The English Club Handbook

A Guide for English Club Leaders

Kathleen F. Malu, Ph.D.

with

Bryce Smedley, Ph.D.

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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 Club 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;
- Club 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;
- Old and young, rich and poor, doctors, teachers, and taxi drivers—all who want to practice English;
- Professionals, workers, grandchildren, and grandparents—all who want to practice English.

Where can the English Club meet?

- A convenient place for Club Members;
- A public place like a school, library, church, park, or a member's house;
- A place with easy access to public transportation.

When can the English Club meet?

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

For how long can the English Club meet?

- The meetings can last for one hour … two hours—Club Members can decide;
- Clubs can meet for one year … many years—Club Members can decide.

What happens during English Club meetings?

- At the first meeting, Club Leaders establish meeting time, date, and place;
- Club Leaders use The English Club Handbook: A Guide for English Club Leaders to plan and organize meetings;
- Club Members use The English Club Handbook: A Manual for English Club Members;
- Club Leaders consult with Club Members to plan meetings;
- Club Meetings are conducted in English and Club Members participate in conversations, skits, interviews, debates, and plan activities that will help improve the community.

A note about atmosphere

- Remember: The goal of English Clubs is to practice English;
- Club Meetings are NOT a time to teach English;
- Club Meetings are NOT an English class with a teacher and students;
- Club Meetings have a Club Leader and Club Members;
- Club Meetings are fun, interesting, supportive times when everyone practices English;
- Club Leaders are NOT teachers—they are coaches and guides for the Club Members;
- Club Meetings give Club Members opportunities to experiment and play with English;
- Club Leaders and Club Members must be supportive, encouraging, and respectful;
- Club Leaders and Members must be kind, caring and thoughtful;
- Club Meetings must be safe 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;
- The Club will be effective if Club Leaders and Club Members are sure that the Club is for "them." The meetings are for "them."

Good luck!

Practice English!

Help the community!

Have fun!

ADVICE FOR ENGLISH CLUB LEADERS

Successful English Club Meetings

After approximately 4 meetings, English Club Leaders should answer the questions below. For "No" answers, read the section, "Problems and Solutions for English Club Meetings."

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

Notes or Ideas:

Problems and Solutions for English Club Meetings

Problem …	Solution …
Some Club Members talk all the time …	**Club Members decide how much time each person can speak. Recommended time is 3 minutes.**
Some Club Members talk all the time …	**Pick a Time Keeper. The Time Keeper is the referee (similar to a football referee). The Time Keeper watches the time and says "time's up" when appropriate.**
The Club Members who are men speak more than the women.	• **The Club Leader can talk with the women privately and the men privately to listen for solutions.** • **2-3 meetings can be for women only and 2-3 meetings for men only. Then, everyone meets and talks about the differences when the genders meet separately.** • **For some club meetings the men and women can go into different rooms for 45 minutes. Then, they return together and talk about this experience. Try for 2-3 meetings.** • **Look in the *Handbook* for Club Meeting Activities For Women and Men.**
Some Club Members don't come regularly.	**The Club Leader can ask Members:** • ***Is our meeting day and time still convenient?*** • ***Is our meeting location still convenient for most of us?*** **If "No", then brainstorm different dates, times and locations.**
Some Club Members don't come regularly.	**The Club Leader can ask Members:** • ***Is it possible to change our conversation topics and activities?*** • ***If our conversations are not interesting, what would you like to talk about?*** • ***Can we choose the topic for our next meeting before we go?*** **The Club Leader must use Active Listening and try to understand the Club Members and find solutions to the problems.**
Some Club Members don't come regularly.	**At the end of each Club Meeting the Club Leader should say:** • ***Remember that we will meet*** **[give the date, time and place for the next meeting];** **The Club Leader can ask Members to call each other 1-2 days before the next meeting to remind Members about the meeting.**

Some Club Members argue about English vocabulary or grammar.	**The Club Leader should:** • **Choose a Club Member to write down confusing vocabulary and find an English speaker to answer the confusion;** • **Choose a Club Member to write down confusing grammar and find an English speaker to explain the confusion;** • **Make sure to have the Club Members give a report at the next Club Meeting about the vocabulary or grammar problem.**
Some Club Members get angry or disagree with other Club Members.	**The Club Leader can say:** • ***Remember that we are here to practice English and not to convince others to accept our point of view*;** • ***Let's use Active Listening*.** • ***First tell us the Club Member's opinion and then say yours.***
Some Club Members want to talk about politics.	**The Club Leader can say:** • ***We are not here to talk about politics. We want to practice English*;** • ***Politics is usually connected to problems—what is the problem? Tell us in English and we will try to find a solution*;** • ***Let's not discuss politics.***
Some Club Members like to talk about government people.	**The Club Leader can say:** • ***We are not here to discuss people or politicians. We want to practice English and find ways to solve community problems."*** • ***Remember what President John Kennedy said, 'Ask not what your country can do for you, ask what you can do for your country.' Now, let's find ways the English Club can help our people?***
Some Club Members like to talk about their religion.	**The Club Leader can say:** • ***We are not here to talk about religion. We are here to practice English and think about ways to help our community.***
Some Club Members feel threatened or bullied because of what they said at a Meeting.	**The Club Leader can say:** ***Remember that we are here to practice English and not criticize anyone;*** ***Remember that we want the Club to be a safe place where members can speak freely;*** **The Club Leader must also remind Club Members to speak freely and to feel confident about practicing English.**

SUGGESTIONS FOR PREPARING CLUB ACTIVITIES

Beginning Club Meetings: The First Ten Minutes

Here are suggestions for beginning Club Meetings:

- Welcome Club Members;
- Ask Club Members to introduce themselves to the group … or … Ask Members to speak to the person next to them and then introduce this person to the Club;
    - Name;
    - Occupation;
    - Reason for joining the Club;

  [Note: If members know each other this is not be necessary. When new members join, everyone should give introductions.]
- Present the topic or idea for the Meeting;
- Ask Members to share ideas with each other for 2 minutes on the topic or idea;
- Introduce 2-3 vocabulary words about the topic or idea.

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

Think about this question and brainstorm it with the Club Members:

What different ways that we can begin Club Meetings?

Notes or Ideas:

Organizing Small Group Conversations

Club Meetings with less than 15 Members can choose to work as one group or divide into small groups. Clubs with more than 15 members may want to create small groups. Small groups give Club Members more opportunities to practice English with each other. If Club Members want to work in small groups, ask each Member to select a role/responsibility they will have in the group. Below are examples of roles that Members can have in small group conversations.

SMALL GROUP ROLES

ROLE	RESPONSIBILITY
Group Director	• Makes sure Club Members speak and listen to each other; • Helps Club Members use Active Listening (see later in this manual); • Gives opportunities to each Member to speak.
Note Taker	• Makes notes about what the Club Members say; • Prepares a short report to give to the Club about the small group discussion.
Time Keeper	• Watches the time and makes sure the group completes the task; • Helps the Director make sure everyone in the Group speaks equally.
Vocabulary Collector	• Makes a note of vocabulary questions the Club Members have; • Tries to find answers to these questions from other Club Members, or an English speaker in the community, or the internet; • Tells the Club Leader what the vocabulary questions are.
Grammarian	• Makes a note of grammar questions or problems the Club Members have; • Tries to find answers to these questions or problems from other Club Members, or an English speaker in the community, or the internet; • Tells the Club Leader what grammar problems the Club Members are interested in learning more about.

Organizing Large Group Conversations

For large Clubs (with more than 20 members) make small groups with 5 members each. Each member selects a Small Group Role to play. When the small groups finish their work, each small group gives a short (3 minute) report to the entire Club. This report should summarize the small group conversation. The Note Taker or Group Director can give this report.

Organizing a Skit

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

Preparation: Before each Club Meeting, the Club Leader must read the skit and identify the number of roles for the skit. Reading the skit before the Meeting is very important.

At the Club Meeting, The Club Leader says:

- ***Today our meeting will have a skit on the* topic** say the topic of the skit**.**
- ***We need Club Members to volunteer for the roles in the skit.***
- ***We need:***

  The Narrator … Who will be the narrator?

  The … give the names of the roles ***… who will be …?***

Continue with the other roles and select Members as volunteers. Try to select women/girls for female roles and men/boys for male roles. Then the Club Leader says to the volunteers:

- ***Volunteers can go outside and practice for 5 minutes.***
- ***Dramatize the skit if you can.***
- ***Read the skit if you want.***
- ***Or—act out the skit without reading it. Do what you prefer.***
- ***When you are ready, please come back to the meeting.***

Club Members can talk quietly while they wait for the volunteers. They can review vocabulary for the skit. The Club Leader calls the volunteers to return. If the volunteers need to practice more, the Leader can give them more time.

When the volunteers return to the Meeting, the Club Leader tells them to stand in front of the room. If the volunteers need props to dramatize the skit like a table or chairs they can bring them to the front and position them for the skit.

When everyone is ready, the Club Leader tells Club Members to be quiet and then the Club Leader says …

- ***We are ready to begin the skit. The Narrator may begin …***

When the skit is finished, the Club Leader follows the directions for the English Club Meeting Activity that accompanies the skit.

Organizing a Debate

Preparation: Before the Club Meeting, the Club Leader must read the Club Meeting Idea.

At the Club Meeting, the Club Leader follows these steps:

1) Choose a debate topic (see Ideas for Club Meetings—Debates)
   - Members vote on the topics and the topic with the most votes is chosen;

   OR

   - Members choose the topic by consensus—everyone agrees on a topic.
2) Choose a Club Member to be the Referee—the Referee is the time keeper and stops Members when "time's up." [NOTE: The Referee must be strong and direct; if the Referee cannot stop the debate speakers, the Club Leader must intervene];
3) Ask 6 Club Members to volunteer and divide them into two teams;
4) Team A is **FOR** the topic—this is the **"PRO"** side;
5) Team B is **AGAINST** the topic—this is the **"CON"** side;
6) Tell Team Members to select their debate role—each team has 3 Speaker Roles:
   a. Speaker 1—this person prepares the main arguments of the debate (Pro or Con);
   b. Speaker 2—this person gives the rebuttal against the opposing team;
   c. Speaker 3—this person prepares a summary and conclusion of the argument.
7) When the Team Members have selected their roles, the Club Leader says to the Teams:

Thank you for volunteering. You have 15 minutes to prepare the debate. You must identify points that support your debate position. These points can be from history, philosophy, personal experience, the real world, government, economics, education, medicine, and/or news reports. Speaker 1 presents the arguments. Speaker 2 gives the rebuttal. Speaker 3 presents the summary/conclusion.

Now, let's look in the Members Manual at Debate Sequence and Timing. The Referee will follow the sequence and timing. Team A—Speaker 1 speaks for 2 minutes. Then Team B—Speaker 1 speaks for 2 minutes. Then, Team A—Speaker 2 speaks for 2 minutes. Then Team B—Speaker 2 speaks for 2 minutes. Then Team A—Speaker 3 speaks for 1 minutes. Then Team B—Speaker 3 speaks for 1 minute. Finally, Club Members will have 10 minutes to question the Team Speakers. Then all Club Members will vote for the best Team debate.

Are we ready to begin? OK—Team A, Speaker 1 you have the floor for 2 minutes.

Debate Sequence and Timing

Here is the sequence for the debate speakers:

1. **Speaker 1 (Team A) PRO presents the arguments (2 minutes);**
2. **Speaker 1 (Team B) CON presents the arguments (2 minutes);**
3. **Speaker 2 (Team A) PRO presents the rebuttal (2 minutes);**
4. **Speaker 2 (Team B) CON presents the rebuttal (2 minutes);**
5. **Speaker 3 (Team A) PRO presents the summary/conclusion (1 minute);**
6. **Speaker 3 (Team B) CON presents the summary/conclusion (1 minute);**
7. **Audience asks questions (10 minutes).**
8. **Audience votes** [The Vote Procedure: Club Members can raise their hands to vote and the Club Leader and Referee count the hands. Or, Club Members can vote on pieces of paper. If paper ballots are used, the Leader must prepare the ballots.]
9. **Vote results announced** [The Club Leader announces the winning team.]

Remember:

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

Notes or Ideas:

Debates and Conversations: Useful Vocabulary and Phrases

To Begin a Debate or Conversation	• Today we are here to debate [talk about]… • The goal for our debate [conversation] today is to discuss
To Continue a Debate or Conversation	• Let's go on to another point … • Next, let's talk about …
To Give an Opinion	• In my opinion … • As far as I'm concerned … • The way I see it is … • Personally, I think …
To Ask for Clarification	• Would you please clarify your point further 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	• In other words … • What I'm trying to say is this … • I mean … • To put it another way … • To explain it in a different way, let me say
To Convince	• You must admit that … • Let's not forget … • You should remember that … • You've convinced me that my idea is wrong/bad/not practical … and I have changed my mind about … • All right. You've persuaded me that my point is not valid because … so I can now agree with you … • I can see that our points are similar so … • I'm convinced that your point is valid/useful/practical and I admit that you've helped to change my mind about this.

To Agree	• Don't you agree? Or … Wouldn't you agree? • Yes, you're right/correct … • I definitely agree that … • That is exactly what I think …
To Disagree	• 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 …
To Argue or Give a Rebuttal	• 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	• I suggest that you/we … • Why don't we consider … ? • O.K. That makes sense because … • Of course. I agree with you because … • Certainly, you're point is valid because …
To Refuse	• I'm sorry but your idea is out of the question because … • Unfortunately that is not possible because …
To Interrupt a Speaker	• 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	• 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	• 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 …

For more information about debates, check these websites: http://www.wikihow.com/Debate
http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf

Organizing Role Plays

Preparation: Before each Club Meeting, the Club Leader must read the Club Meeting Idea.

At the Club Meeting the Club Leader says …

For the role play, we need volunteers. These volunteers will prepare a short skit that uses the role play idea presented in our Manual.

The Club Leader chooses volunteers for the role plays and then says …

We will give the volunteers 10 minutes to prepare their role plays. The volunteers can prepare outside or in a different room. The volunteers can use props (clothes such as hats, or jackets, or skirts—or furniture such as a table or chairs). These props may help the role plays be more dramatic. The Volunteers go and prepare the skit. When time's up, the Club Leader calls the volunteers to the Meeting Room.

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

When the role plays are finished, the Club Leader follows the directions in the Manual and/or leads a conversation about the role plays.

Notes or Ideas:

Inviting and Interviewing a Guest Speaker

Preparation: Before the Meeting, the Club Leader must read the Meeting Idea. To find Guest Speakers, Members should brainstorm a list of English speakers interested in talking at a Club Meeting. English speakers may work at local hospitals, schools, universities, or international businesses, United Nations organizations, or other non-governmental organizations (NGOs).

When a guest speaker is chosen, the Club Leader, or Member who knows the speaker, should ask the speaker to prepare a 10-15 minute presentation for the Meeting. A few days before the Meeting, the Club Leader should confirm that the guest speaker will attend the Meeting.

At the Club Meeting, the Club Leader introduces the Guest Speaker, giving information about training, education, experience, and expertise on the presentation topic. The Club Leader asks the Guest Speaker to Members can ask questions during the presentation or after. The Club Leader tells this to the Club Members.

Today, I want to introduce you to [name of person] ***who is our guest speaker. Please give a round of applause for our guest speaker. We will have a 10-15 minute presentation. Please listen carefully. If you have questions,*** tell the Members when the Speaker will answer questions—during the presentation or after. Then, the Club Leader says … ***We are ready to begin.***

NOTE: It may not be possible to find an English speaker. A non-English speaking guest may come to the Meeting. Club Members can be interpreters.

If the Guest Speaker does not speak English, at the Meeting the Club Leader says …

I need 3-4 Members to be interpreters for our guest speaker. Each volunteer will interpret the presentation into English for 5 minutes. I will watch the time and change each volunteer after 5 minutes. One volunteer will interpret the questions and answers at the end of the presentation. Thank you to the volunteers for helping us. Now, volunteers please come to the front of the room and stand next to the Guest Speaker.

When the volunteers are in place, the Club Leader says … ***We are ready to begin.***

At the end of the presentation, the Club Leader calls on Club Members to ask questions. The Club Leader must be sure all Club Members have an opportunity to ask ONE question and one follow-up question. If all Club Members have asked their question and follow-up and if there is still time, Club Members can ask a second question. The Club Leader must remember that the goal of this meeting is to give ALL Club Members an opportunity to speak. If some Club Members speak too much, see the section **Problems and Solutions for English Club Meetings** earlier in this Handbook.

After the Club Meeting—the Club Leader should send a Thank-You note via SMS or email or mail the note to the Guest Speaker.

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

On the other hand … the Club Leader may learn at the last minute that the guest speaker can't attend. The Club Leader should have a "back-up Club Meeting Activity" and be prepared to lead an activity for the meeting in lieu of the guest speaker presentation.

Notes or Ideas:

Talking about Sensitive Topics: Trauma and Mental Health

All over the world there are violent conflicts—inside countries and between them. In homes all over the world families experience domestic violence. Violence can be on-going or happen and end quickly. Violence can hide—under the surface—for a long time.

Adults and children who survive violence may have physical wounds—on the face, arms or legs. Some physical wounds we can't see—on the stomach, back, or thighs. Some wounds we can only feel—in our hearts and minds. These are psychological wounds.

Violent experiences cause psychological wounds—**trauma** (and other mental health problems). Most adults and children who survive violence have trauma—this is very common.

Sometimes, trauma is visible. Adults and children may shout and act violently or aggressively. They may wander around town. They may have dirty clothes and body. They may eat or sleep a little. They may cry, have headaches, stomachaches, feel short of breath, feel nauseous, or weak—and—there won't be a medical illness.* They may not want to talk, laugh, or play. They may have nightmares (shouting when asleep). They may worry most of the time, feel nervous, never feel at peace, always expect bad things to happen, be afraid of getting sick or dying.*

Adults may drink alcohol and beat family members—for example, their children. Many times these events happen in secret and the family is afraid to speak. In school, children may not concentrate. They may not smile or play. They may fight a lot with other children. These reactions are normal—and—not all children will react in the same way.*

People with trauma may not understand that they have trauma—and friends and family may not understand either. Medical people—doctors and nurses—and community leaders—mayors, police, and church officials—should help people with trauma get medical help.

It is common for people with trauma to experience trauma again when something makes them remember the violence. This is called **re-traumatization**.

Some Club Meeting Activities may be difficult to discuss. The topic may touch a violent memory. When this happens Club Members may become quiet, angry, sad, or unstable.

The Club Leader and Members must be very sensitive to the possibility of re-traumatization. The Club Leader should find a doctor or nurse to help Members with trauma. Or, it may be necessary to stop a Club Meeting or to give Members time to share their story. Maybe a Member will need to leave the Club or speak quietly with a friend outside the Meeting.

The Club Leader and Members must remember that Club Meetings should be a safe place for everyone to find sympathy and encouragement—to practice English and share opinions, thoughts, and stories.

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

*Adapted from UNICEF. (2009). *The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual.* New York: Author. Retrieved from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial_Care_and_Protection.PDF

The First English Club Meeting

Preparation: Before this Club Meeting begins, the Club Leader must prepare the Meeting.

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

1. We want to meet each other so please turn to your neighbor, the person sitting next to you, and introduce yourself. Tell each other why you are here and what you want to do at our Club Meetings. You have 5 minutes and then I will ask each of you to introduce the person sitting next to you.

The Club Leader gives Members 2-3 minutes to talk and introduce their neighbor … If there is a small group, ask everyone to present their neighbor to the Club. They can tell their neighbor's name, occupation or responsibility, and reason for coming to the Club.

If the group is big, the Club Leader walks around and listens to the conversations. After 15 minutes, talk to the whole group. Say that the group is big and it will take time to meet everyone. Introduce some Members today and more at each Club Meeting. Ask for 10 volunteers to introduce their neighbors—2 minutes per introduction.

2. Thank you for your introductions and welcome again to this Club. Now, we must choose our meeting time and day. Let's see if we can find a day and time that is convenient for everyone. Can someone propose a day and time that we can meet on a regular basis? The Club Leader must listen to the Club Members and select a day and time that is convenient for most Club members. This may require some negotiation.

3. Now, we need a regular place to meet. Can someone propose a convenient place near public transportation or easy to reach on foot? The Club Leader listens to the Members and selects a convenient place for all Members.

4. Today we will talk and learn about two activities we will use in our Club. The first activity is called "Active Listening" and the second is "Brainstorming." In our Club we will use these activities often.

Rules for Active Listening

The Club Leader says:

Do you know who the Native Americans are?
The Club Leader gives members time to answer if they can. Then the Club Leader says ***Native Americans lived in the U.S. before Europeans came. The Native Americans have a very important proverb. Read with me in the Handbook:***

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

Club Leader asks, ***What does this proverb mean to you?*** Members share ideas.

The goal of this English Club is to practice English. We can't practice unless we talk to each other. We will have many ideas and some ideas will be controversial—this is an excellent way to practice English. But we must talk respectfully. In the U.S. they use a technique called Active Listening when they talk about controversial topics and they want to be respectful.

Today we will talk about this technique. We will practice it and use it in our Club Meetings. We must remember this proverb for Active Listening. We will use Active Listening in our Meetings when people have different opinions. By listening actively we can understand different points of view—even though we may not agree. It is O.K. that we don't always agree.

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

- **LISTEN TO THE WORDS AND FEELINGS OF THE CLUB MEMBER;**
- **SEE THE WORLD AND FEEL THE WORLD THROUGH THE MEMBER'S EYES—EMPATHIZE WITH THIS PERSON;**
- **TRY TO UNDERSTAND THE CLUB MEMBER'S FEELINGS.**

The Club Leader must let Club Members ask questions or make comments … then continue:

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

RULES FOR ACTIVE LISTENING

DO NOT THINK ABOUT OUR OPINION—ONLY LISTEN

TRY TO UNDERSTAND THE MEMBER AS IF WE ARE WALKING IN THEIR SHOES

LISTEN WITH:

- ***OUR EARS***
- ***OUR EYES***
- ***OUR FEELINGS***

WATCH FOR NON-VERBAL SIGNS WHEN THE MEMBER TALKS

LET THE MEMBER TALK AND ASK HER TO EXPLAIN FURTHER

ASK THE CLUB MEMBER QUESTIONS TO HELP HER BE MORE CLEAR

COULD YOU EXPLAIN FURTHER?

CAN YOU TELL ME MORE ABOUT _____?

SUMMARIZE THE MEMBER'S IDEA

LET ME CHECK THAT THIS IS WHAT YOU SAID … …

GIVE YOUR OPINION WITHOUT CRITICIZING

The Club Leader must let Club Members ask questions or make comments … then continue:

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

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

Let's look at the Active Listening Skit in your manual. I need volunteers to be Martin and Anne. Please come to the front of the room and read your parts … thank you.

Active Listening: A Skit

Anne:	**... this is why I'm in favor of a dowry.**
Martin:	**O.K. You say you favor the dowry because it gives respect to the woman. Am I right?**
Anne:	**Yes, you're right.**
Martin:	**Now, I disagree with you. Don't you know that families increase the dowry price to get money from the man and...**
Anne:	**But that's stupid. Why would...**
Club Leader:	**Stop, Anne. Stop. First of all, Martin didn't finish his point. Second, you didn't summarize his idea before giving yours.**
Anne:	**I apologize.**
Martin:	**So, I wanted to say that the family will sell their daughter to the man with the most money. Should women be sold?**
Anne:	**O.K. That's not going to happen because...**
Club Leader:	**Stop. What did Martin say?**
Anne:	**You're right. Martin thinks the family will sell their daughter like we sell fruit in the market. But I disagree …**
Club Leader:	**Just a second. Martin, do you think Anne sees your point?**
Martin:	**No.**
Club Leader:	**Anne, would you please try again? Or should Martin repeat his idea?**

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

Talk with the member sitting next to you. One of you is Club Member #1 and one of you is Club Member #2. Tell each other what you think is best to do after the Club Meeting. Follow these steps:

1. ***Member #1 speaks first. While Member #1 speaks, Member #2 must practice active listening;***
2. ***When Member #1 is finished speaking, Club Member #2 must restate what she heard Member #1 say.***
3. ***Then, Member #2 must check with Member #1 that she is correct.***
4. ***When Members #1 and #2 are finished then do the reverse. Member #2 tells Member #1 what she thinks is best to do after the Meeting and Member #1 practices Active Listening.***

The Club Leader walks around and helps Club Members practice active listening. Members may need approximately 15 minutes to practice. When time's up, the Club Leader asks everyone to share the experience, their thoughts, and reactions.

