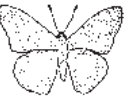
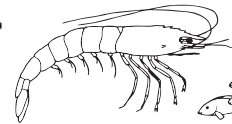
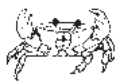
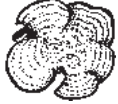
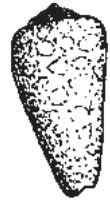
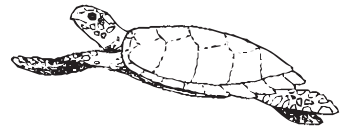
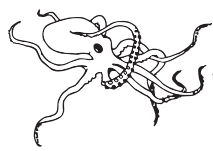


Wildlife Clubs of Seychelles



Leaders Handbook

*A Guide to Starting
and Running a Club*



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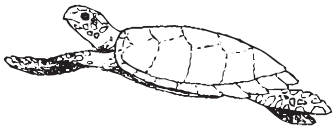
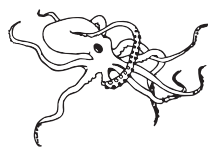
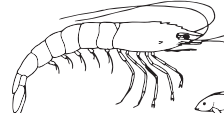
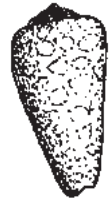
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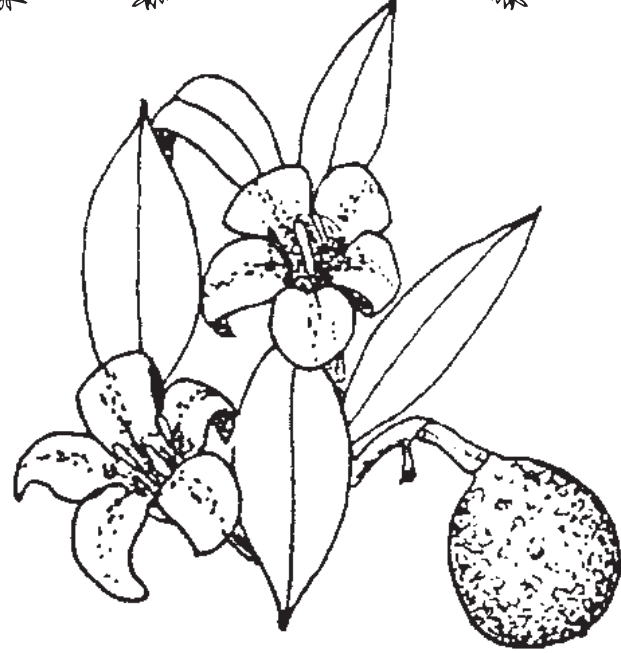
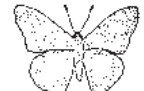
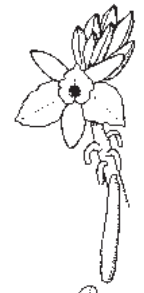
Introduction

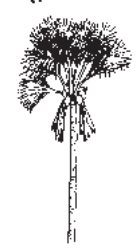
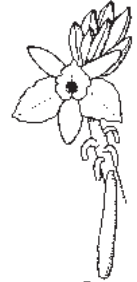
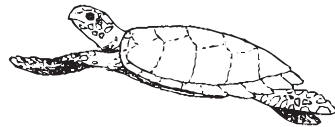
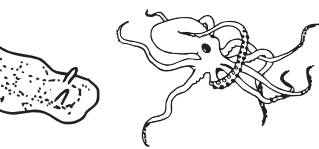
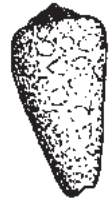
The Seychelles possesses a rich, yet a fragile environment, with some species found nowhere in the world. However, due to people's ignorance and carelessness, many of our rare species of plants and animals are threatened. The Seychelles Government and Environmental NGO's are working together to help save our fragile Island ecosystem. One of these groups is the Wildlife Clubs of Seychelles (WCS), a non-government organisation (NGO) for young people. It was formed in 1994, dedicated to promoting conservation action through environmental education. Today there are about 600 children throughout Seychelles who belong to Wildlife Clubs and who are members of WCS. Wildlife Clubs of Seychelles is run by volunteers. Most of the clubs are led by teachers and staff, as well as some parents and community volunteers.

