

Getting your club under way

Make a checklist of what you need to do. Estimate how much time it will take and decide if you need more help or resources. Ask teachers, parents and other people for their support and advice.

Keep everyone involved by:

- **rotating leadership.** Everyone can take a turn leading a meeting, deciding where the group will meet, etc.
- **recognizing everyone's contribution.** It's important that people feel good about their participation in the group. Give yourselves a round of applause after every meeting, or have a special meeting where you recognize everyone's special contribution to the group. See "Local Heroes" activity in the Kids Who Care Teacher's Guide.
- **giving people tasks** that make use of their talents, and help them learn new skills.

Communicate!

Make sure group members know what's going on with the club. Be sure to inform everyone else in the school and community about your plans. Ask to use a bulletin board in a central location to advertise about the club and its activities. Ask the school principal if you can use the PA system to give updates. Write a report on how things are going. The report can be sent to each class in the school.

Project Planning

- Once the club members have talked about some of the projects that interest them, you're ready to think about what the outcomes of your project will be. What do you want to happen? What do you want to change as a result of your project? This is your objective, and you might have more than one.
- An objective is a goal, something you want to accomplish. You should be able to check back and see if you've done it, but it doesn't have to be a material thing. You can plan to build an environmental display in the lobby of your school. When it's built you'll know you've accomplished the objective of building it. But the real objective may be to use the environmental display to show people why ozone is important for the planet. So you'll have to ask people what they learned from the display, or count how many people came to see the exhibit. Look back at what the people in your group said they wanted to do. Did everything turn out the way you planned? Did people get the message?



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- **Agree to research other projects.** Is another group already working on a project that is similar to yours?
- **Make a list of the skills** group members have that will help make the project a success. Create a “shopping list” of the skills the group needs to build if you want to go ahead with your plans.
- **Think about how you can get those skills.** Maybe someone you already know can help. Make a list of some of the resources you already have (for example, a place to hold the event, someone who knows about international music, someone who can design posters), and the new ones you would like to get. Talk with your teacher about how to work on some of the skills you would like to develop. He or she may have books or know of Internet sites that can help. For example, if you need to practise writing letters to local newspapers to tell people about your events, you can check out the “Whose News” activity in the *Kids Who Care* Teacher’s Guide.
- **Choose one or two ideas** for projects that members like and that are realistic. (Maybe start with a smaller project to see how it goes. This is called a pilot.)
- **Make a calendar of events** for your club. Schedule meetings, tasks and have everyone commit to participating.
- **Consult group members about rules** for the club and rules for meetings.
- **Write a charter for your club**, describing why you have started the club and the rights and responsibilities of all the members. (Check out the information about the Rights of the Child on pages 12-13 to see what rights and responsibilities kids have.)
- **Talk about how you will make decisions as a group.** One way is by voting and letting the majority rule. Another way is to discuss your plans until everyone feels that there is something in the plans that he or she likes. This is called consensus, and it doesn’t mean that everyone sees things exactly the same way. That would be pretty unusual! With consensus, all members of the group agree to go ahead because they think the project is good for the club. Maybe the people who didn’t get to do it their way this time can speak first when the next project is discussed.

So everyone agrees that a fund-raising project should be priority, right?





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It's important to make sure each person has a chance to speak.

- To make sure that only one person speaks at a time, or that everyone has a chance to speak, try passing an object around a circle. This idea comes from the First Nations of North America, who often used a “talking stick” during community gatherings. Only the person who holds the stick gets to talk. (You can set a time limit if you like.) The stick is then passed on to the next person. Everyone agrees to listen while the “stick holder” is talking and to wait his or her turn to speak.

- Another way of making sure that one or two people don't take all the time the group has for discussion is to use pennies, beans, etc. to “pay” for time to talk. For example, each person gets three beans and each time he or she speaks, a bean has to be handed over. When your beans are gone, you've had your say. This is a good way to give everyone a chance to speak, and to ensure when people do talk, they're saying something that they feel is important.

Ice-breakers

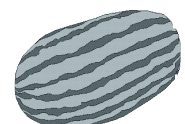
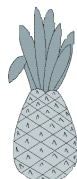
Energize your group with activities like the ones on this page. They're sometimes called “ice breakers” because they're a way to “warm up” for an activity. They get people comfortable with meeting new people and working together for the first time.

Why use ice breakers? It's important to keep the group energized, and it's important to encourage people to work together.



Cathy Conservation and Rashid River

A good way to remember the names of new people is to associate a person's name with an animal or object beginning with the same first letter as his or her name. Ask participants to sit in a circle. The first person states his or her name and an animal, place or environmental issue that begins with the same letter. Each person in turn repeats the names of the people who have already given their names and adds his or her own. A variation of this activity is to repeat the name of a country that begins with the same letter as the person's first name. People are bound to make mistakes, which can be funny and make everyone relax.



Fruit salad

Choose three or four fruits that go in a fruit salad (bananas, pineapples, oranges, peaches, etc.) and “count off” people in the group by naming them one of the fruits. Do it in order so you can make sure there's a good mix. For example, if you use the order of bananas, pineapples, oranges and peaches, every fourth person is a banana. Members of the group sit in chairs around a circle. Someone is the first leader and explains the rules. This person does not have a chair. The leader then calls out the name of a fruit, and everyone who has been given that fruit has to change chairs. As the participants change places, the leader sits down in one of the empty chairs. The person who can't find a chair becomes the new leader. The leader can also shout “fruit salad”, which means that everyone has to change seats. Afterwards, one person from each fruit group has to point out the others in that group. (Did people have a chance to look at who else was changing places at the same time that they were?)

Each person introduces himself or herself to the rest of the group.