Club Leader asks Club Members to find examples of active listening and places where there is no active listening. Members can talk about the skit. Then the Club Leader continues …

Notes or Ideas:

Rules for Brainstorming

Brainstorming is a technique to find new ideas. Brainstorming is NOT a technique to find the best idea. It's a technique to find LOTS of ideas. Brainstorming is about quantity—not quality. Here are the rules for brainstorming. Let's read them.

RULES FOR BRAINSTORMING

- **EVERYONE HAS IDEAS**
- **ALL IDEAS ARE GOOD**
- **DON'T CRITICIZE ANY IDEAS**
- **DON'T DEBATE ANY IDEAS**
- **NO IDEA IS CRAZY OR BAD**
- **USE ONE IDEA TO CREATE A NEW IDEA**
- **GIVE LOTS OF IDEAS**
- **BE CREATIVE, FUNNY, CRAZY!**

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

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

Let's practice brainstorming … What can we do with plastic bottles? We use them to hold water but now let's brainstorm creative ideas for using them. The Leader encourages members to give ideas. The volunteer writes them down. Stop after 5-10 minutes.

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

Last week there was a plane crash in our community and inside the plane we found 1,000,000 footballs. What can we do with these balls?

It may take Club Members time to begin brainstorming. If no one gives suggestions, the Club Leader can give some ideas … some crazy, some good, some bad … remember that all brainstorming ideas must be accepted. The Club Leader can say …

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

After a few minutes, ideas will come quickly. Encourage the brainstorming for 5-10 minutes. Be sure the volunteer writes down all ideas—without comment.

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

How did you feel when we brainstormed?

Do you think Brainstorming can be a useful technique?

How might it be useful—and how not?

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

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

Notes or Ideas:

ENGLISH CLUB ACTIVITIES

Practice English!
Choose interesting activities!
Follow activities in sequence—or not!
Activities are suggestions—not rules!
Be creative!
Help the community!
Have fun!

Love & Health: A Skit

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to this *Handbook*.

At the beginning of the meeting, the Club Leader says …

- ***Welcome to the English Club.***
- ***This week we have a skit about love and health.***
- ***It is about a young man and a young woman who love each other.***
- ***Please check the Club Member Manual. I need volunteers to read.***
- ***Who wants to be the Narrator? Patrick? Susan? Bandit #1? Bandit #2? Paul?***

The Club Leader gives the volunteers time to prepare the skit and encourages them to use props. Volunteers can read the skit or improvise. While the volunteers prepare the skit, the Members can talk about love and health. When the Members are ready, the Club Leader says …

Please come up front … we are ready to begin … the Narrator starts.

Love & Health

A Skit

Narrator: Susan and Patrick love each other very much. They are engaged to be married. Today Susan is visiting Patrick. He is very sick with malaria.

Patrick: Susan, my dear, I am so sorry to tell you that I have malaria and I need some medicine. I don't know if it is possible for you to get me pills at the hospital.

Susan: Of course I will go to the hospital and get some for you.

Narrator: Susan leaves early the next morning for the hospital. When she arrives there is a long line. She waits all day for the pharmacist to serve her. It is dusk when she begins to walk home. Suddenly, a group of bandits blocks her path.

Bandit #1: Stop. Give us everything you have or we will kill you.

Susan: No, I won't. I have medicine for my fiancé. If I don't give this to him, he will become very sick.

Bandit #2: Really? O.K. Here's what we'll do. If you have sex with us, we will let you return to your fiancé with the medicine. If you don't then we will kill you.

Narrator: Susan cries and begs but the bandits do not change their minds. Finally Susan agrees to have sex with each of them. When Bandit #1 is finished, he tells her to go to Bandit #2. Susan goes to Bandit #2.

Bandit #2: Go! I don't want to have sex with you. Run to your fiancé and don't stop for anyone.

Narrator: Susan runs away quickly. When she reaches Patrick she is sweating a lot and she is out of breath. She is very, very upset. When Patrick asks what happened, she tells him about the bandits.

Patrick: How could you have sex with bandits? You ruined our plans for a beautiful life. Leave. I never want to see you again.

Narrator: Susan begs Patrick to understand the dilemma she faced but Patrick does not listen to her. Finally, she leaves his house but before she goes, she gives Patrick the medicine. After she goes, Patrick takes the pills. Meanwhile, Susan walks slowly to her home. On the way, she meets her father's friend, Paul, and she tells him the story.

Paul: This is terrible Susan. I can't believe that Patrick is so cruel. Didn't he understand you did this for him? I am going to punish him.

Narrator: Paul finds Patrick and beats him badly. Then Paul goes back to Susan and tells her what he did. Susan looks at Paul and smiles.

When the skit is finished the Club Leader must check to be sure everyone understands the skit. The Club Leader can ask …

- ***What happened first?***
- ***What happened next?***
- ***After that, what happened?***
- ***What happened at the end of the skit?***

The Club Leader decides to use small groups or one large group. If the Club Leaders uses small groups then the Club Leader says …

Please put yourselves into small groups with 4-5 members in each group.

When the Members are in small groups, the Club Leaders tells the Members in each group to choose Small Group Roles … Then the Club Leader says …

- ***Now look at the Manual. After the stop sign you see the names of the characters.***
- ***Tell each other who you think is the best character and the worst character. Be sure to use Active Listening. Each Small Group Director is responsible for checking on active listening.***
- ***All members in your group must agree on the best and worst character.***
- ***This decision must be unanimous.***
- ***Be sure you have reasons for your choices.***
- ***Be prepared to tell the Club your decision. The Note Taker will share the Small Group decision.***
- ***You have 20 minutes to make your decisions.***

The Club Leader stops the conversation after 20-30 minutes, depending on the interest of the Members. If there is arguing, each Small Group Director reminds Members to use Active Listening. When the time is up, the Club Leader says

Time's up. Let's listen to each group's decision about best & worst character.

The Club Leader gives each group the floor to share their decisions.

As the groups share their decisions, the Club Leader can say:

Thanks for sharing.

Please remember that we are here to practice English.

All members have a right to their own opinions.

We understand that this story presents a difficult dilemma.

This is a dilemma and there is not one correct answer.

When the groups finish talking, the Club Leader asks …

What issues about love and health does this story raise for us?

Do we have problems that are similar to those for Susan and Patrick?

What are they?

The Club Leader gives Members time to answer. A volunteer can write down the problems and the Club can talk about them in the future. At the end, the Club Leader can say …

I hope you enjoyed this meeting.

At our next meeting we will continue to talk about the dilemmas for Patrick and Susan. I hope you will return so we can continue this discussion.

Thanks for coming.

Useful Vocabulary and Expressions

To have sex with someone	To sleep with someone To go to bed with someone To have intercourse with someone
To block	To put something on a path that stops people
Meanwhile	In the intervening period of time
To dishonor someone	To do something that is not respectful of someone
Dilemma	A situation with a difficult choice between two (or more) actions and neither one is good
To contract a disease	To get sick with serious health problems like malaria To have a disease
Dusk	The end of the day when the sun goes down
To be engaged to be married to someone	To have a fiancé/fiancée
Unanimous	An opinion or vote agreed to by everyone

Love & Health: Stop the Skit!

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to this *Handbook*.

At the beginning of the meeting, the Club Leader says …

- ***Welcome to the English Club.***
- ***This week we are going to "Stop the Skit" about Patrick & Susan.***
- ***Please open your Manual to "Love & Health: Stop the Skit."***

The Club Leader gives the page number in the Manual and then says …

- ***I need volunteers to read.***
- ***Who wants to be the Narrator?***
- ***Who wants to be Patrick … Susan …***

When all the volunteers are selected, the Club Leader says …

- ***Please come to the front of the room …***
- ***Now we are ready to begin … the Narrator starts …***

Love and Health: Stop the Skit!

Narrator: Susan and Patrick love each other very much. They are engaged to be married. Today Susan is visiting Patrick. He is very sick with malaria.

Patrick: Susan, my dear, I am so sorry to tell you that I have malaria and I need some medicine. I don't know if it is possible for you to get me pills at the hospital?

Susan: Of course I will go to the hospital and get some for you.

Narrator: Susan leaves early the next morning for the hospital. When she arrives there is a long line. She has to wait all day for the pharmacist to serve her. It is dusk when she begins to walk home. Suddenly, a group of bandits blocks her path.

If the Club Members want to talk in a large group, the Club Leader proceeds to say below … If the Members want to talk in small groups, the Club Leader tells them to create small groups with 5 members each and choose Small Group Roles. Then Club Leader says …

- ***Now look at the Manual for the stop sign.***
- ***Below the sign, there are questions.***
- ***In your groups talk about these questions.***
- ***Remember: There are many different answers to these questions.***
- ***You will have 15 minutes to talk to each other.***
- ***Be prepared to share your answers with all club members in 15 minutes.***
- ***I will tell you when time's up. Please begin talking.***

Conversation Questions: Choose A Few to Talk About

1. **At this moment in the story, Patrick and Susan have many problems … What are their problems? Make a list of them.**
2. **Look at this list … Do you see problems that are similar to your problems? What are they? List them.**
3. **Are there any actions that you and the English Club can take to solve any one of these problems?**
4. **What are these actions? Brainstorm ideas … Remember that brainstorming is sharing all ideas, crazy or stupid or imaginary … put all the ideas on your list. Be creative! Be clever!**
5. **When you finish brainstorming, look at your ideas. Is there one idea that the English Club can do?**
6. **Share this idea when the Club Leader tells you to.**

The Club Leader must watch the time and when the time's up, the Club Leader says …

- ***Time's up!***
- ***Please come together and share your ideas with each other.*** The Club Leader gives each small group time to share their answers with the Club Members. When all the groups have shared their ideas, the Club Leader says …
- ***Are there any actions we want to take as an English Club to help our community with these problems?*** The Club Leader can ask a volunteer to write the ideas. The Club Leader can help the Club decide what action they want to take and make plans for this action. When the meeting has ended, the Club Leader says …
- ***Thank you for coming. Please remember that our next meeting will be …*** The Club Leader gives the date, time, and place for the next meeting.

Notes or Ideas:

Love & Health: Patrick's Story

Preparation: The Club Leader reads this Meeting Activity. The Club Leader prepares places where men and women can meet privately. For example, men meet in one room, women in a different room. Or one group meets outside, one inside. The genders need private places to meet for 45 minutes. Club Leader should read #9 & #19 in the *Convention on the Rights of the Child*, in this Manual under *Malala and Children's Rights*.

At the beginning of the meeting, the Club Leader says …

Today we have another story about Patrick and Susan. Can Members tell us what happened to Patrick and Susan before?

The Club Leader gives Members time to talk about Patrick and Susan.

Now, I will read you this new story about Patrick and Susan. This story is in your Manual so you can follow with me as I read. When I am finished reading we will talk about this story in gender-based groups. Here is the story …

Love & Health: Patrick's Story

One year after their fight, Susan and Patrick were friends again. After a short time, they married and they had 3 children. Then, Patrick became unhappy. He lost his job because he had a fight with his boss. So Susan had to go to work. Patrick became very sad and depressed. He didn't want to eat. He didn't want to wash himself. His clothes were always dirty. He often drank beer. Sometimes he had fights with his neighbors.

One day Susan came home and Patrick demanded money for beer. Susan said, "No, we must buy mosquito nets for our children. We must protect them from malaria."

Patrick said, "Listen, you are my wife and you must do what I tell you to do. Give me the money." Susan refused. Patrick beat her. The children watched and cried in silence.

The Club Leader must be sure everyone understands the story. Then the Club Leader says …

For this meeting we will divide our Club by gender. The women have questions to talk about and the men have different questions. The women's group please go to say the place. ***The men's group*** say the place.

In the Club Member Manual you will find questions for the women and questions for the men. You have 30 minutes to answer the questions and then we will return together. The Club Leader can visit each group for a very short time.

Conversation Questions for Women and Girls

1. Should Susan give Patrick the money? Why, or why not?
2. Susan earns the money for the family … Who should decide how to spend the money? Patrick or Susan?
3. Are the children in this family safe? Why—or why not?
4. If you were Susan's friend, what would you say if Susan told you this story?
5. If you were Susan's friend and her neighbor told you this story, would you speak to Susan about it?
6. Would you interfere? If yes, why—and how? If no, why not?
7. What should Susan do next?
8. If we know families like Patrick and Susan in our community is there something we can do to help the parents and the children?

Conversation Questions for Men and Boys

1. Is it O.K. for Patrick to drink as much as he wants? Why or why not?
2. What are Patrick's problems?
3. How can Patrick solve his problems?
4. Are the children in this family safe? Why—or why not?
5. If you were Patrick's friend, what would you say if Patrick told you this story?
6. If you were Patrick's friend and his neighbor told you this story, would you speak to Patrick about it?
7. Would you interfere? If yes, why—and how? If no, why not?
8. What should Patrick do next?
9. If we know families like Patrick and Susan in our community is there something we can do to help the parents and the children?

When time's up the Club Leader calls the groups together and lets each group speak. The Club Leader can suggest that Members think about this question: If we know families like Patrick and Susan in our community is there something we can do to help the parents and the children?

Useful Vocabulary and Expressions

A fight	**Argument, confrontation**
To fight	**To argue (with words),to hit and beat**
To become	**To develop, to progress into**
To lose a job	**To become unemployed**
Sad	**Not happy**
Depressed	**Sad, unhappy, melancholy, miserable**
Dirty	**Not clean**
Clothes	**For example: shirt, pants, dress**

Notes or Ideas:

Guest Speaker Presentation and Interview about Health Issues

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

GUEST SPEAKER for HEALTH ISSUES

The English Club invites a guest speaker to talk about malaria, alcoholism, or another important health topic. The guest speaker should give a 20 minute presentation. Here are a few ideas for the presentation:

Presentation about Diseases

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

Presentation about Lifestyle Concerns

- What is rape?
- What should we do if we know someone has been raped?
- What is alcoholism? How do people become alcoholics?
- How can someone stop drinking alcohol?
- What can wives do if their husbands are alcoholics?
- What can husbands do if their wives are alcoholics?
- What are the consequences when someone smokes?
- Is smoking addictive?
- What can families do if someone smokes?

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

Notes or Ideas:

Love & Health: Debate Topics about Love

Preparation: Before this Club Meeting, the Club Leader must read, "Organizing a Debate" in the Introduction to the *Handbook*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic below. Then 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

DEBATE TOPICS ABOUT LOVE

TOPIC: Being Honest

PRO—Women and men (wives and husbands/girlfriends and boyfriends) should tell each other everything.
CON—Women and men (wives and husbands/girlfriends and boyfriends) should not tell each other everything.

TOPIC: Telling Lies

PRO—It is acceptable for women and men (wives and husbands/girlfriends and boyfriends) to tell each other "small white lies."
CON—It is not acceptable for women and men (wives and husbands/girlfriends and boyfriends) to tell each other "small white lies."

TOPIC: Obedience I

PRO—A woman's responsibility is to obey her husband at all times.
CON—A woman must not obey her husband all the time.

TOPIC: Obedience II

PRO—A man must obey his wife at all times.
CON—A man is not responsible for obeying his wife.

Are there other debate topics you would like to talk about? Create a list of topics the Club Members would like to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Love & Health: Debate Topics about Health

Preparation: Before this Club Meeting, the Club Leader must read, "Organizing a Debate" in the Introduction to the *Handbook*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic below. Then 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

DEBATE TOPICS ABOUT HEALTH

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

TOPIC: Talking About HIV/AIDS [SIDA]

PRO—Doctors should tell all family members if someone has HIV/AIDS.
CON—Doctors should not tell family members if someone in the family has HIV/AIDS.

TOPIC: HIV/AIDS Status

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

Are there other debate topics Club members want to debate? Create a list of topics the Club Members are interested in and propose them at a Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Malala & Children's Rights: A Skit

Preparation: The Club Leader must read this Meeting Activity and "Organizing a skit" in the Introduction to this *Guide.*

At the beginning of the meeting, the Club Leader says …

- ***Welcome to our Club. This week we have a skit about children's rights.***
- ***The skit is from a true story about Malala Yousafzai. She is the youngest woman to win the Nobel Peace Prize. She is from Pakistan. She was born in 1997.***
- ***I need volunteers to be the Narrator, Malala, Mother, Father, Taliban, Speaker, Friend #1, Friend #2, Men 1 & 2.***
- ***Volunteers please prepare the skit. We will give you a few minutes to prepare.***

The volunteers read and practice the skit. The Club Leader tells them to act and use props. While the volunteers prepare, the Club Leader presents the skit vocabulary.

Malala & Children's Rights
A Skit*

Narrator: When Malala Yousafzai was a young girl, she lived in Pakistan with her family. Her father was a teacher and school director. Malala went to her father's school.

After some time, Taliban militants started taking action. They killed and be-headed policemen. They showed the heads to the villagers. The villagers were afraid. One Taliban militant, Fazlullah, spoke on the radio. This is what he said.

Taliban 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.

Narrator It was 2008. Malala was 11 years old. Her father did not close the 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 the BBC News. She wrote anonymously so no one knew a young girl was writing. This is what Malala wrote.

Malala Before, we were 27 girls in my class. Now we are only 11 girls. This number decreased because the Taliban banned all girls from going to school.

Narrator 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. In 2011, Malala was 14 years old. She received many international awards. Here is what one speaker said.

Speaker We give this award to Malala. She is courageous. She dared to stand up for girls. She told the world that girls have the right to go to school.

Narrator By 2012, Malala was very famous but she received death threats in newspapers and at home. Malala's mother and father were afraid.

Mother I don't like these awards. I am scared. Malala is a target for the Taliban. I don't like to go 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.

Father I am not happy. In Pakistan 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.

Narrator Malala continued to go to school. She continued to win awards. In 2012 Malala was 15 years old. One day, she was going home. She was on the school bus with her friends.

Friend #1 Look at that man. He is cutting off the head of that chicken.

Friend #2 Yes, I see him. I think he will have a good dinner tonight.

Malala Do you remember what we said when we were young?

Friend # 2 I don't remember.

Malala We said that our people love peace so much it is hard to find a man to kill a chicken. Do you remember?

Friend #1 Yes, I remember.

Malala Look now, soon winter will be here and we will have snow.

Narrator The bus turns the corner. Malala sees a sign, "Wanted Terrorists." The photograph is the man from the radio, Fazlullah. He is still free after 3 years. The bus goes up the hill.

Friend #1 It is very quiet. Where are all the people?

Malala I don't know. But right now I am very 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.

Narrator Two men stop the bus. They go into the bus.

Men (1 & 2) Who is Malala?

Narrator There are three shots. Malala is hit in the head. The bus driver goes to the hospital. The nurses and doctors work to save her. After a few days, the government flies her to a hospital in Britain. Malala recovers after many months. In 2014 Malala receives the Nobel Peace Prize. She fights against the suppression of children and she fights for the right of all children to be educated.

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

New York: Little Brown.

When the skit is finished the Club Leader checks that the Members understand the skit. The Club Leader asks …

- ***What happened first?***
- ***What happened next?***
- ***After that, what happened?***
- ***What happened at the end of the skit?***

When Members understand the skit, the Club Members make small groups [follow the "Organizing Small Groups in the Introduction to *A Guide for English Club Leaders*] or one big group to talk about the Conversation Questions …If the Club Members use small groups, the Club Leader says …

Please put yourselves into small groups with 4-5 members in each group and remember to choose Small Group Roles for each Club Member in each group.

The Club Leader continues … ***Now look at your manual. Choose a few questions to talk about. Prepare to share your ideas with the other Members. Use Active Listening.*** The Club Leader tells the Members how much time they have to talk about the questions.

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 Malala's father or mother what would you tell her to do in 2008? In 2011? In 2012?**
3. **Do you know someone who is doing something like Malala? Explain**
4. **Can you help this person with the problem? Why or why not?**
5. **If your sister (or brother, friend, father, mother—someone you loved) became involved in solving a community problem, would you help? Why or why not?**

The Club Leader visits each small group. If there is arguing, the Club Leader reminds the Members to use Active Listening. When the time is up, the Club Leader says … ***Time's up. Let's listen to each group's ideas.***

The Club Leader gives each group [or Club Members if there is only one big group] the floor for approximately 5 minutes to share their conversations.

After each group or each Member speaks, the Club Leader can say …

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

When everyone is finished sharing their ideas, the Club Leader should ask …

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

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

- ***I hope you enjoyed this meeting.***
- ***At our next meeting we will continue to talk about Malala's story***
- ***I hope you will return so we can continue this conversation.***
- ***Thanks for coming.***

Useful Vocabulary and Expressions

Activist	A person who takes action to solve a problem
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 5 judges from Norway.
Anonymous	No name is given, the name is secret
To destroy	To ruin; to damage something completely
To dare	To have the courage 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	Not dead
Hard	Difficult
Recover	To return to good health
Death threat	For example—"If you continue to speak about this, I will kill you."
Behead	To cut off someone's head

Notes or Ideas:

Malala & Children's Rights: Interview with Malala

Preparation: The Club Leader must read this Meeting Activity. The Club Leader prepares two chairs in the front of the Meeting room and two places where men and women can meet privately. For example, the groups can meet in different rooms. Or one group meets outside, one inside. The groups need private places where they can speak freely.

At the beginning of the meeting, the Club Leader says …

Today we continue talking about Malala by listening to an interview with her.

I need two volunteers—one for Malala and one for the interviewer. The Club leader lets the volunteers leave the room to practice the interview. The Club Leader and Members review vocabulary from the previous week's skit about Malala and discuss vocabulary for this week's interview. Begin when the volunteers are ready. I = Interviewer; M = Malala

Interview with Malala*

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 you are after recovering from the assassination attempt?

M I am O.K. 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. Education is not everything in life, is it?

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 like a precious gift. It's like a diamond. 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 Yes, we know that education is one of the Rights of the Child. But your life was in danger. Weren't you afraid?

M I think life is always dangerous. Some people are afraid of it. Some people don't go forward. But some people, if they want to achieve their goal, they have to go. They have to move... We have seen the barbaric situation of the 21st century in Swat in Pakistan. 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 even 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 Let us remember: One book, one pen, one child, and one teacher can change 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 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: Yousafzai, Malala. (2013). *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban.* New York: Little Brown.

When the interview is finished the Club Leader checks for understanding with these questions.

- ***What happened first? What happened next?***
- ***After that, what happened? What happened at the end of the interview?***
  When the Club Members understand the interview, the Club Leader says …
- ***Today we will divide the Club by Gender for our discussion. The women will meet*** [tell them where to go] ***and the men will meet*** [tell them where to go]**. *In your groups please talk about the interview and answer the questions in the Club Manual for your group. You have approximately 30 minutes.***

Conversation Questions for Women/Girls

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? Explain.
5. How would you react if your mother, sister, daughter, or friend wanted to join Malala's organization?
6. If you wanted to join Malala's organization and your father told you "No, you can't join" what would you do?
7. What problems do children have to go to school?
8. What advice do you think Malala would give for these problems?

Conversation Questions for 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. How would you react if your mother, sister, daughter, or girlfriend wanted to join Malala's organization?
4. Do you think Malala is a leader? Why or why not?
5. Do children have problems going to school where you live?
6. How can you help be sure that all children have a good education?
7. Would you like to join Malala's organization? Explain.
8. Do you have any advice for Malala? Explain.

The Club Leader should give the groups approximately 30 minutes to talk and then bring the groups back together. The Club Leader should say **…**

- ***Will each group please share a few ideas you talked about?*** Give the Members time to share and use active listening. Then the Club Leader says …
- ***Does anyone have any topics they would like to talk about together for our next club meeting—in a mix-gender group?*** Club Leader should note these ideas.
- ***At our next meeting we will continue to discuss Malala's life.***
- ***I hope you will return. Thanks for coming.***

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
Barbaric	Uncivilized, cruel, brutal
Swat	A valley, region in Pakistan
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 tribe
Suppression	Repression, prevention of the development of [someone]
Broadcast	Program on television or radio
U.K.	United Kingdom of Great Britain
Starving	Very, very hungry
To go forward	To advance

Malala & Children's Rights: Do Children Have Rights?

