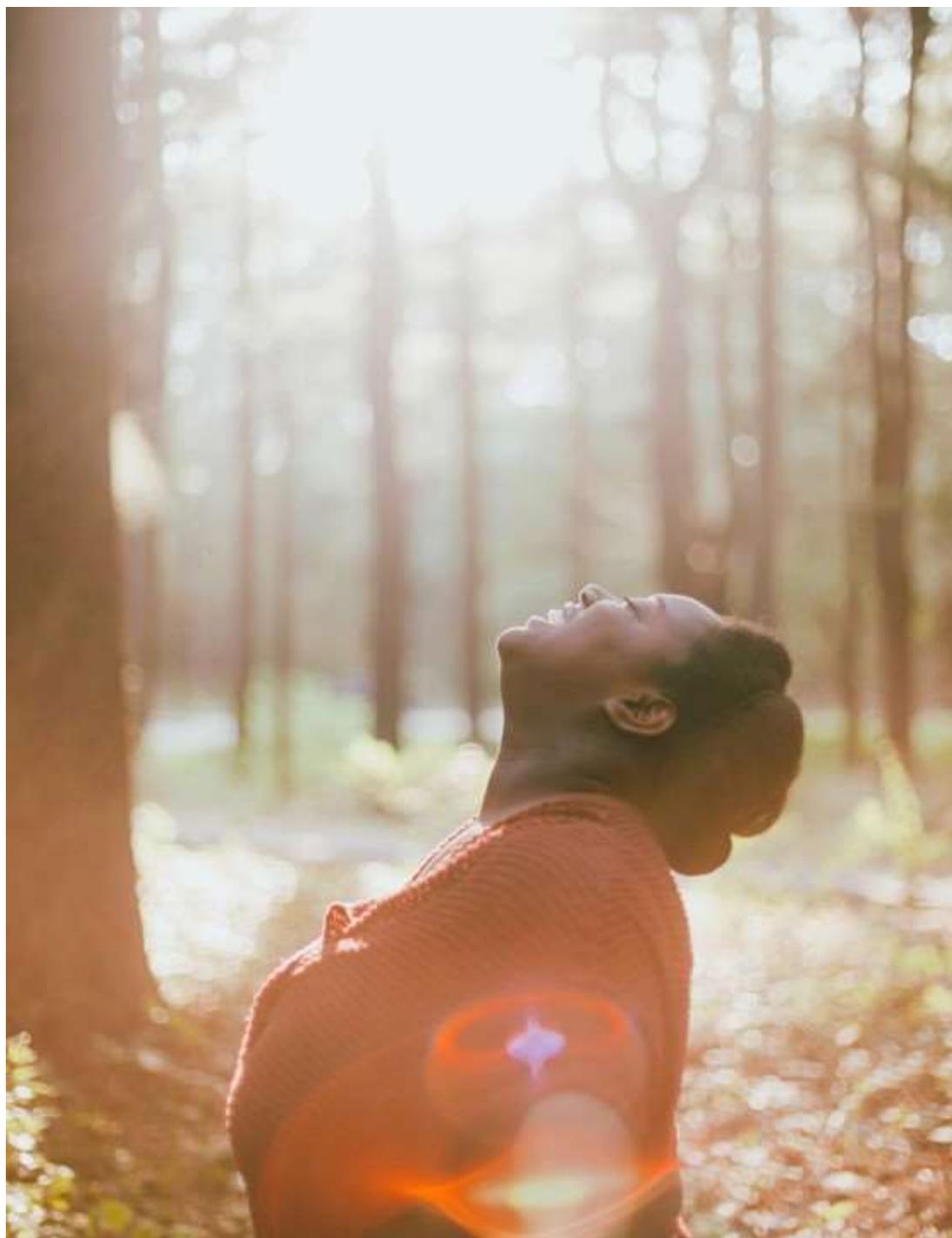
Individual Reflection

- 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



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/takingroot/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.



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

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 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.

Debate Topics



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.

Vision Board

Group Activities



- 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?
- 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



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

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)
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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

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.

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?

Is this story, “Free Speech?,” about democracy? Read and discuss.

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?



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?



Debate Topics

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.



Vision Board

Group Activities

- 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



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)
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.		
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



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 <i>Happy</i> 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 <i>Happy</i> , 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 some- thing 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

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.