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the meeting, the Club Leader says …

Today we will talk about children's rights. We will use the UN definition of the child: From birth to 18 years old. Let's think about this question:

- ***Do children have rights? What do you think?*** The Club Leader listens to answers from Club Members. Then the Club Leader says …

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

The Club goes into small groups or the Club stays in one big group. If there are small groups, the Club Leader uses the "Organizing Small Groups" in the Introduction of *A Guide for English Club Leaders*. When the Club is ready to continue, the Club Leader says:

Look at your manual. There is a list of children's rights from the United Nations. This list is from the Convention on the Rights of the Child. Our nation has signed this convention.

Look at this list. Are there rights you agree with? Are there rights you disagree with? Talk about this list and prioritize this list.

- ***Choose the 5 most important rights.***
- ***Choose the 5 least important rights.***
- ***Talk about these rights and think about your families.***

Be prepared to share your list with all the Club Members and explain your decisions to us. You will have 20 minutes to discuss and prioritize the list.

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

- ***What right do we want to remember in our English Club?***

Convention on the Rights of the Child*

The United Nations has 54 Rights in this Convention. Here are a few of the rights (Children: Birth-18 years old).

#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.

#10. 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 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, 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 the sale of children.

#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, http://www.unicef.org/crc/files/Rights_overview.pdf**
- **UNICEF. (2001). *For Every Child: The UN Convention on the Rights of the Child in words and pictures.* New York: Phyllis Fogelman Books.**

Useful Vocabulary and Expressions

Ability	Talent or skill to do something
To do [your] best	To do [everything] you can very, very well
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 everything 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	Equal

Guest Speaker Presentation & Interview about Children's Rights

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

GUEST SPEAKER for CHILDREN'S RIGHTS

The English Club invites a guest speaker to talk about children's rights. The guest speaker can be a judge, nurse, teacher, school administrator, doctor, social worker, psychologist, or researcher who specializes in children's problems. The guest speaker should give a 20 minute presentation.

Topics should be relevant and interesting to Club Members. Here are a few ideas for the presentation:

Education
Children's Health Issues
Caring for children who experience sexual abuse or violence
Helping children who were child soldiers or sex slaves
Supporting children who are disabled or orphaned

The Club Leader should give Club Members time to ask questions at the end of the presentation.

Remember … these are topic ideas. The Club Members may have other interests or Members may want information about other topics. Be flexible, be creative.

Notes or Ideas:

Malala & Children's Rights: Debate Topics about Children

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

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic below. Then 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

DEBATE TOPICS ABOUT CHILDREN

TOPIC: Gender Issues

PRO—Girls should have equal access to primary & secondary schools.
CON—Girls shouldn't have equal access to primary & 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: Teaching About Sex

PRO—Safe sex should be taught in school.
CON—Safe sex should not be taught in school.

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.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Speaking Out! Keeping Silent! A Skit

Preparation: The Club Leader must read this Meeting Activity and "Organizing a skit" in the Introduction to this *Handbook* and put the 4 words on paper for Club Members to see (Target, Bully, Bystander, Ally).

At the meeting, the Club Leader says …

- ***Today we will talk about the ways we can help people and hurt people.***
- ***We will talk about prejudice and discrimination.***
- ***We will watch a skit. I need five volunteers to be Maria, Pascal, Samson, Suzanne, and Tomas. Please prepare the skit.*** The Club Leader gives the volunteers time to prepare the skit. While the volunteers prepare the skit, the Club Leader says …
- ***There are four different roles that people can play in groups when there is prejudice or discrimination*.***

Here are the roles:

- ***Target***
- ***Bully***
- ***Bystander***
- ***Ally***

What does each of these people do in their roles?
Let Members try to answer … if they are not sure, tell them the answers.

Target	**This person is the victim of prejudice, discrimination or bullying.**
Bully	**This person says or does something that forces, threatens, intimidates, ridicules a person and it is based on prejudice or discrimination.**
Bystander	**This person doesn't do anything to stop the prejudice, discrimination, and bullying AND/OR this person encourages the bully to continue.**
Ally	**This person tries to stop the prejudice, discrimination or bullying.**

The Club Leader tells the Members to listen to the skit and decide who is the Target, Bully, Bystander, and Ally.

Speaking Out! Keeping Silent!
A Skit

Narrator	**One day Maria walks near the football field and sees some of her brother's friends playing football. Maria goes to see them.**
Maria	**Can I play with you?**
Pascal	**No! Girls don't play football! Go home and prepare dinner for your brothers.**
Maria	**My brothers are in the village. Can I play with you?**
Pascal	**My friends don't like girls to play with us.**
Samson	**That's right.**
Christophe	**Yes, I agree. No girls.**
Pascal	**Go! Go home and wash the clothes. [Action: Maria begins to leave.]**
Tomas	**Stop Maria. I think we should give you a chance. I don't have a problem to let a girl play. [Action: Maria stops and looks at Tomas.]**
Samson	**Maybe you're right Tomas. This is just a game.**
Pascal	**You play with her and I won't play. You are wrong to play with a girl. I'm leaving. [Action: Pascal leaves.]**
Tomas	**When you play football, what position do you like to play Maria?**

When the skit is finished the Club Leader asks the Club Members to identify the Target, Bully, Bystander, and Ally. The Club Leader needs to give Members time to talk about their ideas. If the Club Members are not sure about the answers, Club Leader says …

Here are the people who played these roles:

Target—Maria ***Bully—Pascal***

Bystanders—Samson & Christophe ***Ally—Tomas***

Now, I will give you 15 minutes. I want you to write each role on a piece of paper. Then, I want you to write a short story about an experience YOU had in each role. The Club Leader can share a story from her life to give an example to Members.

We have these experiences every day. Sometimes we can be targets, sometimes bullies, bystanders, and sometimes allies. Now, you have 15 minutes to write. After 15 minutes, ask the Club Members to make small groups with 4 Members in each group. Each member shares one story for one role. Give the Members approximately 30 minutes to share. Encourage everyone to speak in the small groups. Then bring the Club Members together.

Can someone share one story? The Club Leader should encourage as many Members as possible to tell their stories to all the Members … after this, the Club Leader asks …

1. ***Which role(s) was difficult to think about? Why?***
2. ***Why is it important to understand the roles we play?***
3. ***If we want to reduce prejudice, discrimination, and bullying what can we do?*** After this conversation the Club Leader says …

Everyone has experiences in all roles.

Sometimes it is hard to remember our experiences.

Maybe we think we are an ally, doing something good—and maybe not.

It can be difficult to think we are bullies—or bystanders.

It is important to remember that we can all hurt other people.

Here are two important questions:

1. ***How can we change our actions?***
2. ***How can we become allies?*** Maybe no one will answer this question. The Club Leader can let Members sit in silence. Then, the meeting can end.

*This activity is adapted from *Conflict Resolution in the EFL Classroom*. Our Many Roles. (pp. 41-43). United States Institute of Peace. 1200 17th St., NW; Washington, DC 20036 http://teachesl.pbworks.com/f/Confict+resolution+in+ESL+classroom+copy.pdf

Bully? Bystander? Ally? Changing our Actions

Preparation: The Club Leader must read this Meeting Activity.

At the meeting, the Club Leader says …

Today we will continue to talk about prejudice, discrimination, and bullying. We will think about actions we can take.

Members, please tell us each role:

What is the Target? [This person is the victim]

What is the Bully? [This person says or does something that forces, threatens, intimidates, ridicules a person and it is based on prejudice or discrimination]

What is the Bystander? [This person watches, doesn't do anything to stop the prejudice, discrimination, or bullying AND/OR encourages the bully]

What is the Ally? [This person tries to stop the act of prejudice or discrimination]

Today we focus on the "Ally" …

1. What characteristics do you think an ally has? Together let's make a list. Ideas: Allies take risks. Allies are brave and courageous. They are good friends. They have empathy. Allies are thoughtful.] When Members finish, the Club Leader says … ***Look at this list and think about two questions …***

2. Do you have one characteristic that makes you a good ally?

3. ***Do you have one characteristic you can make better? Now, turn to the person next to you.***
4. ***Tell this person one characteristic you do well and one you want to work on.*** The Club Leader gives the Members approximately 15 minutes to share … then says …

Let's have a few volunteers to share the characteristic they have and the one they want to work on. The Club Leader encourages Members to share.

Now, let's brainstorm situations when we can be allies ... Here is an example. We hear someone making fun of a child. We can speak to the person and explain how bad this is for the child.

Let's brainstorm other situations ... Club Members share other situations. If this is difficult, the Club Leader can give another example.

The Club Leader can say …

- ***Here is another example … We can speak to the child—the target—and tell her what we heard and that we think this is bad. We can tell the child that we support the child. This will let the child know she has a friend.***
- ***Please go into small groups and talk about experiences when you saw bullies and bystanders. Create a role play and be prepared to present this role play to all the Club Members.***

Give Club Members approximately 30 minutes to create these role plays. When time's up, invite each group to present their role play to all the Members. Talk about the different ways that allies can respond to the role play. The Meeting can end with Members using the conversation questions to talk more about this topic.

Conversation Questions: Choose a Few to Talk about

1. **How can we become allies?** Club Leader can say ***Here is an example … if we do not have empathy, we can develop more by trying to listen closely to people when they talk about their problems. We can ask people to share their experiences and we can try to find more connections to our life.***
2. **Is it difficult to be an ally? If yes, why? What makes it difficult?**
3. **Are there risks when we are allies? What are they? How can we protect ourselves?** [Remember it is important to consider the risks and respect cultural differences when we decide to stop an act of prejudice, discrimination or bullying. We want to be safe.]
4. **Are there good things that can happen when we are allies?**
5. **What can we do so we are better allies for people?**

Notes or Ideas:

Speaking Out! Stop the Skit

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the meeting, the Club Leader says …

Today we have a skit. I need volunteers to be the Narrator, Claudine, The President (P), Vice-President (VP), Administrator (A). When the volunteers are selected, they prepare the skit. The Club Leader reminds them to use drama and props. When they are ready, the Leader says … ***We can begin. But, this skit is different. It is important that we read the skit because the skit stops at different places. When we stop the skit, a Club Member takes the place of someone in the skit and then we continue. While you watch the skit, think about bullies, by-standers, targets & allies. Now, let's begin.***

Speaking Out! Stop the Skit

Narrator	Claudine is a secretary in a company. She comes to work every day and she works very hard. She has worked in this company for 10 years.
P	Claudine! Claudine! Where are you? I need my coffee right now.
Claudine	[Action: Claudine goes to P] Yes, I am coming with your coffee in one minute.
VP	Claudine! Claudine! Come quickly. My pen is broken.
Claudine	[Action: Claudine goes to VP] Here I am.
VP	Get me a new pen.
Claudine	Yes, in one minute. [Action: Claudine looks for a pen.]
P	Claudine! Claudine! Where is my coffee? I want it immediately.
Claudine	[Action: Claudine runs to P] Yes, it is coming.
P	You must be quick. I am very thirsty.
Claudine	Yes, I will return quickly. [Action: Claudine runs to make the coffee.]
A	Claudine, where are you? I need help. My telephone doesn't work.

Claudine [Action: Claudine runs to A with coffee in her hand] I will return to repair your telephone.

A Oh, what is that?

Claudine It is coffee for the President.

A Give it to me. Get him another cup. Hurry up! Come back immediately and help me with my telephone.

The Club Leader says …

We need a new Member who can be Claudine? When the Member is selected the Club Leader says …

Now we will repeat the skit and this time Claudine speaks independently. Let's go … Use the skit below. The volunteer who is Claudine says what she thinks is a good response.

P Claudine! Claudine! Where are you? I need my coffee right now.

Claudine [Action: Claudine goes to P and the "new" Claudine answers him.]

VP Claudine! Claudine! Come quickly. My pen is broken.

Claudine [Action: Claudine goes to VP and the "new" Claudine answers him.]

VP [Action: Listen to Claudine and give her a new response.]

Claudine [Action: Listen to VP and give him a new response.]

P Claudine! Claudine! Where is my coffee? I want it immediately.

Claudine [Action: Claudine runs to P and speaks to him]

P [Action: Listen to Claudine and give her a new answer].

Narrator	Now it is time for lunch. Claudine is very tired. Jean-Pierre (J-P) sits with Claudine at her table and eats his lunch. He is also a secretary.
J-P	How are you Claudine? You look tired.
Claudine	Yes, I have been running all morning. You don't look tired. You look happy.
J-P	Yes, I asked for a raise and got it! Next week, the President will give me more money.
Claudine	A raise? You have been here for 5 years and I have been here for 10 years and you have a raise and I don't have one. This is terrible.
J-P	Did you ask for one?
Claudine	No, never.
J-P	If you don't ask, do you think they will give you one because you work hard? No!
Narrator	Lunchtime is finished. Claudine thinks about her conversation with Jean-Pierre. She wants a raise.
A	Claudine, you're late. You are always late and slow. I need help. I need paper.
Claudine	[Action: Claudine runs to A] I will return with paper for you.
A	Hurry up!
P	Claudine, where are you? [Claudine goes to the President] I want my afternoon tea. You never remember. I must tell you every day.
Claudine	I will bring it now. But first, I want to ask you a question.
P	Hurry up. I'm very busy.

Conversation Questions: Choose A Few to Talk About

1. **Who has problems?**
2. **What are the problems?**
3. **What can each character do?**
4. **What can Claudine do?**
5. **Can anyone help Claudine?**
6. **Can Claudine find any allies?**
7. **Who can be her allies?**
8. **How can they help her?**
9. **How can this skit end?**

Let's finish this skit … The Club Leader asks for new volunteers who play the roles of P, VP, A, J-P, and Claudine. They role play for 10 minutes and then Club Members talk about this ending. Club Members should brainstorm different ways for Claudine to speak to the President about her problems.

Useful Expression

To ask for a raise	To ask for more money, a bigger salary

Notes or Ideas:

What is Democracy? Quotations about Democracy

Preparation: The Club Leader must read this Meeting Activity. For more information about Quotes, see the section, *Favorite Quotes*, later in this *Handbook.*

At the beginning of the meeting, the Club Leader says …

Today we will talk about government. What kinds of governments do you know? And, democracy—do you know it? What does "democracy" mean? Club Leader gives Members time to answer this question. Then the Club Leader reads …

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

Look at the Quotes about Democracy. [Club Leader asks members to each read one of the quotes. Then says …] ***Let's talk about them.***

- ***What do they mean?***
- ***Which ones interest you? Why?*** Club Members may want to learn about the people whose words are quoted here. Members can prepare short reports and present them to the Club in a follow-up Meeting.

Quotes about Democracy

1. **To safeguard democracy, people must have a keen sense of independence and self-respect. —Mahatma Gandhi—**
2. **My notion of democracy is that under it the weakest shall have the same opportunity as the strongest. This 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. **Democracy is when people keep government in check. —Aung San Suu Kyi—**
5. **It is the people who control the Government, not the Government the people. —Winston S. Churchill—**

6. **Democracy begins with freedom from hunger, freedom from unemployment, freedom from fear, and freedom from hatred. —Vandana Shiva—**

7. **My people are going to learn the principles of democracy, truth, and science. Superstition must go. Let them worship as they will, every man can follow his own conscience as long as it does not interfere with reason or the liberty of others. —Mustafa Kemal Atatürk—**

8. **You see dictators on pedestals, surrounded by soldiers and police ... yet they have fear in their hearts. They are afraid of words and thoughts. —Winston S. Churchill—**

9. **Secrecy begets tyranny. —Robert Heinlein—**

10. **Protest beyond the law is not a departure from democracy; it is absolutely essential to it. —Howard Zinn—**

11. **Democracy is not freedom. Democracy is two wolves and a lamb voting on what to eat for lunch. Freedom comes from knowing that certain rights may not be taken away, not even by a 99% vote. —Marvin Simkin—**

12. **I believe in the people. Give them the truth and they will meet any national crisis. The important point is to bring them the real facts. —Abraham Lincoln—**

13. **Democracy is necessary to peace and to undermining the forces of terrorism. —Benazir Bhutto—**

Useful Vocabulary and Expressions

Safeguard	Protect
To worship	To honor, to praise, to adore
To interfere	To stop [something] from happening
Keen	Having interest in, enthusiasm for
Notion	Idea
To keep [government] in check	To watch over [government]
Pedestal	A base or support for a statue
To surround	To be all around [something]
To beget	Cause [something] to happen
Tyranny	Cruel oppressive government
Departure	Moving away from [something]
Wolves—a wolf	A wild animal similar to a big wild dog
Lamb	A baby sheep
To undermine	To make the foundation weak

Notes or Ideas:

What is Democracy? Two Stories

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the meeting, the Club Leader says

Today we are going to read two short stories. Each story is a true story. After we read, we will discuss them. As we read, think about this question: Are these stories about democracy?

Story #1: Protests in Hong Kong*

In Hong Kong, student protests began at the end of September 2014. Students and many intellectuals were angry with the way the Chinese government wanted to choose candidates in the 2017 election. Tens of thousands of students protested in the streets in September and October.

By mid-November, a few hundred protesters remained. Three students tried to get on an airplane and go to Beijing, the Chinese capital city. They wanted to speak with the Chinese government. The Chinese government stopped them at the airport. The government called the students "naïve" and told the Chinese people that the protesters failed. The students promised to continue their protest until their demands were met.

*Adapted from the BBC News China. (2014, November 15). *Hong Kong Protest Leaders Denied Beijing Flight.* Retrieved from http://www.bbc.com/news/world-asia-china-30067035

Story #2: Stealing Democracy or Buying it?*

Before 2008, New York City had a law that said the Mayor of New York City can be mayor for only 2 terms—8 years. Voters in New York City voted in support of this law two times.

In October 2008, the New York City Mayor* asked the City Council to change this law. He wanted to change from 2 terms to 3 terms—12 years. The City Council members voted in support of this change in the law. In 2009 this mayor was elected to a third term.

This mayor earns more than $30,000,000,000 from his private businesses. When he was mayor, he spent $268,000,000 of his money on his re-election campaigns. He spent $1,000,000 to give free breakfast and lunch to his staff. He donated $30,000,000 to a museum. He gave $30,000,000 to help young men. He gave $7,000,000 to promote gun control. As mayor his salary was $2,700,000 but he did not accept this. He chose to take $1 per year.**

*Adapted from Robbins, T. (2008). Bloomberg's Term-Limits Coup: Heroes, Villains, and Wimps. *The Village Voice Columns.* Retrieved from http://www.villagevoice.com/2008-10-29/columns/bloomberg-s-term-limits-coup-heroes-villains-and-wimps/

**Michael Bloomberg Net Worth. *Celebrity Net Worth*. Retrieved from http://www.celebritynetworth.com/richest-politicians/michael-bloomberg-net-worth/

At the end of reading, the Club Leader checks for understanding of the stories. The Club can talk about these stories in small groups or in a large group. Members can choose a few questions to talk about.

Conversation Questions: Choose a Few to Talk About

1. **Is one of these stories a good story about democracy? If yes, which is a good story? If no, why not?**
2. **Do we have stories about protests in our country? If yes, tell one. If no, why not?**
3. **Is the mayor of New York City a good mayor? If yes, why? If no, why not?**
4. **If rich politicians donate money, should they have permission to change laws? If yes, why? If no, why not?**
5. **If you were a student in Hong Kong, would you join the protesters? If yes, why? If no, why not?**
6. **If your friend, child, or family member wanted to join a protest, what advice would you give to this person?**
7. **If you were a voter in New York City would you vote for this mayor's third term? If yes, why? If no, why not?**
8. **What other comments can you make about these stories?**

Useful Vocabulary and Expressions

To protest	To express an objection, to declare
Protester	A person who expresses an objection against something they don't like or disagree with
To fail	To not succeed
Law	Rule, regulation
To vote in support of [something]	To make a choice that gives victory for the choice
Staff	Workers, secretaries, administrators
Donate	To give [something] for free
To promote	To encourage
Gun control	Laws or policies that control the distribution or sale of guns
To meet [someone's] demands	To do what someone wants

What is Democracy? Free Speech

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the meeting, the Club Leader says

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

Is this story about democracy?

Free Speech?

Last week, many people were arrested at a peaceful protest. They were protesting the government 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 since 2006. He was arrested because he said, "We must save our country. Our country is in danger, there are enemies surrounding us. We must join together and fight for our country."

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

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

Conversation Questions: Choose a Few to Talk About

1. **Was the government correct to imprison this person for 8 years? If yes, why? If no, why not?**
2. **Was this a democratic decision?**
3. **What impact can this story have on the people in this country?**
4. **If this happened in our country, would we protest? Explain**
5. **How can we let our government know when we do not agree with something it does?**

What is Democracy? Debate Topics

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

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic below. Then 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

WHAT IS DEMOCRACY? 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: Community Radio

PRO—Community radio is necessary for a democratic government.
CON—Community radio 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.

TOPIC: Secret Police

PRO—Secret police have a role to play in a democratic government.
CON--Secret police have no role to play in a democratic government.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare for the debate.

Accident! Giving First Aid

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the meeting, the Club Leader says …

Today we will talk about what to do when there is an accident.
Let me tell you a story. Imagine we are riding on a bus. Suddenly a truck comes and hits the bus. We are in an accident. Passengers are hurt. Here are the injuries: Club Members can each read one of the passengers.

1. **Male Passenger. He has blood coming from his head. There is a lot of blood.**
2. **Female Passenger. She has trouble breathing. She tries but she can't breathe. She has peanuts in her hand.**
3. **Child Passenger. This child is screaming. Her leg is bleeding. 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, 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 weak, confused, skin is cold, damp, in shock, rapid pulse.**

How can we help each passenger? The Club Leader asks Members [one large group or small groups] to talk about the injuries. Members must decide how to help each passenger. The Club Leader gives Members approximately 20 minutes to talk about the passengers. When the time's up, the Club Leader asks Members to share their ideas for helping each passenger.

When all the passengers are talked about, the Club Leader tells Members to look in the Club Manual. The Club Leader ask Members to read about each treatment.

Accident! 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 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 5 times.**
c. **If this doesn't work, stand behind her and put your arms around her waist.**
d. **Put your fist against her stomach and below the ribs.**
e. **Press into her stomach with a sudden strong upward push.**
f. **This forces air from her lungs & opens her throat. Repeat several times.**

3. **Child Passenger. This child is screaming. Her leg is bleeding and the bone is broken.**

a. **Don't move the child.**
b. **Look for 2 splints (strong sticks, branches, cardboard).Get a clean cloth.**
c. **Place the 2 splints (strong sticks, branches, or cardboard) 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 ½ 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 3-4 people along side 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, she has a rapid pulse.
a. Lay her with her head lower than her feet and loosen her clothing.
b. Get medical help fast. Cover her if she is cold.

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, confused, skin is cold and damp, he has a rapid pulse.
a. Loosen his belt and any other 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, D., Thuman, C. & Maxwell, M. (2013). *Where There Is No Doctor.* Berkeley, CA: Hesperian Foundation.

Useful Vocabulary and Expressions

Injury	Damage to someone's body, cut or wound
Blood	Red "water" in the body
To bleed	To lose blood from the body
To scream	To shout and cry when afraid
To breathe	To take in air from the nose or mouth
Bone	The white, hard parts of our body that can break, parts of the skeleton
To sweat	To perspire
Cloth	Fabric, cotton
To hurt	To feel pain
Pale	No color, almost white
Pulse	Beat of the heart
Damp	A little wet
To apply	To put, press
Pressure	Physical force that pushes [something]
To soak	To fill with [water/blood]
To bend	To curve, to make an angle
Waist	The middle of the body, near the stomach
Palm	The inside of the hand
Fist	Hand made into a ball, used to hit
Belly	Stomach
Ribs	Bones above the stomach
Navel	Belly button
Tight	Pulled firmly, hard together
To sip	To take small drinks of water or liquid
To loosen	To open a little

Notes or Ideas:

Guest Speaker Presentation & Interview
Accidents & First Aid

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

GUEST SPEAKER for HEALTH ISSUES

The English Club invites a guest speaker (doctor, nurse, first aid worker) to talk about issues and questions about accidents and providing first aid or another important health topic. The guest speaker should give a 20 minute presentation. Here are a few ideas for the presentation:

Presentation about Accidents

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

Presentation about First Aid

- What are the most common first aid problems?
- What can we keep in our homes for first aid care?
- How can we treat minor injuries with first aid?
- What should we do if we suspect we have HIV/AIDS [SIDA]?

Presentation about Children's Accidents and First Aid

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

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

Notes or Ideas:

Witchcraft or Bad Luck?

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says

Today we will talk about witchcraft. Let's read the story in the Manual.

Witchcraft or Bad Luck?

A few years ago, there was a very successful football team. They won every game of the season. So, they were selected for the playoffs.

The day of the playoffs, the players were ready. The game ended after 90 minutes. They lost. The score was 0-5. The fans were furious.

Some people said the coach was responsible. They said, "He didn't pay the wizard. That's why we lost. If he had paid the wizard, we would have won this game."

Other people said the team was responsible. "They didn't practice enough. They were arrogant and they played poorly."

At the end, the Club Leader checks that the Club Members understand the story. Then Members can choose questions below that they want to talk about with each other.

Conversation Questions: Choose A Few to Talk About

1. Does witchcraft exist in sports?
2. Does witchcraft exist in other places? How do you know it does—or doesn't exist?
3. In the sports story is the team's high performance due to witchcraft or intensive training? Explain your answer.
4. Have you heard stories about witchcraft? Share a story with Members.
5. Create a role play about witchcraft and present it to the Club.
6. What is the difference between witchcraft and science?
7. Is there a danger in believing in witchcraft?
8. How can you prove to a scientist that witchcraft is real?
9. Is witchcraft an excuse for a serious problem?

Witchcraft or Poor Health?

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says **…**

Today we will talk about witchcraft. Let's read the story in the Manual.

Witchcraft or Poor Health?

Suzanne is pregnant and her baby is due in 3 weeks. But she has a problem. Her legs are swollen. One friend wants her to go to a medical doctor. Another friend wants her to go to a witchdoctor.

"The medical doctor is very far from my house. I don't have the money to pay for transportation," Suzanne tells her friends.

"Then you must go to the witchdoctor," her friend says.

Suzanne visits the witchdoctor and returns home with medicine. She drinks three spoons of this medicine every day. Three days later Suzanne is dead.

At the end of the story, the Club Leader checks that the Club Members understand the story. Then the Club Members can choose some conversation activities.

Conversation Activities: Choose A Few

1. Was Suzanne right or wrong to go to the witchdoctor? Explain.
2. If you were Suzanne what would you do?
3. If you had a friend with Suzanne's problem, what would you say to her?
4. Is there any danger in using witchcraft to treat medical problems?
5. Have you heard stories about witchcraft and medicine?
6. Share a story with Club Members about witchcraft and health.
7. Create a role play about witchcraft and health and present it to the Club.

Notes or Ideas:

Traditional or Modern: What Food Do We Eat?

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to the *Handbook*.

At the Meeting, the Club Leader says **…**

Today we have a skit. I need 3 volunteers. The Club Leader selects the volunteers and they prepare the skit. While the volunteers prepare the skit, the Members talk to each other about food. What do they like to eat? What do the children eat? What do adults eat? When the volunteers are ready, they present the skit. The volunteers can read the skit or act it out. They can dramatize it and use props.

Traditional or Modern: What Food Do We Eat?
A Skit

Narrator	Maria gets up very early and goes shopping at the market. When she is finished she goes home. At home she sees her neighbor, Helene. They have a conversation.
Helene	Where did you go Maria? I saw you very early this morning.
Maria	I went shopping. My family likes to eat imported frozen fish.
Helene	Where do you find frozen fish?
Maria	They sell frozen fish in the cold room at the market.
Helene	Why do you buy frozen fish? Why don't you go to the river and buy fresh fish?
Maria	My family doesn't like fresh fish. They prefer frozen fish.
Helene	Fresh fish is good and clean. Fishermen catch it every day.
Maria	I know but my children won't eat this kind of fish. They don't like it at all.

Conversation Questions: Choose a Few to Talk About

1. Should people eat traditional foods or imported foods? Explain.
2. Why do some people prefer imported food and not local food?
3. Do you eat local food or imported food?
4. What's your favorite food?

Plain or Sexy: Fashion for Women & Men

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to the *Handbook*.

At the Meeting, the Club Leader says **…**

Today we have two skits. I need 5 volunteers. The Club Leader selects the volunteers to prepare the skits. Club Leader reminds volunteers to use props and dramatize the skit, read it or act it out using their own words. While they prepare, Club Members can talk about fashion.

Skit #1: Today's Fashion for Women

Narrator — Carol and Bernadette are friends. They work in the same company and on weekends they go shopping. Today they are shopping.

Carol — I want to buy a mini-skirt. Can you help me find a beautiful one?

Bernadette — Yes, of course. But I don't know why you want a mini-skirt. I like long skirts.

Carol — I like mini-skirts because they are fashionable today.

Bernadette — Do you think it is wise to wear a mini-skirt? What will the men think at work?

Carol — I don't care what men think. I enjoy wearing mini-skirts. I look beautiful in a mini-skirt and I feel a bit sexy too!

Bernadette — Sexy? Why do you want to look sexy at work?

Carol — Don't you see the way Carl looks at me? I think he likes me and I want to impress him.

Bernadette — Well, if you want to look sexy you will have problems with men. Don't ask me to help you when they start to bother you.

Skit # 2: Today's Fashion for Men

Narrator — Carl and Bernard are friends. They work in the same company and on weekends they go shopping. Today they are shopping.

Carl — I want to buy a nice shirt. I want a shirt that fits me well, with a deep, open collar. I want a nice sexy pair of pants. Can you help me find these things?

Bernard — Yes, of course. But, I don't know why you want sexy pants and shirt. I like the traditional pants and shirt.

Carl I like sexy clothes because they are fashionable today.

Bernard Do you think it is wise to wear sexy clothes? What will the women think at work?

Carl I don't care what women think. I enjoy wearing sexy clothes. I look handsome in them and I feel a bit sexy too.

Bernard Sexy? Why do you want to look sexy at work?

Carl Don't you see the way Carol looks at me? I think she likes me and I want to impress her.

Bernard Well, if you want to look sexy you will have problems with women. Don't ask me to help you when they start to bother you.

After the skit, the Club Leader checks for understanding and the Members talk about the skit. They can choose some of the questions here to begin their conversations.

Conversation Questions: Choose A Few to Talk About

1. Is there a difference between Carol's fashion style and Carl's? Explain.
2. Is it O.K. for women to wear mini-skirts?
3. Is it O.K. for men to wear open-collared sexy shirts and pants?
4. What kind of fashion do you prefer? Explain.
5. If your son, husband, or boyfriend wanted to dress like Carl, what advice would you give him?
6. If your daughter, wife, or girlfriend wanted to dress like Carol, what advice would you give her?
7. What kind of clothes do you like to wear and why do you like to wear them?
8. Should we wear traditional clothes? Explain

Useful Vocabulary and Expressions

Beautiful	Very pretty, gorgeous
Fashionable	In style, à la mode
Wise	Smart, intelligent
To bother	To disturb
To fit	To be the correct size and shape
Collar	Top of a shirt
A bit	A little

Behaving like an American: A Skit

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to the *Handbook*.

At the Meeting, the Club Leader says **…**

Today we have a short skit. I need 3 volunteers. The Club Leader selects the volunteers to prepare the skit. The Club Leader reminds the volunteers to use props and dramatize the skit, read it or act it out using their own words. While they prepare, Members can talk about American people and culture.

Behaving like an American
A Skit

Narrator John and Mark are friends. They are in a pub, talking and drinking beer.

John Do you know my friend Carl?

Mark Yes, I see you talking with Carl at school sometimes. Did he go to the United States a few years ago?

John No, he has never been to the U.S.A.

Mark Are you sure? He behaves like an American.

John Yes, he gives everyone the impression that he lived in the U.S. but he never went there. He talks like an American. He walks like an American and he dresses like an American. But he has never been to the U.S.A.

Mark Do you think it is good for him to behave like an American?

John I don't know. What do you think?

Mark I'm not sure. Are there reasons why he wants to behave like an American?

John I don't know. Why does he want to give up his African culture? That's my question. What's wrong with being African?

Mark I'm proud to be African. I know we are living at a time when it is easy to adopt different cultures but I don't think we should give up our culture.

The Club Leader checks for understanding. The Members choose questions to talk about.

Conversation Questions: Choose A Few to Talk About

1. Is it acceptable to adopt a new culture? Explain.
2. What are the advantages and disadvantages of adopting a new culture?
3. If Carl was your friend, what advice would you give him?
4. If you have a sister or brother like Carl, what advice would you give them?
5. How would you answer Mark and John's questions? What would you say to them?
6. What questions does this skit raise for you?

Useful Vocabulary and Expressions

Pub	Bar, place to drink—usually beer and alcohol
To behave like [someone/something]	To act like
To dress	To put on clothes
To adopt	To choose to follow; to accept

Notes or Ideas:

Corruption and Bribery: A Skit

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to the *Handbook*.

At the Meeting, the Club Leader says

Today we have a skit. I need 4 volunteers—the Narrator, Professor, Therese, Anne. The Club Leader selects the volunteers. They prepare the skit. While they prepare, Members can talk about corruption. When the volunteers are ready, they present the skit. The Club Leader reminds volunteers to use props and dramatize the skit, read it or act it out using their own words.

Corruption and Bribery
A Skit

Narrator This skit takes place at the national university. It is the end of the year and students are studying for the final exams. The professor is in his office. One student, Therese, is waiting to speak with him.

Professor I am ready to speak with the next student. Please come in and close the door.

Therese Yes, Professor. Thank you. I have a question about the information you gave us last week. I asked a question in class but you didn't answer it.

Professor Yes, let me see. Your name is Therese. I remember. Your question was very good. You are an excellent student.

Therese Yes, I study very hard. I want to graduate this year because it is very difficult for me and my family to pay the university fees.

Professor Ah, yes. University fees are very expensive. I have five children and their school fees are also expensive. Then I have to pay for the school uniforms and the notebooks and pens. Are you married?

Therese No, I'm not.

Professor So you don't pay for children.

Therese No, I am alone and my family is helping me so that is why I want to finish my studies very quickly. I want to do well on your exam so I can pass it.

Professor Well, it is not only studying that can help you pass the exam. I have many expenses with my family and I am not sure I will have the time to read all the exams from this class. There are many students. Sometimes I fail students because I don't have time to read the exams. I have another job so if I don't have time to read the exams … [Action: The Professor looks at Therese.]

Therese	Professor, I am not sure I understand what you are saying to me.
Professor	[The professor is silent.]
Therese	I am studying hard and I want to pass this class. I must pass the class. I hope you will read my exam.
Professor	Well, if I have time, I will read your exam. If I don't have time, you will fail. Do you understand me?
Therese	[Therese is silent.]
Professor	You can go now and think about our conversation. If you want to succeed on the exam, you must come back to see me before the exam begins. I think you know what to bring, don't you?
Therese	[Action: Therese stands up and leaves the office in silence.]
Professor	Next student, please come in.
Anne	Good morning Professor. Thank you for letting me come to see you.
Professor	Yes, come in and close the door. I am happy to see you. You look beautiful. Your mini-skirt is lovely. Very short, very nice. Sit down next to me so I can see you.
Anne	[Action: Anne sits next to the Professor]
Professor	Are you ready for our lesson today? [Professor looks at Anne seductively.]
Anne	[Action: Anne turns her head away]. Professor, I want to pass my exam. I only want to pass. You will let me pass if we do this. Do you promise me?
Professor	Of course. Now let me see what you have to show me today.
Narrator	The Professor has sex with Anne in his office. When he is finished, he tells her to put on her clothes. He tells her she must return to his office one hour before the exam and he will give her the answers to the exam questions.

When the skit is finished, the Club Leader checks for understanding. The Members choose some of the questions below and they talk about the skit.

Conversation Questions: Choose a Few to Talk about

1. If Therese was your friend, what advice would you give her?
2. If Anne was your friend, what advice would you give her?
3. What do you think should happen to this professor?
4. Do you know about any other kind of corruption in schools or other places? Share one story
5. Do you know any stories about bribery? Share one of them.
6. What can be done to stop bribery?
7. Create a role play and present it to the Club Members.
8. What are the causes of corruption?
9. Why are some people corrupt?
10. What advice can we give to people who are asked to pay bribes?
11. What can universities and schools do to stop corruption?
12. Can we do anything about corruption as English Club Members? If yes, what? If no, why not?

Notes or Ideas:

American Tribalism?

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to the *Handbook*.

At the Meeting, the Club Leader says **…**

Today we have a skit. We need 3 volunteers. The Club Leader selects the volunteers and they prepare the skit. While the volunteers prepare, the Members talk to each other about tribalism. When the volunteers are ready, they present the skit. The volunteers can read the skit or act it out. They can dramatize it and use props.

American Tribalism: A Skit

Narrator — Mark and John work at the Department of Health in Washington, DC. Mark is the Executive Surgeon General. John is the Assistant Surgeon General. They grew up in the same town and went to the same school and university. Mark's mother and John's mother are cousins. Now they work together. They are talking in Mark's office.

Mark — I need a secretary. I am not sure if I can find someone.

John — I know a young woman. She finished two years in the university and she is quite clever.

Mark — Is she qualified? I need someone who can write letters very well, speak English and Spanish, and use the computer.

John — Those are simple tasks. I am confident she can do the job for you.

Mark — You also need a secretary, don't you?

John — Yes, I do. I need a secretary to answer the phone, check my calendar, and assist the visitors who come to see me.

Mark — I know a young woman. She finished secondary school. She can do this job for you.

John — Great! Let's contact these women and ask them to come for interviews tomorrow.

Mark — Wait a minute. We have to advertise the positions. If we hire these two young women and we don't advertise, someone will say this is nepotism.

John — How is this nepotism? Are these young women in our family?

[Action: John smiles at Mark. Mark smiles at John.]

Narrator Mark and John shake hands and promise to tell the women to come to the office the next morning. At the end of the day, Mark goes to his house and speaks to his cousin, Maria.

Mark Listen, Maria. I have a job for you. Tomorrow morning I want you to go to my office. I will introduce you to my cousin John. He needs a secretary. You can do this job very well. But you must be very careful and remember that your loyalty is to me, not him.

Maria Thank you very much Uncle. I will be careful and I will be loyal to you.

Narrator In the evening, John speaks to his wife, Rose.

John Today Mark asked me to find someone to be his secretary. Do you think your sister, Bernadette, can do this job?

Rose Yes, of course. She is a good secretary.

John Excellent. I want someone in Mark's office who can tell me what Mark is doing, keep an eye on him.

Rose Bernadette can do this. She is very discrete and very intelligent.

John O.K. But, no one must know that Bernadette is your sister. If they discover this, I will be accused of nepotism and get fired. So she must be very discrete.

Narrator The next morning Mark introduces Maria to John. John introduces Bernadette to Mark. Both men agree to hire the women after they post a job advertisement in the local newspaper.

The Club Leader checks that Members understand the skit. Members choose conversation activities.

Conversation Activities: Choose a Few to Do

1. John and Mark work in the U.S.A. Could a similar conversation happen in this country? Explain.
2. Nepotism is the action of giving jobs to family and friends and this is usually done by powerful people. Are nepotism and tribalism similar? How? How are they different?
3. What are the advantages of nepotism? What are the disadvantages of nepotism?
4. If our family or friends are qualified, should we hire them? Explain.
5. Create a role play about a job opening that does not have nepotism.

American Tribalism or American Politics?

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to the Handbook.

At the Club Meeting the Club Leader says …

Today we have a skit. We need 3 volunteers—a Narrator, Thomas, and Theresa. The Club Leader selects the volunteers and they prepare the skit. While the volunteers prepare, the Members talk to each other about tribalism. When the volunteers are ready, they present the skit. The volunteers can read the skit or act it out. They can dramatize it and use props.

American Tribalism or American Politics?

Narrator — It is November 1, 2011, one week before Election Day. President Obama is running for a second term. Thomas and Theresa live in Chicago, Illinois and they are talking about who they will vote for on Election Day.

Theresa — Of course I can. I am going to vote for President Obama again.

Thomas — Why? What has he done to help us? He has not done anything he promised in 2008.

Theresa — How could he? No one wanted to help him. He was fighting an uphill battle.

Thomas — What do you mean? We know there is a lot of prejudice against him but he still didn't give us what he promised.

Theresa — So, you agree with me. How could he do anything when so many people blocked him? Obama is like a cousin. He worked in Chicago for a long time, like us. He is African-American, like us. We have to stand by him. I won't let him down. He has my vote.

Thomas — Are you saying you will vote for him just because he's African-American?

Theresa — Well, you can say that if you want to. Or you can say that I'm voting for him again because he calls Chicago his home—just like we do. So he's our neighbor. He's had a hard time in his first term and this is not because of what he did. He needs more time. He needs a second chance. Yes, he's African-American and I am proud of him but I am voting for him because he tried hard and I want to give him more time to see if he can keep the promises he made to us.

Thomas I don't think we should vote for anyone just because we share the same ethnicity or we come from the same town or even the same neighborhood.

Theresa I'm voting for Obama because he needs another chance to do what he promised. That's why I'm voting for him.

At the end of the skit, the Club Leader tells the Members to choose a few of the Conversation Activities and prepare them to present to the Club Members.

Conversation Activities: Choose a Few to Talk About

1. If Theresa and Thomas were your friends, what would you ask them about their voting decisions?
2. If you were Theresa or Thomas, would you vote for President Obama? Explain.
3. If a leader does not keep a promise, should this person be re-elected? Explain.
4. Imagine Theresa and Thomas are waiting in line to vote on Election Day. Role play their conversation.
5. Make a list of criteria that voters should use when they are trying to decide who to vote for. For example, is it important to vote for someone because they come from the same town? Is it important to vote for someone because they are from the same ethnic group?

Notes and Ideas:

American Politics or Ignorance?

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Skit" in the Introduction to the Handbook.

At the Club Meeting the Club Leader says …

Today we have a skit. We need 3 volunteers. We need a Narrator, Mary, and John. The Club Leader selects the volunteers and they prepare the skit. While the volunteers prepare, the Members talk to each other about tribalism. When the volunteers are ready, they present the skit. The volunteers can read the skit or act it out. They can dramatize it and use props.

American Politics or Ignorance?

Narrator: It is November 1, 2011. President Obama is running for a second term as President. John and Mary are friends. They live in a small town in Pennsylvania. They are talking about who they will vote for on Election Day.

Mary Are you ready for Election Day?

John Yes. What about you?

Mary I don't know. I'm not happy with either candidate.

John Why not? President Obama has done a good job. Look at our new health care system. If it wasn't for President Obama's health care, I might be dead right now.

Mary You are exaggerating. You have a good job with union benefits. You don't need to worry about health care.

John What do you know about my job in the factory? You are a bank manager. You have excellent benefits. President Obama has my vote. Besides, I don't like the way some people talk about him. They don't like him because his father was from Kenya. What's the problem with Kenya?

Mary Well, you know. Some people just think that is strange.

John [Action: John looks at Mary with anger in his eyes.] How can you say that? Aren't You ashamed to say that? You are very ignorant to me—and you are prejudiced.

Mary How do you know what prejudice is? You are as white as I am.

John Just because I am a white and I work in a factory, doesn't mean I can't see prejudice. I'm voting for President Obama again. There is no question in my mind.

Mary Well, I'm still not sure. I don't think he represents my interests.

John Really? What you mean is this. Because he isn't white, rich, and from Pennsylvania you will not vote for him. You mean because health care isn't important to you, you won't vote for him, even if it is important for someone like me, someone who isn't rich like you.

Mary [Silence]

John Aha! So now I see you are beginning to think. Good!

Mary Maybe you are correct. Maybe I need to think carefully about this election. I need to think about who is the best person for the job. I should not vote for the person who looks like me. I need to think about who will do what is best for me, who will help me. Maybe you're right—maybe I should vote for Obama and not a man who talks like me or looks like me.

At the end of the skit, the Club Leader tells the Members to choose a few of the Conversation Activities and prepare them to present to the Club Members.

Conversation Activities: Choose a Few to Talk About

1. If John and Mary were your friends, what would you ask them about their voting decisions?
2. If you were Mary or John, would you vote for President Obama? Explain.
3. If a leader keeps a promise, should this person be re-elected? Explain.
4. Imagine Mary and John are waiting in line to vote on Election Day. Role play their conversation.
5. Role play a situation from your neighborhood about an election decision two friends might make.

Notes or Ideas:

Quotations about Leadership

Preparation: The Club Leader must read this Meeting Club Activity.

At the beginning of the meeting, the Club Leader says …

What's a Quote? The Club Leader waits a moment to see if a Member can answer. Then the Club Leader says … ***A quote is the exact words spoken or written by someone. Sometimes the person is famous and sometimes not. When we don't know who said the words, we say the speaker is "anonymous." We can also use the word "Quotations." Often quotations are words that have:***

- ***A special meaning***
- ***A special message***
- ***A hidden meaning or message.***

Below are quotes from people. Some of the people are famous and others are not. Some of the quotes are well-known and others are not. After the quotation you will find either the name of the person who said the quote or the word "anonymous" which means that we don't know who said this.

The Club Leader asks members to each read one quote. The Club Leader checks that Members understand all the quotes. Then Members talk with each other about these quotes and the questions below.

1. Are there quotes you like?

2. Are there quotes you dislike?

3. Which quote do you agree with?

4. Which quote do you disagree with?

When members are finished, the Club Leader asks Members to share their ideas with everyone. The Club Leader can say:

1. ***Pick one quotation that all group members like***
2. ***Explain to all the Club Members why this quote is the group's favorite.***

The Club Leader can ask volunteers to read the quotes. One volunteer reads one quote. At the end of the Meeting, the Club Leader thanks Members and reminds them about the next meeting.

Quotations about Leadership

1. **Every accomplishment begins with the decision to try. —Gail Devers—**
2. **Knowledge is power. —Francis Bacon—**
3. **Leaders are those who empower others. —Bill Gates—**
4. **Many hands make the load lighter. —Haitian proverb—**
5. **For every minute spent organizing, an hour is earned. —Benjamin Franklin—**
6. **An idea is worthless unless you use it. —Unknown—**
7. **True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information. —Winston Churchill—**

Useful Vocabulary and Expressions

Accomplishment	Achievement, triumph, success
Knowledge	Information, facts, understanding of a subject
To empower	To give power or authority to [someone]
Load	Burden, weight, work, job
Light, lighter, lightest	Not heavy
To spend	To pay out
To earn	To get [something] for doing something
Worthless	Not valuable
Unless	Except if
Genius	Very, very, very intelligent
To reside	To live [in]; to inhabit

Nelson Mandela & Freedom: A Skit

Preparation: The Club Leader must read this Meeting Activity and "Organizing a skit" in the Introduction to this *Handbook.*

At beginning of the meeting, the Club Leader says …

- ***Welcome to our Club. This week we have a skit about Nelson Mandela, the former President of South Africa.***
- ***The skit is a true story about Nelson Mandela, the anti-apartheid freedom fighter, politician, and Nobel Peace Prize winner.***
- ***I need volunteers to play roles in the skit. Narrator, Nelson Mandela, Friend #1, Friend #2, and Friend #3.***
- ***The volunteers can prepare the skit. While they prepare we can talk about freedom and Mandela. What do you know about him? Talk with your neighbor. In a few minutes we will also talk about some vocabulary.*** The volunteers practice the skit. The Club Leader reminds them to act and use props. While they prepare, the Club Leader can present some vocabulary from the skit.

M = Mandela; F#1 = Friend #1; F#2 = Friend #2; F#3 = Friend #3; N = Narrator

Nelson Mandela* and Freedom
A Skit

Narrator	In this story Mandela is 22 years old. He is a student at the University of Fort Hare in South Africa. Mandela and his friends are talking about a problem.
M	Right now we are represented by students who do not live here. This is not right. We must represent ourselves.
F#1	I agree.
F#2	I disagree.
F#3	I'm not sure.
F#1	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.
F#1	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.

F#2 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.

F#1 That will take too long. We need to act now.

F#2 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.

F#3 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 taken from Nelson Mandela: Biographical. (2014, November 19). In The Official Web Site of the Nobel Prize. Retrieved November 19, 2014 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html

Nelson Mandela. (2014, November 19). In *Wikipedia, The Free Encyclopedia*. Retrieved 21:04, November 19, 2014, from http://en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519

Mandela, N. (1994). *Long Walk to Freedom*: *The Autobiography of Nelson Mandela*. Boston, MA: Little Brown & Company.