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

Group Conversation

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. Passengers are hurt. Here are the injuries:

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**.



Conversation Questions

1. How can we help each passenger? What should we do to help them?
2. Who should we help first?

When you finish discussing your answers, read through the information below together.

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.

Giving First Aid

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**.
 - d. Put your **fist** against her **belly** and below the **ribs**.
 - e. Press into her **belly** with a sudden strong upward push.
 - f. This forces the air from her lungs and opens her throat. Repeat several times.

3. Child Passenger. This child is **screaming**. Her leg is **bleeding**, and you see the **bone** is broken.
 - a. Don't move the child.
 - b. Look for two splints (strong sticks, branches, or cardboard). Get a clean **cloth**.
 - c. Place the two splints on either side of the broken **bone**.
 - d. Tie the **cloth** around the splints so they keep the **bone** from moving.
 - e. Carry the child without moving the **bone**.

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."
 - a. Help him move to a place where he can sit or lie down.
 - b. Make him as comfortable as possible.
 - c. If there is aspirin, give him half of a tablet.
 - d. This may be a heart attack. Get medical help fast.

5. Female Passenger. She is unconscious. She has many broken **bones**.
 - a. Get three or four people to help.
 - b. Look for a stretcher, or make a stretcher from branches and **cloth**.
 - c. Put three to four people along the sides of the woman.
 - d. At the same time, lift the woman without **bending** her anywhere.
 - e. One person puts the stretcher under the woman.
 - f. People carefully put the woman onto the stretcher.
 - g. People must be careful not to **bend** the head or neck.
 - h. Get medical help fast.

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.
 - 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

Background Information

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.

Members volunteer for each department (a maximum of five Members in each department).

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.

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?

Each department prepares a five-minute presentation and answers these questions.

The Emergency Relief Department listens to each department proposal. At the end of all the presentations, the Emergency Relief Department decides how much money to give each department. The Emergency Relief Department presents a two-minute broadcast to appeal for aid from the international community.

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?

Debate Topics

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.



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



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)
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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

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/. 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?

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



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

Pretend you are at a national meeting. You will be divided into small groups. Each Member group will represent the interests of one of the groups below. Present the information about your group's needs. At the end, you will vote to support the group that presented their needs the most effectively.

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 Club Leader (Three votes total).



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?

Debate Topics



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.



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?



ACKNOWLEDGEMENTS

I am grateful to Bryce Smedley whose hard work, dedication, grant-writing skills, and insights into the needs of English language learners inspired this project. I am grateful to all those who offered ideas for discussion topics. In particular, I wish to thank The Congo-American Language Institute, Teacher Corps including Bakadi Bualema Fidele, Frederick Lamanne Mulindua Bulambo, Ghislain Ntudukila Batantu, Kasongo Kabangu Jean, Kimbuta Mvuama Patrick, Mandiangu Mbala Christian, Mbela Bazika Herson, Mwanze Matumo Samson, Nibaraka Shabuta Osee, Odia Kabamba Cecile, Phaka Phanzu Agnes, Safari Bazirake Paulin, Takiko Tayo Dieudonnete, Tulandamoko Isaya Jeancy, Willy-Boss Bakandi Loyaya, and Vela Bikuma Etienne. I am also grateful to Sekombi Katondolo for his ideas and Joseph Kaleba Walingene for his editing suggestions.

I am indebted to Kathryn Scruggs and Patricia Lowther for their support, encouragement, careful edits, and thoughtful feedback. I thank Helen Churko and Kate Shackford for comments on several skits. I am grateful for the support I received from Ellen Masi, Public Affairs Officer of U.S. Embassy Kinshasa, and Maria Snarski, Regional English Language Officer.

I give special thanks to Richard Beadon for his unwavering support, particularly through- out my travels, and technical assistance, and Katherine Arnoldi for her illustrations and design ideas. I acknowledge the unique, immeasurable insights I have received from Charles, Joe, and Matthew Malu.

Finally, I give credit to all those individuals whose English Club activity suggestions generate fun, creative, lively discussions—and I take full credit for mistakes, errors, and activities that are “less engaging.”

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Kinshasa,

La République Démocratique du Congo, 2015

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Practice English!

Choose Interesting Activities!

Be Creative!

Help the Community!

Have Fun!



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