When the skit is finished, the Club Leader checks that Members understand the skit. The Club Leader asks …

- ***What happened first?***
- ***What happened next?***
- ***After that, what happened?***
- ***What happened at the end of the skit?***

When Members understand the skit, the Club Members make small groups [follow the "Organizing Small Groups in the Introduction to *A Guide for English Club Leaders*] or one big group to talk about the Conversation Questions … The Club Leader says …

Let's have a conversation about this skit. Use the Conversation Questions to help. Be prepared to share your answers and use Active Listening if necessary.
For Small Groups, the Club Leader says … ***Be sure to give everyone in the small group a Small Group Role and remember that the Small Group Director is responsible for checking on active listening. You have 30 minutes.***

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 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. Do we have leaders in our community? Do they have a leadership style that is similar to Mandela's leadership style?
7. Give this skit a new title and explain why the new title is better than this title.

The Club Leader stops the conversations after 20-30 minutes—giving more time if necessary. If there is arguing, the Club Leader reminds the Members to use Active Listening. When the time is up, the Club Leader says … ***Time's up. Let's listen to each group's ideas.***

The Club Leader gives each group [or Club Members if there is one big group] the floor for approximately 5 minutes to share their decisions and reasons for their decisions.

After each group or each Member speaks, the Club Leader can say …

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

When everyone is finished sharing their ideas, the Club Leader can ask ***Now, does this skit raise any ideas for us? What are they?***

The Club Leader gives Members time to think about the answer and then asks them to share their ideas. A volunteer writes down these issues so the Club can use them at later Club Meetings. The Club Leader can say …

- ***I hope you enjoyed this meeting.***
- ***At our next meeting we will continue to discuss Mandela.***
- ***I hope you will return so we can continue this conversation.***
- ***Thanks for coming.***

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 have 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

An Interview with Nelson Mandela

Preparation: The Club Leader must read this Meeting Activity. The Club Leader prepares two chairs in the front of the Meeting room for the Interviewer and Mandela.

At the beginning of the meeting, the Club Leader says …

For today's meeting we will listen to an interview with Nelson Mandela. I need two volunteers—one for Mandela and another for the interviewer.

When the volunteers are selected, they practice the interview. The Club Leader and Members can review the vocabulary from the previous week's skit about Mandela and then talk about the vocabulary for this week's interview. Begin the interview when the volunteers are ready.
I = Interviewer; M = Mandela

An Interview with Nelson Mandela*

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 27 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 African 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 Coloured South Africans.

I Some people say that South Africa is the Rainbow Nation.

M Yes, this is correct. We want everyone in our nation.

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. We 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 them.

I Madiba, President Mandela, we thank you very much for joining us today.

M It was my pleasure.

When the interview is finished the Club Leader checks for understanding with these questions.

- ***What happened first? What happened next?***
- ***After that, what happened? What happened at the end of the interview?***

When the Club Members understand the interview, the Club Leader says …

- ***Today we will talk about this interview.*** The Club Leader decides to have a big Club Meeting or Small Groups. Then, the Club leader says …
- ***Please talk about the Conversation Questions. When time's up we will talk together.***

The Club Leader encourages Club Members to answer the questions below.

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?
4. Was Mandela correct when he said that African culture is important? Explain.
5. Do we have problems in accepting our culture? Explain

When time's up, the Club Leader summarizes the conversations. At the end of the Meeting, the Club Leader reminds Members about the next meeting date, place and time.

*This interview is a reconstruction of conversations and events from: Nelson Mandela: Biographical. (2014, November 19). In The Official Web Site of the Nobel Prize. Retrieved November 19, 2014 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html
Nelson Mandela. (2014, November 19). In *Wikipedia, The Free Encyclopedia*. Retrieved 21:04, November 19, 2014, from http://en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519
Mandela, N. (1994). *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Boston, MA: Little Brown & Company.

Useful Vocabulary and Expressions

Apartheid	A policy or system that separates and discriminates again people because of skin color
To retire	To stop working when someone is old
Term limit	A maximum time to stop
Truth and Reconciliation Commission	A group of people responsible for finding and telling wrong practices of a government or people
To heal	To become healthy
Wound	An injury, cut on the skin, hole from a bullet on the body
Rainbow	The 7-colored arch in the sky after a rain storm
To forgive	To accept someone's apology
To hurt	To injure, to wound, to harm
Rugby	A game from Britain that is played with an oval-shaped ball
Consensus	A general agreement; an agreement that most people accept
Inclusion	To bring together
Accountability	Responsibility
Queen	The wife of the king

Notes and Ideas:

Truth & Reconciliation: Awarding Amnesty

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says …

- ***Welcome to our Meeting. Today we will think about reconciliation. Please look in your manual as I read.*** *The Club Leader reads …*
- ***When Nelson Mandela was president, national reconciliation was his most important responsibility. He created the Truth and Reconciliation Commission (TRC). The TRC investigated crimes committed during apartheid by the government and the African National Congress (ANC), the freedom fighters. TRC gave amnesty to people who committed crimes and agreed to give testimony.***
- ***Now, imagine you are a member of the TRC. You must decide who will receive amnesty. There are 10 perpetrators of crimes. You can only give amnesty to 5 of the 10 perpetrators. We will make small groups and each group will be a committee and you must all agree on the 5.***
- ***Any questions?*** Give Club Members time to ask questions. Then say …
- ***Please make small groups and give each group member a Group Role.***
- ***You have 20 minutes and your decisions must be unanimous.***

The Club Leader visits each small group. When time's up, the Club Leader calls the small groups back to the Meeting.

- ***Please share your decisions with us.*** The Club Leader or the Club Secretary must write down the decisions for each group. Then the Club Leader says …
- ***Now, let us imagine I am the High Commissioner. I will make the final selection.*** The Club Leader chooses the top 5 refugees from all the recommendation of all the small groups and announces the selection to the Club Members. After the announcement, the Club Members can talk about the Conversation Questions.

Conversation Questions: Choose a Few to Talk About

1. Was it easy or difficult to award amnesty to only 5 of these people? What made it easy—or difficult?
2. What was the biggest concern when making these decisions?
3. Were the group members easy to persuade?
4. Was there a leader in this decision making process? Say more about how the group made decisions.
5. Do we need a Truth and Reconciliation Commission in our country? Explain

Truth & Reconciliation: Awarding Amnesty

You are members of the sub-committee for the South African Truth and Reconciliation Commission. You must decide who will receive amnesty. As a committee you must review the crimes of 10 perpetrators of violence. You must decide which people will receive amnesty. Only 5 out of the 10 perpetrators may receive amnesty. This committee must unanimously agree on the same 5 people. African National Congress (ANC) members fought against apartheid. South African Police (SAP) supported apartheid.

Here is the information about the 10 perpetrators. Your group must unanimously agree to give Amnesty to 5 people.

- **Peter**, 35 years old. Black South African, member of the ANC. He tortured Black SAP informants.
- **Eugene**, 50 years old. White SAP, colonel. He was responsible for the torture of hundreds of ANC members. He organized Black SAP soldiers to capture, torture and kill ANC members. He organized bombings of important ANC places.
- **Wilson**, 39 years old. Black South African, ANC member. He sabotaged railways, bombed public buildings, killed many SAP.
- **Johann**, 47 years old. White South African, SAP commander. He ordered the capture and killing of thousands of ANC members. He followed orders from the white South African Government.
- **Brian**, 45 years old. Black South African, SAP policeman. He was paid by the white South African Government to torture and kill 12 ANC members.
- **Roger**, 45 years old. White South African, SAP expert in bomb making. He made bombs that killed 2 white ANC women.
- **Paramount Chief**, 66 years old. Black South African, he supported the SAP. He survived an ANC assassination attempt. He encouraged the torture of ANC perpetrators.
- **Donald**, 55 years old. White South African, SAP Lieutenant. He commanded an attack on ANC demonstrators—with machetes and rocks—who wanted to kill Whites. 20 died in this SAP attack.
- **Jeremy**, 34 years old. Black South African, ANC militant. He fire bombed and killed 10 SAP officers.
- **Frene**, 40 years old. Indian South African, she was an ANC activist. She provided underground escape routes for ANC leaders. She spoke out internationally against apartheid.

Useful Vocabulary and Expressions

Truth	A fact, not imagination
True	Accurate, exact
Lie	Not a fact, not the truth
To lie about [something] To tell a lie	To say something that is not true
Reconciliation	Bringing two different ideas together; reunion
Reconcile	To put two different ideas [or people] together [as friends]
Perpetrator	Someone who commits a crime
Amnesty	An official pardon for someone who has done something wrong, bad, unjust
To award amnesty to [someone]	To give [someone] amnesty
Unanimous	Opinion, vote, decision accepted by everyone
To make a decision about [something]	To decide

Notes and Ideas:

Mandela & Reconciliation: Debate Topics about War & Peace

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

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic below. Then, 6 volunteers are selected: 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

DEBATE TOPICS ABOUT WAR & PEACE

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: Bullying and Violent Crime

PRO—Bullying is a violent crime.
CON—Bullying is not a violent crime.

TOPIC: Media and Violence

PRO—Violence in the media provokes violence in real life.
CON—Violence in the media does not provoke violence in real life.

TOPIC: Truth and Reconciliation

PRO—Our country needs a Truth and Reconciliation Commission.
CON—Our country does not need a Truth and Reconciliation Commission.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Speak Freely—Protect the Environment!

Preparation: The Club Leader must read this Meeting Activity and "Organizing a skit" in the Introduction to this *Handbook.*

At the beginning of the meeting, the Club Leader says …

- ***We have a skit about freedom of speech & environmental protection.***
- ***The skit is a true story about Wangari Maathai. She was the first African woman to win the Nobel Peace Prize. She was from Kenya.***
- ***I need volunteers. I need someone to be the Narrator. Who wants to be Wangari Maathai? Friend #1, Friend #2, #3, #4, #5, #6, #7, and #8?***
- ***Skit volunteers please go outside to practice. Remember to act and use props if you want. You can read the skit or improvise the conversations. You have 15 minutes to practice.*** While the volunteers practice the skit, the Club Leader presents the skit vocabulary.

Speak Freely—Protect the Environment!
A Skit about Wangari Maathai*

Narrator: Wangari Maathai* was a Kenyan activist for the environment and politics. She was a peace-maker. After high school she went to an American university and then returned to Kenya. In her town she saw many trees were destroyed. In 1977 she started the Green Belt Movement. Wangari Maathai taught Kenyan women to plant trees. These trees restored the environment and gave women firewood. Maathai saw more problems in Kenya. Politicians gave land to international businesses. When they gave the land, the environment was destroyed.

This skit begins in 1989. We are in Nairobi. There is a big, beautiful public park. The park is called Uhuru Park. The Kenyan government wants to give park land to some businesses. The Kenyan people like this park. Wangari knows that the businesses will destroy the park. They will build a skyscraper. This will harm the environment for the people in Nairobi.

Wangari meets with her friends. They discuss the situation.

Wangari: Come, my friends. Let's go to Uhuru Park and stop the government from constructing the skyscraper.

Friend #1: I want to go but I am afraid. The police will attack us.

Wangari: Why do you think the police will attack us?

Friend #1: Because the government is very powerful.

Wangari: 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.

Friend #2: I am afraid. Maybe the police will arrest me.

Wangari: Don't be afraid. Fear does not give us security.

Friend #3: I don't understand. Why do you want to stop the government?

Wangari: If we do not stop the government now then when the government has all the public land, it will take my land and your land.

Friend #4: The police can arrest my children and my husband. Maybe they will also go to prison because of me.

Wangari: 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.

Friend #5 Wangari, listen to me. The government is responsible for this decision. We are not responsible for this decision.

Wangari: Yes, the government is responsible. But we are responsible too. We are citizens and we must do something about this situation.

Friend #6: My husband says you are crazy. I should not be with you. I don't think I will go.

Wangari: Why am I crazy? Because I stand up for what I believe? We must stand up.

Friend #7: You are right Wangari. I know you are right. We can write letters to the government.

Wangari: I wrote letters, many letters. This government always responds to something that is loud and public. We must make a public protest.

Friend #8: Look into our eyes. We want to go but we are afraid.

Wangari: 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 reconstruction of actual events and conversations from: Maathai, Wangari. (2008). *Unbowed: A memoir*. New York, NY: Random House.

When the skit is finished the Club Leader asks …

- ***What happened first? What happened next?***
- ***After that, what happened? What happened at the end of the skit?*** When the Club Members understand the story, The Club Leader decides to have one big group or small groups of members. To make small groups, the Club Leader says …
- ***Please put yourselves into small groups with 4-5 members in each group.***

When the groups are created, Members choose their Small Group Roles--see Manual for Small Group Roles. Then the Club Leader says …

Now look at the Conversation Activity. Let's read it …
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 a few minutes to decide.

The Club Members prepare the conversation activity and use Active Listening. When the time is up, the Club Leader says ***Time's up. Let's listen to each group's decision.*** The Club Leader gives each group approximately 5 minutes to share their decision and reasons for it. As each group shares their decisions, the Club Leader can say …

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

When the groups have shared their ideas, they can talk about these questions:

Conversation Questions

1. What problems about freedom of speech and environmental protection does this skit present to us?
2. What problems do we have in our community that are similar to those for Wangari and her friends?

Give the Members time to think and then ask them to share their ideas. Ask a volunteer to write down these issues so the Club can use them at other Club Meetings. The Club Leader can say …
I hope you enjoyed this meeting. At our next meeting we will learn more about Wangari's life. I hope you will return so we can continue this discussion. Thanks for coming.

Useful Vocabulary and Expressions

Skyscraper	Very tall building [in Wangari's story it is 60 levels/floors]
Activist	A person who takes action to solve a problem
Afraid, to be afraid of	Fearful, to be fearful of Scared, to be scared of
To harm	To damage
To destroy	To damage completely
To restore	To make better
To protest against [the decision] 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.
Grassroots organization	A group of volunteers in a community who work to solve a problem
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 5 judges from Norway.

To find out more information about Wangari Maathai and the Green Belt Movement, go to:
http://www.greenbeltmovement.org/
http://www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-facts.html
http://en.wikipedia.org/wiki/Wangari_Maathai
https://www.youtube.com/watch?v=koMunNH1J3Y

Notes or Ideas:

An Interview with Wangari Maathai

Preparation: The Club Leader must read this Meeting Activity. The Club Leader prepares two chairs in front of the Meeting room for the Interviewer and Wangari and two different places where the men and the women meet separately. For example, men can meet in one room and women in a different room. Or one group meets outside and one inside. The groups need private places to meet. Separating the Members by gender gives each gender the freedom to speak openly about gender-based issues.

At the beginning of the meeting, the Club Leader says …

For today's meeting we will listen to an interview with Wangari Maathai.

I need two volunteers—one for Wangari and one for the interviewer.

When the volunteers are selected, they leave the room to practice the interview. The Club Leader and Members can review the vocabulary from the previous week's skit about Wangari and talk about the vocabulary for this week's interview. When volunteers are ready, they can begin the interview. I = Interviewer W = Wangari

Interview with Wangari Maathai*

I Welcome to our broadcast, Dr. Wangari. 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.

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 President Arap Moi said about me. Do you remember?

I Yes, he said that proper women—in the African tradition—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?

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. 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.

I A few years ago you joined 52 mothers in a Nairobi church. They were protesting against the government to release their sons. Their sons were in prison. Why did you join them?

W They went on a hunger strike to protest their sons' imprisonment. I wanted 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. 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. The rural women accept and appreciate that I work with them. They know I work to improve their lives and the environment. Education should not take people away from the land. Education should give people respect for the land. Besides, you don't need a diploma to plant a tree.

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 based upon actual events and conversations from: Maathai, Wangari. (2008). *Unbowed: A memoir*. New York, NY: Random House.

When the interview is finished the Club Leader checks for understanding with these questions.

What happened first? What happened next? After that, what happened What happened at the end of the skit? When it is clear the Club Members understand the interview, the Club Leader says … ***Today we will divide the Club by gender. The women will meet*** [tell them where to go] ***and the men will meet*** [tell them where to go]**.** ***In your groups please talk about the interview and answer the questions in the Club Manual for your group.***

Conversation Questions for Women: Choose a Few to Talk About

1. What do you think about Wangari?
2. Wangari died in 2011 but if she were alive today what questions would you like to ask her?
3. Was Wangari a typical African woman? 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. What problems do you have as a woman where you live?
7. What advice do you think Wangari might give you to solve your problems?
8. Is it important for mothers to teach their sons to be respectful and supportive of women's rights?
9. If a woman has more education than a man, can this be a problem in a marriage?

Conversation Questions for Men: Choose a Few to Talk About

1. What do you think about Wangari?
2. Wangari died in 2011 but if she were alive today what questions would you like to ask her?
3. Was Wangari a typical African woman? Yes? No? Explain your answer.
4. Wangari was a leader. What kind of leader do you think she was?
5. How would you react if your wife, mother, daughter, or girlfriend wanted to join Wangari's organization? Why would you react in this way?
6. What problems do women have where you live?
7. How can you help women solve these problems?
8. Is it important for fathers to teach their daughters to be strong and independent?
9. If a wife or girlfriend has more education than the husband or boyfriend, can this be a problem?

The Club Leader should give the groups time to talk and then bring the groups back together. The Club Leader should say **…**

Will each group please share a few ideas you discussed?

Give the Members time to share. Be sure to use Active Listening. Then the Club Leader says …

- ***Does anyone have any topics they would to discuss together for our next club meeting—in a mix-gender group?*** *Club Leader should note these ideas.*
- ***At our next meeting we will continue to discuss Wangari's life.***
- ***I hope you will return. Thanks for coming.***

Useful Vocabulary and Expressions

Broadcast	Program on the radio or television
To congratulate [someone]	To tell someone "good wishes" for success
Grateful	Thankful, appreciative
To expect	To anticipate
Proper	Correct
Quiet	Silent
Crazy	Mad, mentally sick
Ignorant	Stupid
Unusual	Not normal
To release [someone]	To permit someone to leave; to permit someone to go
Hunger strike	A protest when 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 5 judges from Norway.

Taking Action: Identifying the Problem—Step 1

Preparation: The Club Leader must read this Meeting Activity and "Rules for Brainstorming" in the Introduction to this *Handbook.*

At the beginning of the meeting, the Club Leader says …

Today we will talk about taking action* and helping our community—like Wangari Maathai did. We will use brainstorming. The Club Leader helps Members review the Brainstorming Rules in the Manual. The Club Leader says,

Let's brainstorm this question: What problems do we have in our community?

Club Members say the problems and the Note Taker makes the list. ***Now, we will make*** [one big group or small groups with Small Group Member Roles]**.** ***Groups choose one problem and talk about it. Here are the questions to answer about the problem your group chooses:***

1. **Why is this problem happening?**
2. **What changes can we make to solve this problem?**
3. **Do we know an expert or someone who has experience with this problem?**
4. **Do we know groups or organizations who are working on this problem?**
5. **Who can help us solve this problem?**

The Club Leader gives Members time to brainstorm the problem and solutions. Then the Club Leader brings all the Members together and asks the Small Group Note Takers to report on the group conversations. Next, the Club Leader asks the Club Members to vote on which problem the Club wants to solve. Then the Club Leader says …

For our next Club Meeting, I will invite an expert to come and talk about this problem. Please invite other people who are interested in solving this problem in our community.

The Club Leader thanks the Members for coming and encourages them to bring friends to the next meeting who are interested in solving the problem—even if they don't speak English!

For more information about taking action, go to the following online resources:
Voice of Youth: Connect … supported by UNICEF
http://www.voicesofyouth.org/en/connect
Jane Goodall's youth-based organization for community action:
http://www.rootsandshoots.org/

Taking Action: Learning about the Problem—Step 2
Guest Speaker Interview

Preparation: The Club Leader must read "Inviting and Interviewing a Guest Speaker" in the Introduction to this *Handbook.* Plan the invitation for the guest speaker in advance. [Note: If more time is needed to arrange for the Guest Speaker, the Club can move to Step 3 and return to Step 2 at a later date.]

At the beginning of the meeting, the Club Leader says …

GUEST SPEAKER for TAKING ACTION:

LEARNING ABOUT THE PROBLEM—STEP 2

The English Club invites a guest speaker to talk about the issue or problem identified in an earlier Club Meeting. The Club Leader or Club Member who knows the guest speaker can introduce this person to the Members. The guest speaker should be asked to give a 20 minute presentation on the issue or problem. If the Guest Speaker does not speak English, the Club Leader can ask for 5 Club Members to volunteer to be interpreters. Each interpreter can translate the Guest Speaker's presentation into English (5 minutes each) and one can interpret the questions and answers from the Club Members.

Topics to be addressed in the Presentation:

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

Remember … these are community problems. The Club Members may want more information about the problem or issue. Another guest speaker may be useful. Be flexible, be creative.

Notes or Ideas:

Taking Action: Implementing the Plan—Step 3

Preparation: The Club Leader must read the Club Meeting Activity and "Rules for Brainstorming" in the Introduction to the *Handbook*.

At the beginning of the meeting, the Club Leader creates Small Groups and each Small Group Member selects a Role for the Meeting. The Club Leader says …

This meeting focuses on our community problem. We must organize for action. Small groups will complete the Action Plan*. Next, we will compare all the Small Group Action Plans. We will use the Small Group Action Plans to create one unified Action Plan for the whole English Club.

Small Groups talk about and complete the Action Plan. When they finish, the groups come together. Each Small Group shares their ideas. Together the Club Leader and Club Members must reach consensus to create one unified Action Plan for the English Club. At the end of the meeting, the Club Leader says …

- ***We have a plan.***
- ***We have responsible people.***
- ***We have a timeframe.***
- ***We have goals.***
- ***In a few weeks we will check to see the progress of our Action Plan.***
- ***Thank you for coming to our meeting. Don't forget our next meeting is on … at …***
- ***At that meeting we will have a report from the Action Plan members.***

It is extremely important that the Club Leader follow-up at future meetings to be sure the Action Plan is working and the Members are completing their tasks. If there are problems, the Club Leader should ask all Members to help resolve the problems.

Action Plan*

What is the issue/problem Club Members want to solve?

_____

_____

How will the Members solve the issue/problem?

_____

_____

Complete the boxes below. This is the Action Plan If more work boxes are needed, add more below. If there are fewer, leave boxes empty.

What	Who	When	How	Results	Complete
Work	People Responsible	Timeline	Materials Needed	Solutions	Work completed (Yes/No)
1.					
2.					
3.					
4.					
5.					

* Adapted from UNICEF. *Voices of Youth Connect Action Plan* at http://www.voicesofyouth.org/pdf/connect/Connect_Action_Plan_en.pdf

Protect the Environment! Debate Topics

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

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic below. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee & Timekeeper.

DEBATE TOPICS ABOUT THE ENVIROMENT

TOPIC: Families and Number Of Children

PRO—Families should be limited to having only two children.
CON—Families should be have as many children as they want.

TOPIC: The Environment

PRO—The developed nations are responsible for protecting the environment.
CON—All nations are responsible for protecting the environment.

TOPIC: Economic Development And The Environment

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

TOPIC: Urban And Rural Life

PRO—The government should move people from the cities to the villages.
CON—People should be free to live wherever they want.

TOPIC: Human Rights

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

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Save the Wildlife! A Story with Illustrations

Save the Wildlife! A Story with Illustrations

Preparation: The Club Leader must read this Meeting Activity and look at the illustrations.

At the Meeting, the Club Leader says …

- ***Welcome to our Meeting. Today we will discuss a problem in many African countries—the slaughter of wildlife—animals like lions, gorillas, antelope, rhinoceros, elephants, crocodiles.*** The Club Leader decides to use one big group or small groups for this Meeting. For Small Groups, follow below.
- ***First, please make small groups and assign each group member a Small Group Role.*** The Club Leader gives Members time to make groups and then says …
- ***In the Club Member Manual look at the illustrations and vocabulary. Use the illustrations and vocabulary and create a story. When you finish, help the Group Note Taker prepare the story to share with everyone. Please make the stories no longer than 5 minutes.***

Save the Wildlife!

Tell a story using the illustrations and vocabulary

1. To poach, slaughter, kill, butcher, poacher, knife, machete, gun, rifle
2. To smuggle, carcass, tusk,
3. Tourists, vacation, luggage, baggage, suitcases
4. Flight, to fly
5. Arrival, game park, safari, to go on a safari, visit a game park
6. Park ranger, park guide, naturalist, sun rise, dawn, ride in a land rover, look for wildlife/game/animals
7. Family members, mother, father, brother, sister, siblings
8. Midday, noontime, lunch, lunchtime
9. Bored, tired, weary, uninterested; boredom, tedium
10. Frustrated, puzzled, confused, letdown, disappointed
11. Feel cheated, false/deceptive advertising
12. Go out of business, shut down, abandon

The Club Leader gives Members time to prepare the story, approximately 20 minutes. The Club Leader helps the Small Group Directors with Active Listening if necessary. When the Club Members are ready to share their stories, the Club Leader says …

Let's begin … who would like to go first? The Club Leader chooses Note Takers to tell (or read) the group story … after each Group Note Taker speaks the Club Leader thanks the Note Taker. Next, the Club Leader leads a brainstorming session using the questions here.

We have heard a lot of interesting stories. Is it possible that we might have this problem in our country?

What do you think? Are there solutions for this problem? Is there anything we can do as an English Club to help with this problem?

Let's brainstorm … After brainstorming, Club Leader says ***we can write letters to the Ministry of Tourism or Defense. We can write an editorial for the local newspaper. We can call the local radio station and talk about this topic.*** There may be other ideas. The Club Leader can organize groups to give a report at the next Meeting.

Useful Vocabulary and Expressions

To poach, poacher	To go illegally into a place to kill animals without permission; the person who goes illegally
To slaughter [something]	To kill many [animals]
To butcher	To kill in a violent way
Rifle	Gun
Carcass	Dead body of an animal
Tusks	Long white bones at the elephant's mouth
To smuggle [something] out	To take something illegally out of country
Luggage	Baggage
Naturalist	A person who studies nature
Wildlife/Wild game	Wild animals
Siblings	Brothers and sisters
Weary	Tired
Boredom	The act of being bored, not interested
Tedium	Ennui, monotony
Puzzled	Unable to understand
Letdown	Disappointed
To feel cheated	To believe someone lied or stole something
To go out of business	To close a business forever

Save the Wildlife! A National Meeting Role Play

Preparation: The Club Leader must read this Meeting Activity and prepare the agenda.
At the Meeting, the Club Leader says …

Today we are going to role play a national meeting about saving the wildlife. Let's read the Group Roles. Read the roles with the Club Members. Next, give Club Members Group Roles. Give groups time to prepare roles (approximately 10 minutes). When time's up the Club Leader says … ***We are ready to start the National Meeting to Save the Wildlife. I am the chairperson. Here is the agenda.*** Club Leader presents agenda to Members.

1. ***Representatives from Save Our Wildlife present proposal***
2. ***Representatives from the 6 groups speak***
3. ***Vote on the proposal.***

The Club Leader begins the meeting and gives Groups 2 minutes each to speak. At the end, the Role Players vote on the proposal. Here are the vote counts:

National Tourist Agency—2 votes total

Village Representatives—2 votes for each representative (total 10 votes)

Logging Company Representatives—4 votes total (representatives divide the votes if they want)

International Beauty Industry—4 votes total

Ambassador and Assistant—2 votes total

Military Generals—2 votes total

Save the Wildlife—6 votes total

National Chairperson—3 votes total (Club Leader)

The proposal needs a majority of votes to pass (17/33)

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

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

Save the Wildlife! A National Meeting Role Play

GROUP ROLES

1. **2 Representatives of the National Tourist Agency (4 votes total). You want more tourists. One hotel is constructed; you will build another soon.**

2. **5 Village Representatives near the park (2 votes per representative—10 votes total) Hotel worker, park guide, taxi man who drives the Land Rover, 1 village woman makes handicrafts and 1 collects and sells firewood.**

3. **2 Logging Company Representatives (4 votes total). You sell trees from the park to international companies. Wildlife interferes with this work.**

4. **2 Representatives from the International Beauty Industry (4 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. **Ambassador and Assistant from neighboring country (2 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. **2 National Military Generals (2 votes total). You worry because the game park is on the border and poachers cross it. They kill the wildlife, rape village women, and steal. Some poachers use machine guns.**

7. **3 Representatives from "Save our Wildlife" (6 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 2 proposals:**

    1. **Stop all killing of wildlife.**
    2. **Impose a 1-year ban on killing.**
    3. **Park rangers can kill the old animals and sell the carcasses.**

8. **The National Chairperson is the Club Leader (3 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? Why 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?

Useful Vocabulary and Expressions

To build	To construct
Another	One more
Handicrafts	Objects made by hand and sold to tourists. For example: Statues, baskets, jewelry
Logging Company	Company that cuts trees and sells them
Powdered	Crushed to make into dust or flour
Ingredients	A substance used to make something
To invade	To march into another country illegally
Rape [women]	To violate sexually
Plentiful	Much, many, a lot of
Ineffective	Not producing the result, not working
To ban	To stop, prohibit, prevent
Coalition	An alliance of people who agree to support the same idea

Save the Wildlife! Debating the Solution

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

At the Meeting, the Club Leader tells Members that they will have a debate. Before beginning the debate, everyone reads "Facts about Game Parks."

Facts about Game Parks & Wildlife

- Hotels at game parks are owned by international companies.
- Hotels at game parks discourage villagers from selling handicrafts at the hotel.
- Hotel employees must live in hotel housing—no families allowed.
- Logging companies cut down trees in the park and sell the wood to international companies.
- Villagers go into the forests for firewood to sell and use for cooking.
- In one African country, poachers who slaughter wildlife and smuggle tusks and rhino horns from game parks go to prison for 40 years. Later, their sentences are reduced from 40 to 13 years.
- One international NGO supports an environmental education program in 21 schools (with 1400 children) near a game park. The program teaches children about the black rhino, wildlife conservation and community benefits if the black rhino is not killed. International donors pay $60,000 a year.
- Some game parks keep wildlife population statistics confidential to protect against poaching.
- To reduce poaching, one international wildlife organization offers jobs to poachers—they become wildlife guards.

After reading the "Facts about Game Parks" the Club Members choose (by consensus or vote) one of the debate topics below. When the decision is made, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper. NOTE: One debate is enough for one Club Meeting.

SAVE THE WILDLIFE!

Debate Topics

TOPIC: Saving the Wildlife

PRO—We must save the wildlife.
CON—It is not necessary to save the 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 saving wildlife.
CON—Wealthy countries such as the U.S., the U.K, India, Russia, and China should not be responsible for saving wildlife.

TOPIC: Responsibility for Wildlife

PRO—The government is responsible for protecting wildlife.
CON—The government is not responsible for protecting wildlife.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Save the Wildlife! Role Plays

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says …

Today we will have role plays. Please look in the Club Member Manual and volunteer for one of the role plays. We need the following volunteers:

Role Play #1 (5 volunteers)

- **Radio Station Interviewer**
- **Family from Europe (Mother, Father, Son, Daughter)**

Role Play #2 (2 volunteers)

- **Radio Station Interviewer**
- **Poacher**

Role Play #3 (3 volunteers)

- **Radio Station Interviewer**
- **National Park Ranger**

Role Play #4 (2 volunteers)

- **Radio Station Interviewer**
- **National Soldier**

Role Play #5 (7 volunteers)

- **Radio Station Interviewer**
- **Family living near park (Mother, Father, Son #1, Son #2, Daughter #1, Daughter #2)**

I want volunteers to prepare the role plays. You will have 10 minutes. Remember that you can act the role plays and use props if you want. When the volunteers are ready, group present their role plays. After each role play, the Club Leader checks that Members understand the role play.

Role Play #1

Radio Station Interviewer—wants to understand the experience of one family who visited the national park.

Family from Europe—finished visiting the national park. They wanted to see elephants and gorillas. They climbed for 3 hours and saw 1 gorilla. They drove for 4 hours and saw one rhinoceros, 10 antelope, and 20 zebras. They didn't see any elephants.

Mother—is disappointed because she told her children they would see a lot of animals.

Father—is angry because he paid $50,000 for this vacation for his family.

Son—is sad because he thinks someone killed all the animals.

Daughter—is happy because she saw a few animals.

[At the end of the role play, the Club Leader can ask, ***Should our country promote tourism in our parks? Explain]***

Role Play #2

Radio Station Interviewer—wants to understand why poachers hunt for endangered animals—especially gorillas. He knows that smugglers sell gorilla carcasses for $25,000 to international beauty companies that make beauty creams for women and sexual potency products for men. He knows these creams and potency products do not work.

Poacher—kills gorillas because he can sell each dead gorilla for $1,000 to smugglers.

[At the end of the role play, Club Leader can ask, ***How can we stop poaching in our parks?]***

Role Play #3

Radio Station Interviewer—wants to understand why the National Park Ranger likes his job. The job is dangerous because the poachers already killed 2 park rangers. There is also danger from soldiers who cross the border from the neighboring country.

National Park Ranger—loves his job because he thinks wild animals are very, very interesting. He likes to observe them, study them. He loves to teach people who live near the park about the animals. He enjoys speaking with the children and showing them what wild animals do.

[At the end of the role play, Club Leader can ask, ***How can villagers protect park rangers?]***

Role Play #4

Radio Station Interviewer—wants to understand why the soldiers must patrol the National Park. There is an international agreement signed by all the countries in Africa that prohibits one country from interfering with another country.

Soldier—wants to attack the neighboring country because they violated the international agreement. Every day he finds evidence that smugglers are protected by the neighboring soldiers. Also, one of his friends, an important colonel in the military was assassinated by the neighboring soldiers and he wants revenge.

[At the end of the role play, Club Leader can ask, ***Why should national parks be protected from war and conflict?]***

Role Play # 5

Radio Station Interviewer—wants to understand the opinion of the people who live near the park. He wants to know if they support saving the wildlife or not.

Family near the Park—have this land from their ancestors. They have lived and worked in this region for hundreds of years.

Mother—does not support the protection of wildlife. She can't go into the park for firewood. She is afraid of the poachers, the smugglers, soldiers, and the park rangers. She is afraid the soldiers from the neighboring country will kidnap her son and take her son to be a child soldier.

Father—wants to save the wildlife because he works in the hotel near the park. He gets very good tips from the tourists.

Son #1—wants to save the wildlife because he drives the land rover for tourists to visit the park.

Son #2—helps the poacher find the wildlife in secret and he helps slaughter them. His family thinks he is a park ranger.

Daughter #1—wants to save the wildlife because she works in a bar near the park and she serves the poachers, smugglers, soldiers and park rangers when they are thirsty. She makes excellent tips.

Daughter #2—helps her mother cook, collect firewood and clean the house.

[At the end of the role play, Club Leader can ask, ***Why is wildlife important for our country's future?***

Stop Ebola! A Story with Illustrations

Stop Ebola! A Story with Illustrations

Preparation: The Club Leader must read this Meeting Activity and look at the illustrations. At the Meeting, the Club Leader says …

Welcome to our Meeting. Today let's talk about a problem—ebola.

The Club Leader decides to use one big group or Small Groups. For Small Groups let group members choose small group roles. The Club Leader says, ***In the Manual, look at the illustrations and vocabulary for Stop Ebola! Use the illustrations and vocabulary and tell a story. When you finish, help the Group Note Taker prepare a 5 minute story to share with everyone.*** The Club Leader gives members time to prepare the story. The Club Leader checks for Active Listening.

Stop Ebola!

Use this Vocabulary to Create a Story about the Illustrations

1. Disease, epidemic, high risk, to be contagious, to spread
2. Ambulance, emergency
3. Symptoms, nausea, headache, vomiting, diarrhea, bleeding
4. To care for a patient, to take care of a patient
5. Infection, infectious, infected, personal protective gear
6. News announcement; broadcast
7. Appeal for aide
8. Aide trucks, provisions, supplies
9. Hospital ward
10. Disease prevention, wash hands

When everyone is ready, the Leader says … ***Let's begin … who would like to go first?*** The Club Leaders asks the Note Takers to tell (or read) the group stories. After all the stories, the Club Leader leads a brainstorming session using these questions.

We have heard a lot of interesting stories. If we have ebola in our country what should we do?

What solutions do we have for this problem? Is there anything we can do as an English Club to help with this problem?

Let's brainstorm …

Give the Club Members time to brainstorm—be sure to use the Rules for Brainstorming in the Introduction to the *Handbook.* Here are a few examples …

- Write a letter to the Ministry of Tourism or the Ministry of Defense.
- Write an editorial for one of the local newspapers to express their view about this topic
- Call into the local radio station and express their opinion about this topic.

Remember that there may be other ideas that the Members have and would like to do. Organize a group to follow-up and give a report on what they did at the next Meeting.

Useful Vocabulary and Expressions

To be contagious	To be infectious, dangerous to another person for health reasons
To spread	To move from one place to another
Nauseous	Feeling sick and wanting to vomit
Diarrhea	Watery fecal matter (ca-ca)
To care for [someone] To take care of [someone]	To help make someone healthy
Personal protective gear	Clothes and equipment to protect medical people from disease
To appeal for [something]	To make a serious and urgent request for [something], to beg
Provisions	Supplies to help people live
Hospital ward	Area in hospital where patients with one kind of problem are kept
Disease prevention	Stop disease from happening

Stop Ebola! Statistics Tell a Story

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says …

Liberia, Sierra Leone, and Guinea had serious problems with ebola. When they asked for help, many countries responded. Look at the Contributions from Around the World. Who helped and how much did they help?

Give the Members time to look at the table with the Contributions from Around the World. It may be necessary to explain some of the information. Here is information to help Members understand the statistics.

Let's look at this chart. On the left is the name of the country. Next is the contributions the country gave to stop ebola. Some countries gave money—for example Australia. Some countries gave money and doctors. Some countries gave money or doctors or soldiers to build hospitals.

Next is information about each country. The GDP is how wealthy or poor a country is. GDP = the economic value of a country. We see m, b, or t. This means m = million, b = billion, t = trillion. Next is how many doctors can help 2,000 people.

Let's talk about this information. Here are some questions:

1. What do you see?

2. What do you think about this?

3. Who helped with this crisis?

4. Who helped more?

5. Who helped less?

Club Members talk about the information—approximately 20 minutes. They share their observations with all Club Members.

World Contributions To Fight Ebola in Liberia, Sierra Leone and Guinea

m = million
b = billion
t = trillion
GDP = Gross Domestic Product (value of economy)

Country	**Contributions***	**GDP****	**Number of Doctors/2000 people****
Australia	$13m	$1.4 t	6
China	$8m 200 Healthcare workers	$9.33 t The most billionaires in the world	3
Cuba	462 Healthcare workers	$72 b	14
France	$7m	$2.7 t	6
Japan	$11m	$5 t	4
Nigeria	500 Healthcare workers	$500 b	1
USA	$200 m 4,000 Soldiers 65 Healthcare workers	$16 t Second most billionaires in the world	5
UK (Britain)	$18m 750 Soldiers	$2.5 t	6
Médecins Sans Frontières	260 Healthcare workers	International non-profit organization	

*According to the United Nations, October 2014
** The World Factbook, CIA, USA

Stop the Health Crisis! A National Meeting Role Play

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says …

Today we will role play a national meeting about an imaginary national health crisis. Here is the story:

Our government has a national health crisis. We have $2,000,000 (million) to help the sick. We have 6 government departments who can help. Each department wants money. If the department gets a lot of money they will get more support in the future.

Look at your Club Member Manual for the 6 Group Roles.

Read the roles with the Club Members. Next, ask for volunteers. Put a maximum of 5 Club Members in each Role Group. Give the groups time to prepare their roles (approximately 10 minutes). Each department must answer these questions:

Questions for Each Department to Answer:
1. How will you help stop the health crisis?
2. How much money from $2,000,000 do you want?
3. What will you do with this money?

When time's up the Club Leader says …
We can begin the National Meeting about the health crisis. I am the chairperson. Each department has 5 minutes to speak. Tell in detail how you will stop the crisis. Tell us how much money from $2,000,000 you want. The Relief Department decides about how much money to give.

The Club Leader gives each department 2 minutes to speak. Then the Club Leader says …

Now we must give the Emergency Relief Department time to make a decision about how they will divide the money. The Club Leader gives the Emergency Relief Department 5 minutes to decide how to divide the money. After 5 minutes, the Emergency Relief Department announces the 5 Departments and how much money they will give each Department. Then, the Emergency Relief Department gives the 1 minute broadcast to appeal for help from the international community.

Stop the Health Crisis! A National Meeting Role Play

GROUP ROLES

1. **Medical Department** gives medicines, doctors, nurses, psychological counselors emergency hospital tents, medical supplies, thermometers, personal protective gear.
2. **Public Health Department gives** sprays to kill mosquitoes, chorine, 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 healthcare workers to help with the crisis. This broadcast must be exactly 2 minutes long and include as much information as possible. The goal is to get as many international donations as possible.

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

Conversation Questions: Choose a Few to Talk About

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

Stop the Health Crisis! Debate Topics

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

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

HEALTH CRISIS 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.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Help the Refugees! A Story with Illustrations

Help the Refugees! A Story with Illustrations

Preparation: The Club Leader must read this Meeting Activity and look at the illustrations.

At the Meeting, the Club Leader says …

- ***Welcome to our Meeting. Today we will talk about refugees and war. When there are wars or conflict, there are refugees.***
- ***Who are refugees?*** Club Members give answers.

The Club Leader can use one big group or Small Groups. For Small Groups the Club Leader makes the small groups and choose Small Group Roles (see the Introduction to the *Handbook*). Then the Club Leader says … ***Look at the illustrations and vocabulary for Help the Refugees! Use the illustrations and vocabulary and tell a story. When you finish, help the Group Note Taker prepare a 5 minute story to share with everyone.*** The Club Leader gives members time to prepare the story and checks for Active Listening.

Help the Refugees! Create a Story from the Illustrations

1. Farmers, to farm
2. Guerilla fighters, sneak attack, ambush, shoot, escape
3. To search house-to-house
4. To flee, walk, escape, trek
5. To seek refuge
6. Border, border crossing
7. Relief, safety, security
8. Refugee camp, tents, temporary housing
9. Weary, exhausted, depressed, traumatized

After brainstorming, ask the Club Members the solution they want the English Club to try? For example …

- Write a letter to the Ministry of Tourism or the Ministry of Defense.
- Write an editorial for the local newspaper to express their view about this topic
- Call the local radio station and express their opinion about this topic.

Remember that there may be other ideas that the Members have and would like to do. Organize a group to follow-up and give a report on what they did at the next Meeting.

When everyone is ready, the Leader says … ***Let's begin … who would like to go first?*** The Club Leaders asks the Note Takers to tell (or read) the group stories. After all the stories, the Club Leader leads a brainstorming session using the questions below.

Conversation and Brainstorming: Choose a Few Questions

1. Do we have refugees in our country?
2. Is it possible to help them? Do you think we should help them?
3. What could we do to help them? Let's brainstorm …

Useful Vocabulary and Expressions

Guerilla fighters	Soldiers who use military fighting to make a surprise attack
Ambush	Surprise attack, sneak attack
To escape	To break away and run
To search	To look for
House-to-house	From one house to another house
To flee	To run away quickly
To seek refuge	To look for shelter, a safe place
Border	The place where one country ends and the other begins
Relief	A feeling of safety after being afraid
Safety	Security
Refugee	The person who runs away from conflict into another country
Weary	Very, very tired, exhausted
Exhausted	Very, very tired, weary
Depressed	Very, very sad and lethargic
Traumatized	Shocked because of a very bad psychological experience
Asylum	Protection given by a new country to someone who has left their native country because of war or conflict

Notes or Ideas:

Help the Refugees! Making Choices

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says

- ***Welcome. Today we will work in small groups. Each group will be a committee for UNHCR (United Nations High Commissioner for Refugees). The committee has a problem. UNHCR has a plane to take refugees for asylum to Europe. The plane has only 4 places. We have 11 refugees in line. We must decide which refugees can go on the plane. Your group, the committee, must agree unanimously on the 4 people.***
- ***Any questions?*** Give Club Members time to ask questions. Then say …
- ***Please make small groups and give each group member a Small Group Role.*** Give Club Members time to ask questions. Then say …
- ***You have 20 minutes to make your decision. The decision must be unanimous.*** The Club Leader visits each small group. When time's up, the Club Leader calls the small groups back to the Meeting.
- ***Please share your decisions with us.*** The Club Leader or the Club Secretary must write down the decisions for each group. Then the Club Leader says …
- ***Now, let us imagine I am the High Commissioner. I will make the final selection.*** Using the decisions from the small groups, the Club Leader chooses the top 4 refugees and announces the selection to the Club Members. Then Club Members talk about this activity using the conversation questions.

Conversation Questions: Choose a Few to Talk About

1. Was it easy or difficult to choose the 4 refugees? What made it easy—or difficult?
2. What was the biggest concern for you in the decisions?
3. Were the group members easy to persuade?
4. Was there a leader in this decision making process? Say more about how the group made decisions.

Help the Refugees! Making Choices

This committee works for UNHCR (United Nations High Commissioner for Refugees). The committee has a problem. UNHCR has a plane to take refugees for asylum to Europe. There are only 4 seats remaining on the plane and 11 refugees in line. The committee must decide which refugees can leave the country. The committee must unanimously agree on the 4 refugees. The committee will report to the High Commissioner who makes the final decision.

Here is the information about the 11 refugees.

Student, 20 years old. He has a university diploma and he was a political prisoner. He wants to return to his country when the situation is stable again.

Engineer, 55 years old. He constructed many beautiful buildings in his country. He may be sick. He has a fever. His mother is with him. He will not go unless his mother goes too.

Mother, 80 years old. She was a teacher for 50 years and she is very intelligent. She speaks 3 national languages. One language is spoken in only 10 villages. She knows a lot about the history and culture of her country. She has a heart problem. She is not happy to leave her country.

Young mother, 30 years old. She has 2 children. She will not go unless they go too. She is very dirty, and she cries all the time. She needs help with feeding her children. Sometimes she hits them.

Son, 5 years old. He is very quiet and looks very sad. He holds his mother's dress and will not go anywhere without her. He refuses to eat.

Daughter, 7 years old. She is happy and talks a lot. She is curious and interested in what she sees. She asks a lot of questions. She tries to repeat the English words that she hears. She watches her mother and her brother and tries to take care of them.

Government Minister, 45 years old. He was very famous in national politics and very rich. When the other refugees see him, they are afraid. Many military generals are his friends. He wants to return to his country when the situation is stable.

Activist, 24 years old. She is a peace activist and organizes non-violent demonstrations against the government. She was arrested during an anti-government protest on environmental protection. She was charged with terrorism. She is a political prisoner.

Businesswoman, 42 years old. She travels to China and returns with merchandise to sell in the markets. She is very rich. She will not return to her country even if it becomes stable again.

Musician, 30 years old. He is very famous in his country for his political songs. He is very intelligent and has many girlfriends. He is a drug addict.

Artist, 37 years old. She is a world-famous artist. She is a member of the opposition political party. She is a feminist and interested in gender issues. She will return to her country as soon as possible.

Guest Speaker Presentation & Interview about Trauma & Domestic Violence

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

GUEST SPEAKER about TRAUMA and DOMESTIC VIOLENCE

The English Club invites a guest speaker to talk about trauma and mental health issues, problems, and treatment—or another important health topic. The guest speaker should give a 20 minute presentation. If the Guest Speaker does not speak English, the Club Leader can ask for volunteers who will interpret the presentation into English. 5 volunteers should be selected and each one interprets for 5 minutes. One volunteer interprets the Club Member questions and the Guest Speaker answers at the end of the presentation. Here are a few ideas for the presentation:

Presentation about Trauma

- What is trauma?
- What are the causes of trauma?
- How can we know if someone is experiencing trauma?
- How is trauma evident in children?
- How is trauma evident in adults?
- What can we do to help people with trauma?
- What support is available in our community for people with trauma?

Presentation about Domestic Violence

- What is domestic violence?
- Who are the victims of domestic violence?
- What are the causes of domestic violence?
- How can we know if someone is experiencing domestic violence?
- How can we see domestic violence in adults?
- How can we see domestic violence in children?
- What can we do to help families with domestic violence?
- What support is available in our community for families?

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

Help the Refugees! An Interview with a Psychologist

Preparation: The Club Leader must read this Meeting Activity. The Club Leader prepares two chairs in the front of the Meeting room for the Radio Interviewer and the Psychologist. The Club Leader prepares two separate meeting rooms, one for women and one for men. Or, different places to meet—one inside and the other outside.

At the Meeting, the Club Leader says

Today we will listen to a radio interview with a psychologist. I need 2 volunteers—one for the radio interviewer and one for the psychologist.

When the volunteers are selected, they practice the interview. The Club Leader and Members can review the vocabulary. The Club Leader begins the interview when the 2 volunteers are ready. RI = Radio Interviewer; P = Psychologist

Interview with a Psychologist*

RI Welcome to our broadcast, Madam. We are happy you are here today.

P Thank you. I am happy to be here too.

RI Let me begin with a question about your background. What is your education and what experiences do you have?

P I was trained at the University of Cape Town in South Africa and I have a doctoral degree in psychology. I also studied at the University of Cambridge in Britain and I have a degree in medicine with a specialty in psychiatry.

RI Wow! That's a lot of education. Wasn't it hard for you—a woman—to graduate and receive these diplomas?

P No, women are good students. We don't just cook and make babies, you know.

RI Yes, of course. My apologies for being sexist. So, as you know we have a lot of refugees in our country and there is a lot of discussion about how to help them.

P Yes, worldwide, 1 in every 100 people is a refugee.** Some flee from persecution and others from violence or war. In our country we have refugees who flee from war in our neighboring countries.

RI Many of my fellow citizens are critical of the refugees. They say they are all thieves and beggars. Is this true?

P Let's think about this. We know that refugees suffer from trauma.

RI What is trauma?

P Trauma happens when you see something violent or when you are extremely afraid for your life. For example, this can happen when children see their fathers killed or mothers raped or when parents see their children killed. They will all experience trauma.

RI Can we see the trauma?

P No, we can't see trauma. We can see a broken bone or other injuries to our bodies but we can't see trauma. But there are signs. In children, they may be very unhappy or they don't want to play. Maybe they don't want to talk. Maybe they cry a lot. Maybe they have fights in school all the time.

RI Well, some children do this all the time. They just need good discipline.

P No, if we know children have experienced violence, we must think about trauma.

RI Is this only a problem for children? What about adults?

P Adults have trauma from violence too. There is also trauma when there is violence in the family—not just from war. For example, a husband beats his wife, or is angry at her all the time. The wife and children will have trauma.

RI Well, this is just our culture. A husband can beat his wife if she doesn't do what he tells her to do.

P This is not in our tradition. There is no tradition that tells men to beat—anyone.

RI This is interesting. I wish I had time to ask you questions but now we need to open our mike and take calls from our listeners.

*This fictionalized interview is based on information from UNICEF. (2009). *The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual.* New York: Author. Retrieved from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial_Care_and_Protection.PDF

**Information taken from *#5. Teacher Resources: Why Teach About Refugees?* Retrieved from http://www.refugeeweek.org.au/resources/2012_RW_ResourceKit_Ch5.pdf

When the interview is finished the Club Leader checks for understanding with these questions.

What happened first, next? What happened at the end? When it is clear that the Club Members understand the interview, the Club Leader says ***Today we will divide the Club by gender for our discussion. The women please meet*** tell the place to meet ***and the men please meet*** tell the place to meet. ***In your groups please talk about the questions in your Club Manual and any other issues you would like to talk about. You have 30 minutes.***

Questions for the Women's Group

1. If you could ask a question to the psychologist what would you ask her?
2. Do you think this information is useful for the Club to think about?
3. Is there any support in the community to help families with domestic violence or refugees with trauma?
4. Can you do anything in your neighborhood to help a family who has this experience—or a refugee with trauma?
5. What problems do women have who are refugees?
6. What problems do women have with violent husbands?
7. What do children learn when they see their father beat their mother?
8. Is it acceptable for a mother to beat her children or her husband? What do children learn when they see their mother doing this?

Questions for the Men's Group

1. If you could ask a question to the psychologist what would you ask her?
2. Do you think this information is useful for the Club to think about?
3. Is there any support in the community to help families with domestic violence or refugees with trauma?
4. Could you do anything in your neighborhood to help a family who might have this experience—or a refugee with trauma?
5. What are problems that men face who are refugees?
6. What problems could men have who beat their wives or children?
7. What do children learn when they see their father beat their mother?
8. Is it acceptable for a father to beat his wife? What do children learn when they see their father doing this?

The Club Leader should give the groups approximately 30 minutes to talk and then bring the groups back together. The Club Leader says …

- ***Will each group please share a few ideas from your discussion?***

Give members time to share. Be sure to use Active Listening. Then the Club Leader says

- ***Does anyone have any topics they would like to discuss together for our next club meeting—in a mix gender group—based upon this week's discussion?***
- ***Thank you for coming … I look forward to seeing all of you next week.***

For more information about this topic, here are a few online resources:
UNICEF. (2009). The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual. New York: Author. Retrieved from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial_Care_and_Protection.PDF

#5. Teacher Resources: Why Teach About Refugees? Retrieved from http://www.refugeeweek.org.au/resources/2012_RW_ResourceKit_Ch5.pdf

Club Members may find useful ideas at the New York City's domestic violence organization, Safe Horizon at http://www.safehorizon.org/

Notes or Ideas:

Help the Refugees! Debate Topics

Preparation: The Club Leader must read, "Organizing a Debate" in the Introduction to the *Handbook*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

HELP THE REFUGEES! DEBATE TOPICS

TOPIC: Refugees and Prison

PRO—Refugees are terrorists and should be put in prison.
CON—Refugees are not terrorists and they should go to refugee camps.

TOPIC: Developed Countries and Refugees

PRO—Developed countries should accept all refugees.
CON—Developed countries should not accept all refugees.

TOPIC: Refugees and Neighboring Countries

PRO—Countries that are neighbors in a conflict should accept refugees.
CON—Countries that are neighbors in a conflict should not accept refugees.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

What Makes Good Leaders? Characteristics of Good Leaders

Preparation: The Club Leader must read this Meeting Activity and "Rules for Brainstorming" in the Introduction to the *Handbook*.

At the Club Meeting the Club Leader says …

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

1. **EVERYONE HAS IDEAS.**
2. **ALL IDEAS ARE GOOD.**
3. **DON'T CRITICIZE ANY IDEAS.**
4. **DON'T DEBATE ANY IDEAS.**
5. **NO IDEA IS CRAZY OR BAD.**
6. **USE ONE IDEA TO CREATE A NEW IDEA.**
7. **GIVE LOTS OF IDEAS.**
8. **BE CREATIVE, FUNNY, CRAZY!**

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

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

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

Today we will talk about leadership. To begin, let's brainstorm a list of leaders. Who is a famous leader? Who is a popular leader? Let's see how long a list we can make today … Be creative, think outside the box!

Leaders can be radio announcers, television broadcasters, musicians, internet personalities, university professors, characters in books, people we learn about in school … they can be famous or not very famous …

When there is a long list of leaders, the Club Leader says:

Today we will talk about leadership. To begin, let's brainstorm a list of leaders. Who is a famous leader? Who is a popular leader? Let's see how long a list we can make today … Be creative, think outside the box!

Leaders can be radio announcers, television broadcasters, musicians, internet personalities, university professors, characters in books, people we learn about in school … they can be famous or not very famous …

What Makes a Good Leader?

Think about the leaders you identified and prioritize the list of leadership characteristics. Choose 5 characteristics that you think are most important for good leaders. Choose 5 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 …

Honest	**Responsible**	**Confident**
Flexible	**Respectful**	**Decisive**
Empathetic	**Open-minded**	**Humble**
Tenacious	**Well-educated**	**Kind**
Interested in feedback	**Well-organized**	**Patient**
Creative	**Enthusiastic**	**Bold**
Courageous	**Ethical**	**Proud**
Strong	**Resourceful**	**Visionary**
Imaginative	**Inspiring**	**Popular**

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

1. How can we encourage good leadership?
2. How can we help to lead our community?

What Makes Good Followers? Characteristics of Good Followers

Preparation: The Club Leader must read this Meeting Activity.

At the Meeting, the Club Leader says …

In an earlier Club Meeting we talked about leadership. We know that good leaders need good followers. Today we will talk about this question: What makes a good follower? The Club Leader decides to use a big group or small groups. If the Meeting will use small groups, put the members into groups and be sure each group member has a Small Group Role (see Small Group Roles in the *Handbook*).

When the Members are ready, the Club Leader says:

Look at your manual for the List of Characteristics of Good Followers. Which ones do you think good followers should have?

As a group, prioritize this list. Put the 5 most important characteristics at the top of the list and the least important at the bottom. Be sure that all the Group Members agree.

Be prepared to share your lists with all the Club Members and explain your decisions to us. You will have 20 minutes to discuss and prioritize the lists.

When the time's up, ask the groups to share. Give Members time to discuss their ideas. Remind them to use Active Listening. This is not a debate. It is a Club Meeting to think about the Characteristics of Good Followers—what makes someone a good follower?

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

Conversation Questions: Choose a Few to Talk About

Compare the list of "Characteristics of Good Leaders" and "Characteristics of Good Followers" … and answer these questions:

1. **Do you see anything interesting? What do you see?**
2. **How can you explain what you see?**
3. **Are you a leader or a follower?**
4. **Do you want to become a leader or a follower?**
5. **To become a leader or a follower what characteristics will you need to develop?**

What Makes Good Followers? 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 5 most important characteristics and the 5 unimportant characteristics. Everyone must agree on the choices.

Characteristics of Good Followers

A GOOD FOLLOWER IS …

Respectful	**Responsible**	**Dedicated**
Persistent	**Patient**	**Honest**
Trustworthy	**Cooperative**	**Flexible**
A Team Player	**Loyal**	**Accountable**
Supportive	**Encouraging**	**Diplomatic**
Collaborative	**Critical Thinker**	**Courageous**
Other-Centered	**Understanding**	**Predictable**
Helpful	**Cheerful**	**Creative**
Good Communicator	**Good Listener**	**Candid**
Dependable		

Useful Vocabulary and Expressions:
Leaders and Followers

Empathetic	Sympathetic, Feeling someone's emotions
Tenacious	Holding something very strongly, firm, resolute, persistent
Open-minded	Prejudice-free, non-judgmental
Ethical	Moral, focused on doing right—not wrong, good—not bad
Resourceful	Ability to solve problems, find solutions
Humble	Respectful, modest
Kind	Caring, considerate, friendly and generous
Visionary	A person who can imagine and plan the future with intelligence and wisdom
Persistent	Determined, resolute, tenacious
Trustworthy	Honest and truthful and dependable
Team player	A person who works well with others
Other-centered	Looks at other people, not on self
Dependable	Trustworthy and reliable
Critical Thinker	A person who can examine difficult and complex problems
Dedicated to	Committed, devoted to something/someone
Accountable to	Responsible, answerable to
Candid	Truthful, outspoken, frank

Notes or Ideas:

Leader or Follower? A Skit

Preparation: The Club Leader must read this Meeting Activity and "Organizing a skit" in the Introduction to this *Handbook*.

At the Meeting, the Club Leader says

Today we have a skit. I need two volunteers to play the roles of Michael and Christiane. The Club Leader gives the volunteers time to practice the skit. Volunteers are encouraged to use props and drama. Then the Club Leader says …

Let's watch the skit and then we will talk about it.

Leader or Follower?
A Skit

Michael	Look, Christiane, do you see the crowd near the stadium?
Christiane	Wow! It looks like it is getting bigger by the minute.
Michael	Let's go see what's happening.
Christiane	Are you sure you want to go? It could get dangerous.
Michael	C'mon. Are you afraid?
Christiane	No, I'm not afraid. I'm just cautious. I don't want to get hit or beat up.
Michael	I'll protect you. Let's go.
Christiane	I'm not sure what to do … Hey, now look—that man has a machete and he looks quite upset to me. Why would anyone take a machete to a football game?
Michael	Lots of guys look angry and carry machetes. Don't worry. I'll keep you safe.
Christiane	Maybe we should go back home. We can go to a football game another day.
Michael	I don't want to miss this game. It's a play-off game. Are you chicken?

The Club Leader checks that Members understand the events of the skit and then continues with the Conversation Questions.

Conversation Questions: Choose a Few To Talk About

1. What do you think Christiane said to Michael next?
2. What do you think Michael answered back to her?
3. Was there a follower, leader, bystander, bully? Who?
4. What would you do if you were Michael?
5. What would you do if you were Christiane?
6. What would you do if you heard this conversation between Michael and Christiane?
7. Would you speak to Michael? Would you speak to Christiane?
8. What would you say to each of them?
9. Have you had any experiences with crowds—or events at a stadium?

The Club Leader can ask 2 Volunteers to continue the skit as Michael and Christiane. Or, the Club Leader can ask for 4 Volunteers to continue the skit as Michael and Christiane and 2 other people who are going to the stadium and they hear Michael and Christiane's conversation.

Useful Vocabulary and Expressions

Crowd	**Big group of people, noisy and unorganized**
Stadium	**Place where many people go to see a football game or ceremony**
By the minute	**Quickly**
Let's go	**Polite suggestion to go**
C'mon	**Come on [quick way to speak]**
Cautious	**Careful, prudent**
Upset	**Troubled, sad and angry at the same time**
Game	**"Match" of football**
Guys	**Men [informal]**
Keep [someone] safe	**To protect [someone]**
Chicken	**Afraid [informal]**

Notes or Ideas:

Leaders & Followers: Debate Topics

Preparation: The Club Leader must read "Organizing a Debate" in the Introduction to the *Guide*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

LEADERS AND FOLLOWERS: DEBATE TOPICS

TOPIC: Good Leaders

PRO—A good leader commands and controls followers.
CON—A good leader collaborates with and supports followers.

TOPIC: Leaders and Followers

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

TOPIC: Finished or Right

PRO—A good leader gets things finished.
CON—A good leader does "the right thing."

TOPIC: Men and Women Leaders

PRO—Men make better leaders than women.
CON—Women make better leaders than men.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *The English Club Handbook: A Guide for English Club Leaders* to prepare.

Marriage Choices: Selecting Partners

Preparation: The Club Leader must read this Meeting Activity. This Meeting requires separate groups for men/boys and women/girls—two rooms, one for each group. Or in the meeting room, men sit in the front and women in back. Or, men go outside and women stay inside. Be sure the groups are separated by gender and cannot hear each other's discussions.

At the meeting, the Club Leader says …

For our meeting today we will talk about choosing someone to marry.

First, we will go into 2 groups by gender. The men must go … The Club Leader tells the men where they meet. **The women must go …** The Club Leader tells the women where they must go to meet.

Everyone, please go to your places now and I will come and tell each group what they must do. Please be patient and wait for me.

Give the Members time to get into their groups.

Note: If the groups are large, ask them to form small groups by gender—they must be separated by gender. Small groups need to assign Small Group Member Roles and remember to use Active Listening. The Club Leader can visit the groups and help with the discussion if necessary. The Club Leader should give approximately 30 minutes for this conversation. When time's up, the Club Leader calls the groups back together.

When the groups return together ask the Note Taker from each group to share their results. Say this at the end of the meeting:

Thank you for sharing your decisions. Remember the names you chose because we will use your decisions at our next English Club Meeting.

Be sure to remind the members about the date, time and place for the next Club Meeting.

Men/Boys Group Conversation

Last week, your brother said he wants to marry. He has 4 girlfriends. He wants you to help him choose 1. You [your group] must make a ***unanimous*** recommendation to your brother. Everyone must agree on the same girlfriend.

Your Brother's Girlfriends

Theresa • Beautiful, younger than your brother • Not much money • Tells everyone she loves your brother • Ambitious and self-centered • Has a secondary school diploma • Unemployed • Likes to go to bars and loves to dance • Had 3 boyfriends in the past • Excellent physical health • Wants to have 4 children • Speaks out against child abuse • Parents want a large dowry	Angele • Good-looking, as old as your brother • A university professor • Very affectionate in public • Criticizes the government in public • Had a love affair with a married man for two years • Good physical health except she walks with a limp • Enjoys talking with your family, especially your mother • Does not want any children • Parents want a large dowry
Helen • Rich, 7 years older than your brother • Beautiful • Always kind to your brother but never says that she loves him • Gives your brother expensive gifts • Passionate volunteer for "Save the Wildlife Organization" • Has a university diploma • Married twice before—both husbands died mysteriously—has two children • In good physical health • Wants to have one more child • Does not want a dowry	Marie • A simple woman, not very beautiful • Kind, sensitive, thoughtful—her eyes show her love for your brother • Raped when she was 16 years old • Cannot have children • A business woman • Wants to work after marriage • Her family is very big and your brother had two fights with her father • Passionate volunteer for stopping violence against women and children • In good physical health, cured of tuberculosis last year • Parents want a modest dowry

Women/Girls Group Conversation

Last week, your sister said she wants to marry. She has 4 men who want to marry her. She wants you to help her choose 1. You [your group] must make a ***unanimous*** recommendation to your sister. Everyone must agree on the same man.

Your Sister's Boyfriends

Mark	Jacques
• Very handsome, 3 years younger than your sister • A musician, very popular • Makes a lot of money and spends it quickly • Tells your sister how much he loves her • Gives your sister lots of expensive gifts • Very ambitious and self-centered • Excellent physical health • Travels a lot, wants 5 children • Doesn't like to visit your family—or his • Sings songs critical of the government • Will not pay the dowry	• Handsome, a surgeon at the hospital • Wealthy • Studied in Europe, likes European food • As old as your sister • Very affectionate in public • Had a love affair with a married woman for two years • Serious and intelligent • In good health but gets depressed • Speaks out against corruption • Wants to have two children • Doesn't help his family • Will pay the dowry
Joseph	**Charles**
• Rich, 10 years older than your sister • Is a business man • Always kind to your sister but never tells her that he loves her • Gives her expensive gifts, takes her to elegant restaurants • Married twice—both wives died mysteriously—has five grown children • In good health, likes to drink wine • Likes to stay at home; doesn't want any more children • Likes to visit your family, enjoys talking to your mother • Active in "Save the Wildlife Organization" • Will pay a large dowry	• A simple man, not very attractive, 3 years older than your sister • Works in a hotel as a chef • Has a secondary school diploma • Has a good salary, rarely spends money • Takes your sister for long walks • Never married, only one other girlfriend in high school • Speaks English and Chinese • Was a child-soldier and doesn't talk about these experiences • Likes to visit friends on the week-ends • Helps his family all the time, enjoys talking to your father • Wants to have 2 children • Will pay a modest dowry

Useful Vocabulary and Expressions

Unanimous	In complete agreement, undivided, everyone agrees with the decision
Unemployed	No job, no work
To speak out against [someone/something]	To protest
Good-looking	Attractive, handsome, pretty
Love affair	To have a sexual relationship, usually with someone who is married
Except	Not including, excluding, but
Limp	Walk with difficulty because of an accident or disease
Twice	Two times
To rape	To have sex without the person agreeing, to force someone to have sex
To cure	To become well, to return to good health
Depressed	Sad and unhappy and miserable and melancholy
Rarely	Not often
Large	Big
Modest	Simple, not extravagant

Notes or Ideas:

Marriage Choices: Role Plays

Preparation: Club Leader reads this Meeting Activity and "Organizing Role Plays" in the Introduction to this *Handbook*.

At the meeting, the Club Leader says …

Today we will continue our conversations from last week about Marriage Choices. For this Meeting, we need 12 volunteers. Who will volunteer?

Choose 4 men and 4 women and let them take the roles of Theresa, Helen, Angele, Marie, and Mark, Jacques, Joseph, and Charles [from the previous activity above]. Choose 2 men/boys—"brothers," one who wants to marry & one who gives advice. Select 2 women/girls—"sisters," one who wants to marry & the other who gives advice. The Club Leader says … ***Volunteers, please come to the front of the room.***

Make 2 groups. Group #1 is Theresa, Helen, Angele, Marie, and 2 brothers. Group #2 is Mark, Jacques, Joseph, Charles and 2 sisters. Give the volunteers time to practice their roles. Be sure they understand their roles. When everyone is ready, the Club Leader says …

We will begin with the brothers. You will interview one of the women. Remember that the brothers are looking for a good wife. You will have 3 minutes to interview one of the women.

After 3 minutes, turn to the sisters and let them interview one of the men. Remind the sisters that they are looking for a good husband for one of them. Proceed this way, rotating from Group #1 to Group #2 until all the volunteers have been interviewed.

Now, it is time for the Club Members to ask questions. You can question anyone in either group. The Club Leader selects the Club Members to ask their questions. See how many questions they have—stop the questions if there is no more time for the meeting or if there are no more questions.

Now, let's vote to see who we think should marry the brother and who should marry the sister. Ask the Club Members to raise their hands and vote for either Theresa, Helen, Angele or Marie … and then Mark, Jacques, Joseph, or Charles. Announce the winners when the votes have been counted. Then the Club Leader says …

Do you remember your decisions from our last meeting? Have you changed your choice—or did it remain the same? Please share your thoughts

At the end of this discussion the Club Leader ends the meeting.

Marriage Choices: Setting Priorities

Preparation: The Club Leader must read this Meeting Activity.

At the meeting, the Club Leader says:

For several weeks we have talked about marriage choices. We selected the best man and the best woman for our imaginary brother and sister. Today we will talk about characteristics that we want in our marriage partner.

The Club Leader decides to have a big group Meeting or Small Groups. Small groups must choose Small Group Member Roles (see Introduction in the *Handbook).* Club Leader says

Look in your manual for Marriage Choices: Setting Priorities, Partner Characteristics. Prioritize this list. What is the most important characteristic you want your marriage partner (boyfriend/girlfriend) to have? What is the least important? Then prioritize the other characteristics. Try to agree on this list. If you disagree, be prepared to explain why.

You have 20 minutes for this discussion.

The Club Leader listens to the Members and helps with Active Listening. When the Members are finished, they explain their priorities. The Club Leader keeps a tally of the most important and least important characteristics and presents the results to the Club Members. To conclude this activity, the Club Leader can ask …

Conversation Questions: Choose a Few to Talk About

1. **What do your answers suggest?**
2. **Does anyone see anything they think is important here?**
3. **Does anyone want to change their decisions? Explain the changes you want to make.**

When Club Members finish making comments and/or time's up, the Club Leader reminds Members about the date, time and location of the next meeting.

Marriage Choices: Setting Priorities

Are there characteristics we want our life partners (or boy/girlfriends) to have? Are there characteristics that are more important than others? What characteristics do you want in the person who will be with you forever?

Look at the list. Prioritize this list. Put the most important characteristic first, then the second, then the third … and continue to the least important characteristic--#12. Each characteristic has examples—but these are ONLY examples. NOTE: Characteristics are in alphabetical order.

Characteristic	Examples of Characteristic
Appearance	Beauty, Clothes, Hairstyle, Make-up, Body
Dowry	(Women) demand dowry; (Men) pay dowry
Education	Years in school completed
Employment/ Financial Situation	Unemployed, a small salary, a big salary, receives gifts or salary increase, temporarily employed
Expressions of love	Writes love poems, shows affection in public, gives expensive gifts
Family size	Number of children, no children
Interests/Hobbies/ Likes-Dislikes	Passionate about an issue, speaks out against an issue, loves to [read, dance, listen to music], hates to [talk about politics]; helps the [community]
Involvement with family	Loves/hates [family members], argues with [family]
Personality	Kind, Arrogant, Shy, Talkative, Self-centered, Narcissistic, Self-assured
Physical Health	Excellent health, major health problem [HIV/AIDS, Tuberculosis], Addicted to [Cigarettes, Whiskey]
Romantic history/ Sexual experiences	A few boy/girlfriends, Soldier [in war, raped women], Widower, Divorcé(e), Virgin
Values	The same [or different] religion, the same [or different] ideas about honesty, the same [or different] ideas about spending/saving money

Useful Vocabulary and Expressions

Beauty	Combination of physical characteristics that are appealing
Hairstyle	Style, design, cut of hair
Unemployed	No job, no work
Temporarily	Short-term
Affection	Acts of tenderness, love, kindness
Issue	Problem, topic, idea
Arrogant	Exaggerated feeling of being important, self-centered
Shy	Quiet, little courage to speak
Talkative	Talks very much
Self-centered	Focused on yourself, arrogant
Narcissistic	Showing excessive interest in yourself
Self-Assured	Self-confidence
Addicted to [something]	Inability to stop doing [something]
Divorcé(e)	Man who is divorced; woman who is divorced
Widow(er)	Woman whose husband died(widow); man whose wife died (widower)

Notes or Ideas:

Marriage Choices: Stop the Role Plays! Talking with Parents

Preparation: The Club Leader must read this Meeting Activity and "Organizing Role Plays" in the Introduction to this *Handbook.* Use the *Marriage Choices: Selecting Partners* activity above.

At the beginning of the meeting, the Club Leader says …

- ***Today we will continue the topic of marriage choices.***
- ***This time we will do role plays—but with changes.***
- ***First, I need volunteers to play these roles: Pascal—the man who is trying to choose a wife; the mother of this man; the father of this man***
- ***In this role play, Pascal tells his parents that he wants to marry …*** Select one of the four women: Marie, Theresa, Angele, Helen, or Marie.
- ***Remember [Marie, Theresa, Angele, Helen, Marie] [use the Marriage Choices: Selecting Partners]. Let's read about this woman.*** The Club reads the information about woman selected. Then the Club Leader says …
- ***The mother and father must decide if they accept this marriage or not. Volunteers have 3 minutes to prepare and then we will watch.***

Let the role play continue for about 5 minutes and then say …

- ***STOP—Let's have one volunteer take the place of Pascal.*** Club Leader selects a Volunteer to play a "new" Pascal …
- ***Now, let's continue the role play to see what the "new" Pascal* says …** Let the role play go for a few minutes and then say …
- ***STOP—Let's have two volunteers take the place of the mother and father and continue the role play …*** Give Members time to volunteer. Then say
- ***Now, let's continue the role play to see what the new parents may say …***

Continue the role play for 2-3 minutes. If Members are interested, change the volunteers again. Continue for approximately 20 minutes or until there is an end. Repeat this activity with "the woman who wants to choose a husband" and one of the

At the end of both role plays, Club Members talk about their reactions, observations, thoughts about these role plays. Further role plays can be created by selecting different men (Charles, Jacques, Joseph or Mark) or different women (Helen, Theresa, Angele, or Marie).

Club Members can talk about these questions:

- **Did these role plays help you think differently about marriage?**
- **Did these role plays help you think differently about the importance of parents in making this decision?**
- **What changes did you make in your thinking?**
- **If you didn't change, why not?**

After a few minutes, the Club Leader can end the meeting—reminding the Club Members about the next meeting date, place and time and thanking them for participating.

Notes or Ideas:

The Price of Marriage: Excessive or Fair? Finish the Story

Preparation: The Club Leader must read this Meeting Activity and "Organizing Role Plays" in the Introduction to this *Handbook*.

At the Meeting, the Club Leader says

Today we have a story to read. I need a volunteer to read the story. The Club Leader selects a volunteer who prepares to read the story. The Club Leader says ***Let's listen to this story and then we will have a conversation.***

The Price of Marriage: Excessive or Fair?
Finish the Story

Antoinette had a boyfriend named Michael. They loved each other very much. Three months ago, they decided to marry.

Antoinette introduced Michael to her parents. Her parents were very happy to meet Michael.

They said, "Michael, we are happy that you want to marry our daughter. We can see that you are a serious man and we know our daughter will be happy as your wife. Next week we will tell you what you need to give us for her daughter."

Antoinette's parents were very happy because Michael was a businessman. "We can ask him to give us many things," they said to each other. "Let's tell him to give us $25,000 and a motorbike."

When they told Michael what they wanted, Michael said, "This is very expensive. I don't know if this is possible. I am not a rich man." Michael was very sad and disappointed.

When Michael told Antoinette what her parents wanted, they talked all night long.

The Club Leader helps the Members choose a conversation activity:

Conversation Activities: How Does this Story End?

Work in a group or in pairs … and choose one or both activities
1. Write the end to the story and read it to the Club Members.
2. Prepare a role play and present it to the Club Members.

Marriage Choices: Debate Topics I

Preparation: Before this Club Meeting, the Club Leader must read, "Organizing a Debate" in the Introduction to the *Guide*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

Marriage Choices: Debate Topics I

TOPIC: Mothers and Children

PRO—Mothers must stay home and care for the children.
CON—Mothers do not have to stay home with the children.

TOPIC: Fathers and Children

PRO—Fathers must stay home and care for the children.
CON—Fathers do not have to stay home with the children.

TOPIC: Number of Children In A Family

PRO—Families should have only 2 children.
CON—Families should have as many children as they want.

TOPIC: Shared Values

PRO—Spouses must be faithful to each other.
CON—Spouses do not need to be faithful to each other.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *A Guide for English Club Leaders* to prepare.

Marriage Choices: Debate Topics II

Preparation: Before this Club Meeting, the Club Leader must read, "Organizing a Debate" in the Introduction to the *Guide*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

Marriage Choices: Debate Topics II

TOPIC: The Dowry

PRO—The dowry tradition should be maintained.
CON—The dowry tradition should be abolished.

TOPIC: Physical Beauty

PRO—The physical beauty of a spouse is very important.
CON—The physical beauty of a spouse is not important.

TOPIC: Before Marriage

PRO—Engaged couples must live together before they marry.
CON—Engaged couples should live together before they marry.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *A Guide for English Club Leaders* to prepare.

Marriage Choices: Debate Topics III

Preparation: Before this Club Meeting, the Club Leader must read, "Organizing a Debate" in the Introduction to the *Guide*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topic. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper.

Marriage Choices: Debate Topics III

TOPIC: Inter-Ethnic/Inter-Racial Marriages

PRO—Inter-ethnic and inter-racial marriages should be allowed.
CON—People should not be allowed to marry outside their ethnic or racial group.

TOPIC: Marriage and Religion

PRO—People must not marry outside their religion.
CON—People should be allowed to marry outside their religion.

TOPIC: HIV/AIDS [SIDA] and Marriage

PRO—People with HIV/AIDS should not be allowed to marry.
CON—People with HIV/AIDS should be allowed to marry.

TOPIC: Families and Marriage

PRO—Wealthy family members should support poor family members.
CON—Wealthy family members do not have to support poor family members.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *A Guide for English Club Leaders* to prepare.

Marriage Choices: Debate Topics IV

Preparation: Before this Club Meeting, the Club Leader must read, "Organizing a Debate" in the Introduction to the *Guide*.

At the beginning of the meeting, Club Members choose (by consensus or vote) one debate topics. Then, 6 volunteers are selected. 3—Pro and 3—Con. The volunteers have 15 minutes to prepare the debate. The Club Leader selects a Club Member (or the Club Leader) to be the Referee and timekeeper. NOTE: One debate is enough for one Club Meeting.

Marriage Choices: Debate Topics IV

TOPIC: Marriage and Similar Ages

PRO—Marriage must be between people who have similar ages.
CON—People with very different ages should be able to marry.

TOPIC: Marriage and Older Women

PRO—It is acceptable for an older woman to marry a younger man.
CON—It is not acceptable for an older woman to marry a younger man.

TOPIC: Marriage and Older Men

PRO—It is acceptable for an older man to marry a younger woman.
CON—It is not acceptable an older man to marry a younger woman.

TOPIC: Showing Affection in Public

PRO—Engaged couples can show affection in public.
CON—Engaged couples must not show affection in public.

Are there other debate topics Members want to talk about? Create a list of topics the Club Members want to debate and propose 3-4 for a follow-up Club Meeting. Let the Members vote on the topic they want to debate for the week and use the "Organizing a Debate" in *A Guide for English Club Leaders* to prepare.

Favorite Quotations I

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the Meeting the Club Leader says …

What's a Quotation?

The exact words spoken or written by someone. Sometimes the person is famous and sometimes not. When we don't know who said the words, we say the speaker is "anonymous." We can also use the word "Quotes." Usually quotations are words that have:

- ***A special meaning***
- ***A special message***
- ***A hidden meaning or message.***

Here are quotes from people. Some of the people are famous and others are not. Some of the quotes are well-known and others are not. After the quotation you will find either the name of the person who said the quote or the word "anonymous" which means that we don't know who said this.

The Club Leader decides to have a Big Group Meeting or Small Groups. For Small Groups, they must read the quotations and then answer the questions. For a Big Group Meeting, Members can answer the questions with their neighbor. Use these questions:

1. **Which quotations do you like? Which quotations do you dislike?**
2. **Which quotations do you agree with? Which ones do you disagree with?**
3. **Pick one quotation that you like**
4. **Explain why you like this quote.**

The Club Leader can ask Club Members to read the quotes. One volunteer reads one quote so many Club Members can read. The Meeting ends with this conversation.

Favorite Quotations I

1. **All day long we listen to American music. Why can't the radios in the U.S. keep one hour to play music that is not American. —Miriam Makeba—**

2. **Some people feel the rain. Others just get wet. —Bob Marley—**

3. **The myth of male superiority can only be demolished with shining examples of female achievement against which nobody could argue intelligently. —Wangari Maathai—**

4. **What makes a desert beautiful is that somewhere it hides a well. —St. Exupéry—**

5. **If you are planning for a year, plant rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. —Chinese Proverb—**

6. **I cannot teach anybody anything. I can only make them think. —Socrates—**

7. **Do one thing every day that scares you. —Eleanor Roosevelt—**

8. **Do I dare disturb the universe? —T. S. Eliot—**

9. **Lead from the back—and let others believe they are in front. —Nelson Mandela—**

10. **Life is a constant struggle between being an individual and being a member of the community. —Sherman Alexie—**

Favorite Quotations II

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the Meeting the Club Leader says …

What's a Quote?

It is the exact words spoken or written by someone. Sometimes the person is famous and sometimes not. When we don't know who said the words, we say the speaker is "anonymous." We can use the word "Quotes." Usually quotations are words that have:

- ***A special meaning***
- ***A special message***
- ***A hidden meaning or message.***

Here are quotes from people. Some of the people are famous and others are not. Some of the quotes are well-known and others are not. After the quotation you will find either the name of the person who made the quote or the word "anonymous" which means that we don't know who said this.

The Club Leader decides to have a Big Group Meeting or Small Groups. For Small Groups, they must read the quotations and then answer the questions. For a Big Group Meeting, Members can answer the questions with their neighbor. Use these questions:

1. **Which quotation do you like? Which quotation do you dislike?**
2. **Which quotations do you agree with? Which ones do you disagree with?**
3. **Pick one quotation that you like**
4. **Explain to all the Club Members why this quote is your favorite quote.**
5. **Prepare a short presentation about the author of your favorite quote.**

The Club Leader can ask Club Members to read the quotes. One volunteer reads one quote so many Club Members can read. Club Leader asks 10 Members to each prepare a short presentation about each one of the 10 people quoted for the next Club Meeting.

Favorite Quotations II

1. **Courage is not the absence of fear-it is inspiring others to move beyond it.**
   —Nelson Mandela—
2. **When the whole world is silent, even one voice becomes powerful.**
   —Malala Yousafzai—
3. **My inner life was split early between the call of the Ancestors and the call of Europe, between the … black-African culture and … modern life.**
   —Léopold Sédar Senghor—
4. **No matter how plain a woman may be, if truth and honesty are written across her face, she will be beautiful. —Eleanor Roosevelt—**
5. **We must be the change we wish to see. —Mahatma Gandhi—**
6. **Pacifism is non-violent resistance to evil. —Martin Luther King—**
7. **The best way to make your dreams come true is to wake up.**
   —Muhammad Ali—
8. **Only after the last tree has been cut down,**

   Only after the last river has been poisoned,

   Only after the last fish has been caught,

   Only then will you find that money cannot be eaten.
   —Native American Proverb—
9. **Our greatest glory is not in never falling, but in rising every time we fall.**
   –Confucius—
10. **Human rights are not things that are put on the table for people to enjoy. These are things you fight for and then you protect.**
    —Wangari Maathai—

Favorite Quotations III

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the Meeting, the Club Leader says …

By now I think you know the word—quotation.
It is the exact words spoken or written by someone. Sometimes the person is famous and sometimes not. When we don't know who said the words, we say the speaker is "anonymous." We can use the word "Quotations." Usually quotations are words that have:

- ***A special meaning***
- ***A special message***
- ***A hidden meaning or message.***

Now, let's read these quotes. One volunteer—reads one quote. I need 10 volunteers.

After each quote, check to be sure the Club Members understand the words. The Club Leader decides to have a Big Group Meeting or Small Groups. For Small Groups, they must read the quotations and then answer the questions. For a Big Group Meeting, Members can answer the questions with their neighbor. Use these questions:

Let's answer these questions:

1. **Which quotation do you like? Which quotation do you dislike?**
2. **Which quotations do you agree with? Which ones do you disagree with?**
3. **Group the quotes into categories. Choose the categories you think are good.**
4. **Be prepared to tell the Club Members the categories you created and what quotes you put into each category.**
5. **Choose one of the authors quoted. Prepare a short presentation about this person's life.**

Club Leader gives 10 Members time to each give a short presentation about the people quoted. The Meeting ends with this conversation. Or the Members give their presentations at the next Club Meeting.

Favorite Quotations III

1. **If you beat someone with a stick, don't hide the stick under your bed.**
   —African Proverb—

2. **If a child is not learning the way you are teaching, then you must teach in the way the child learns. —Rita Dunn—**

3. **The authority of those who teach is often an obstacle to those who want to learn. —Cicero—**

4. **Great minds discuss ideas. Average minds discuss events. Small minds discuss people. —Eleanor Roosevelt—**

5. **Appearances matter — and remember to smile. —Nelson Mandela—**

6. **True education is to learn how to think, not what to think.**
   —Krishnamurti—

7. **A man who has no imagination has no wings. —Muhammad Ali—**

8. **If you think you're too small to have an impact, try going to sleep in a room with a mosquito. —Anita Roddick—**

9. **If you don't like the way the world is, you change it.**
   —Marian Wright Edelman—

10. **A simple and proper function of government is just to make it easy for us to do good and difficult for us to do wrong. —Jimmy Carter—**

Notes or Ideas:

Favorite Quotations IV

Preparation: The Club Leader must read this Meeting Activity.

At the beginning of the Meeting, the Club Leader says …

Below are quotes from people. Some of the people are famous and others are not. Some of the quotes are well-known and others are not.

Now, let's read these quotes. One volunteer—reads one quote. I need 10 volunteers.

After each quote, the Club Leader checks to be sure the Club Members understand the words … The Club Leader chooses to have a Big Group Meeting or make Small Groups. The Members talk about these questions.

1. **Read the quotes and put them into categories or groups. Make as many groups or categories you think are necessary for the quotes.**
2. **Tell the Club Members the categories you created and what quotes you put into each category.**
3. **Choose your favorite quote. With Club Members create a short role play and use the quote in the role play.**

The Club Leader asks Members to create a role play and use the quote in the role play. Members present their role plays at this meeting or the next Club Meeting.

Favorite Quotations IV

1. **The first thing is to be honest with yourself. You can never have an impact on society if you have not changed yourself... Great peacemakers are all people of integrity, of honesty, and humility. —Nelson Mandela—**

2. **No one can make you feel inferior without your consent. —Eleanor Roosevelt—**

3. **He who is not courageous enough to take risks will accomplish nothing in life. —Muhammad Ali—**

4. **Injustice anywhere is a threat to justice everywhere. —Martin Luther King—**

5. **In politics if you want anything said, ask a man. If you want anything done, ask a woman. —Margaret Thatcher—**

6. **Sometimes we stare so long at the door that has been closed to us, we do not see the many doors that are open. —Alexander Graham Bell—**

7. **A woman without a man is like a fish without a bicycle. —Gloria Steinem—**

8. **Ask not what your country can do for you. Ask what you can do for your country. —John F. Kennedy—**

9. **A husband is only as strong as his wife. If a husband does not support his wife, then his family is lost. —Anonymous—**

10. **Bravery is not a quality of the body, it is of the soul. —Mahatma Gandhi—**

Favorite Quotations V

Preparation: The Club Leader must read this Meeting Idea.

At the beginning of the Meeting, the Club Leader says …

By now you can answer … What is a Quote?

Now, let's read these quotes. One volunteer—reads one quote. I need 10 volunteers.

After each quote, the Club Leader checks for understanding. The Club Leader decides to have a Big Group Meeting or use Small Groups in the Meeting. The Members can use these activities to help with their conversations.

1. **Read the quotes and put them into categories or groups.**
2. **Tell Club Members the categories and quotes you put into each category.**
3. **Choose your favorite quote. With Club Members create a role play that demonstrates the quote but DO NOT say the quote. All the Club Members must guess which quote is the theme of the role play.**

The Club Leader can have Members present role plays about each of these quotations at this meeting or the next Club Meeting.

Favorite Quotations V

1. **Before we can understand another person, we must walk a mile in their moccasins [shoes]. Before we can walk in another person's moccasins, we must first take off our own. —Native American Proverb—**

2. **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. —Malala Yousafzai—**

3. **When a man is denied the right to live the life he believes in, he has no choice but to become an outlaw. —Nelson Mandela—**

4. **A large chair does not make a king. —African Proverb—**

5. **A child is a gift of God. Every child is here to love and be loved. —Mother Teresa—**

6. **Don't gain the world and lose your soul; wisdom is better than silver or gold. —Bob Marley—**

7. **All major religious traditions carry basically the same message … love, compassion and forgiveness. The important thing is they should be part of our daily lives. —Dalai Lama—**

8. **Don't find fault, find a remedy. —Henry Ford—**

9. **Human rights are not things that are put on the table for people to enjoy. These are things you fight for and then you protect. —Wangari Maathai—**

10. **Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen. —Winston Churchill—**

Favorite Quotations VI

Preparation: The Club Leader must read this Meeting Idea.

At the beginning of the Meeting, the Club Leader says …

By now you can answer … What is a Quote?

Now, let's read these quotes. One volunteer—reads one quote. I need 10 volunteers.

After each quote, the Club Leader checks for understanding. The Club Leader decides to have a Big Group Meeting or use Small Groups in the Meeting. The Members talk about these questions.

1. **Read the quotes and put them into categories or groups.**
2. **Tell Club Members the categories and quotes you put into each category.**
3. **Choose your favorite quote. With Club Members create a role play that demonstrates the quote but DO NOT say the quote. All the Club Members must guess which quote is the theme of the role play.**

The Club Leader can have Members present role plays about each of these quotations at this meeting or the next Club Meeting.

Favorite Quotations VI

1. **A cultural fixation on female thinness is not an obsession about female beauty but an obsession about female obedience. —Naomi Wolf—**
2. **All societies on the verge of death are masculine. A society can survive with only one man; no society will survive a shortage of women. —Germaine Greer—**
3. **Rape is one of the most terrible crimes on earth and it happens every few minutes. The problem with groups who discuss rape is that they try to education women about how to defend themselves. What really needs to be done is teaching men not to rape. —Kurt Cobain—**
4. **In societies where men are truly confident of their own worth, women are not merely tolerated but valued. —Aung San Suu Kyi—**
5. **I suppose I could have stayed home and baked cookies and had teas, but what I decided to do was to fulfill my profession, which I entered before my husband was in public life. —Hillary Clinton—**
6. **When a man gives his opinion, he's a man. When a woman gives her opinion, she's a bitch. —Bette Davis—**
7. **All men should be feminists. If men cared about women's rights, the world would be a better place. —John Legend—**
8. **We stand with women by fighting for economic security, protecting access to health care and supporting women's leadership across the country. —Barack Obama—**
9. **In Pakistan, when we were stopped from going to school, at that time I realized that education … is the power for women and that's why the terrorists are afraid of education. —Malala Yousafzai—**
10. **This is not just about women. We men need to recognize the part we play too. Real men treat women with dignity and the respect they deserve. —Prince Harry—**

Useful Vocabulary and Expressions

Favorite Quotations I-VI

To demolish	To destroy, to damage completely
Achievement	Success
To shine	To be very bright
To hide	To put something where no one can see it
Well	The hole deep in the ground with water
Decade	10 years
Lifetime	All of someone's life
To dare	To have the courage to do something
To disturb	To trouble, to move
Back	Behind, not in front
To struggle	To use force to be free, to fight
Absence	Not present
Beyond	In the distance, far away
Even	Just [one]
Split	Divided
Plain	Simple, not beautiful
Across	From one side to the other
Pacifism	The belief in peace—not war—to resolve conflicts, war is not justified
To fall	To tumble down, not stand
To rise	To get up, to stand up
Appearance	The way someone looks
To matter	To be important
Wing	The "arm" of a bird
Impact	Influence, effect
Integrity	Honesty, Truthfulness
Humility	Modest, no pride, your importance is not great
Without	In the absence of, [unless]

Consent	Permission
Anywhere	Any place
Threat	Maybe danger will come
To stare	To look for a long time and without stopping
Bravery	Courage
Aim	Goal
Weakness	No strength, no power
Hopelessness	No hope, despair
To deny	To tell someone "No"
Outlaw	Thief, bandit, someone who breaks the law
To gain	To get, to profit from [something]
To lose	To not know where something is
Wisdom	Intelligence
Forgiveness	Pardon
Fault	Problem
Remedy	Solution
Thinness	Not fat
Obsession	Compulsion, preoccupation, addiction
Verge	Edge, close to the end
Shortage	Scarcity, missing [something]
Worth	Value
Merely	Only
Fulfill	Complete
Bitch	Female dog [insulting term for women]

Notes or Ideas:

Favorite National Quotations & Proverbs

Preparation: The Club Leader must read this Meeting Idea.

At the beginning of the meeting, the Club Leader says …

By now we know the meaning of the word "quote."
We know a lot of quotes from people all over the world. Now it is time for us to make a collection of quotes from our country—from our people.

For today's meeting let's brainstorm quotes that we have from people in our country—from musicians, writers, actors, radio or television announcers—politicians and people in our history. We can also include proverbs. Maybe we heard these when we were children. Maybe we heard these when we were in school.

The Club Leader decides to have a Big Group Meeting or Small Groups. For Small Groups, they must create Small Group Roles and then the Club Leader continues. For a Big Group Meeting, Members can talk with their neighbor. Members brainstorm a list of quotes and/or proverbs. While Members talk, the Club Leader can walk around to help with problems, make suggestions, encourage Active Listening. When time's up, the Club Leader says …

Let's hear your lists of quotations and proverbs. Please read these and everyone please listen. Do not repeat a quote or proverb if someone has already said it.

Give Members time to share their quotations and/or proverbs. Be sure to stop anyone who repeats a quote or proverb. Then the Club Leader says …

Let's think about these quotes and proverbs. Is there something missing?

Members can talk about the conversation activities.

Conversation Activities: Choose a Few to Do

1. **Create a quote—for the English Club or the community.**
2. **Write a new quote—for the English Club or the community.**
3. **Change a famous quote and make it meaningful for life in the community today.**
4. **Create a proverb—for the English Club or the community.**
5. **Change a traditional proverb into modern-day words but keep the same meaning.**
6. **Create a role play based upon a quote or proverb and present it to the Club Members.**

Famous People Cocktail Party

Preparation: The Club Leader must read this Meeting Activity and "Organizing a Role Play" in the Introduction to this *Handbook*. This Activity is similar to a role play and ALL Club Members participate. Club Leader must encourage Club Members to be creative.

Today, we need to brainstorm a list of famous people. Look in your Manual. They can be living, dead, fictitious, artists, musicians, politicians, religious leaders, scientists, internationally famous or famous in our community, Africans, Asians, North or South Americans, Europeans. They can be characters from novels or popular stories. The Club Leader encourages Members to be creative, and to think broadly. When the list is long, the Club Leader says…

Every Member must choose one famous person from our list. You will play the role of this person. For example, if I choose Shakespeare then for today I will be—play the role of—Shakespeare. Do you understand?

The Club Leader checks for understanding and then the Club Leader says …

I want to give you three vocabulary words.

***Cocktail party*. Americans have cocktail parties when they want to socialize and entertain. Sometimes they celebrate a success. Business people have cocktail parties to meet other people. Because these parties have lots of guests, people stand up, walk around, and talk to each other. Sometimes snacks—called hors d'oeuvres—are served. At these parties Americans drink cocktails, holding these drinks in their hands.**

***Cocktails.* These are drinks with or without alcohol. Beer and wine and also drinks with whiskey, gin, bourbon, and other liquors are popular.**

***Hangover*. The morning after the cocktail party, if people drink too much alcohol, they may have a very, very bad headache. This kind of headache—from drinking too much alcohol—is called a hangover.**

Today we are at a cocktail party and we are ALL famous people. We want to meet and talk with as many famous people as possible. When we meet someone we will ask our name, profession, about our life—anything you want to ask. Let's begin.

The Club Members have a cocktail party for approximately 30 minutes. They should try to meet everyone and talk with everyone. At the end the Club Leader asks Members who were the people they met at the cocktail party. The Meeting ends with a conversation about this event.

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Kinshasa,
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2015

Practice English!

Choose Interesting Activities!

Be Creative!

Help the Community!

Have Fun!

Ambassade des Etats-Unis d'Amérique

Kinshasa, La République Démocratique du Congo