They meet after school, on weekends and during school holidays, they learn how to identify and solve environmental problems, this has help children to become more environmentally conscious and develop into responsible citizens. Some will be in a better position to use what they have learnt to influence others to better understand and care for their environment.

So if you are interested in assisting us in making a difference, then get a group in your school together and start a club. This booklet will assist you in running your club.

School-based clubs are supported by Wildlife Clubs of Seychelles with office space, funding, project support and other facilities. The Ministry of Education provides back up and support at school level.





How to get started?

Have you decided to start a club, but still wondering how to go about it? Many people feel they are stuck or lost when starting something new. "What will be the first thing to do?" "Who must I talk to?" "Where can I get help?" These are some questions we often ask ourselves and sometimes we even give up before giving it a try. Here are some guidelines to help you.

Leading a Wildlife Club

It is recommended that the group have an adult group leader. Depending on the age of the group members, the group leader may play a very active role, or he or she may only offer advice and help when needed. Either way, an adult group leader should understand his or her role in the group.

Members should feel a strong sense of ownership and responsibility for the group. Not only should members attend meetings and help with projects, but they should also help make important decisions by electing committee members, selecting projects and planning the agenda of meetings. The group leader plays a crucial role in facilitating this process, offering suggestions and encouraging and encouraging members to make decisions for themselves. The group leader should ensure that every member is included in group decisions and project work.

Leading and facilitating a group can involve a significant amount of work. If your group needs additional assistance, consider asking one of the following:

Teachers:

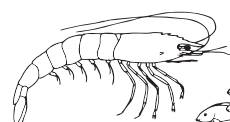
Teachers are the most common group leaders. Remember that teachers often have busy schedules, and it is important to explain to teachers how getting involved with wildlife club activities can help them get new ideas for classroom activities for their particular subjects.

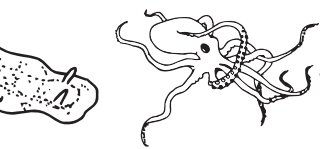
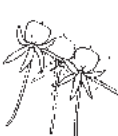
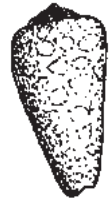
Parents:

Family members are the second most common type of leader. Have the group members ask their parents or other family members if they can help. You can also invite them whenever you are having an activity.

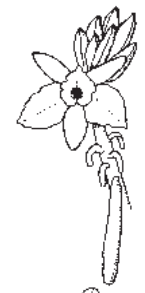
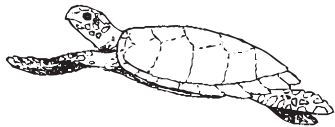
Building your group

For some groups, building membership can be quite easy. For example, some teachers automatically include their entire class in the group. However, we encourage all groups to seek out new members. It is only by reaching other





Leaders Handbook



concerned individuals that the network will grow. Here are some group-building tips for both leaders and members:

Ask around

Talk to friends, family, classmates, school staff, etc. First ask those you can count on and who are interested with nature and environment. Then, with strength in numbers, invite others.

Advertise

Put up posters in your school, publish an announcement in your community newsletter or set up an information table in your school. Ask your head teacher to make an announcement during the morning staff briefing and during the school's general assembly. Ask other teachers to make an announcement during the morning talk in their home class.

Hold a fun kickoff event

Have a fun first meeting to recruit new members. Plan an outdoor community service event with a picnic afterwards or hold a first meeting with food and refreshments. Show the community that Wildlife clubs have fun while making the world a better place.

Start small

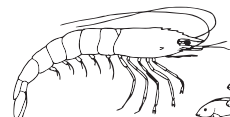
Many groups begin with just a few dedicated members. Once others notices the amazing difference that the club can make, they will be eager to join and help.

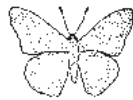
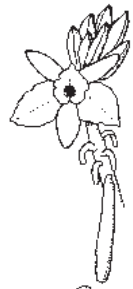
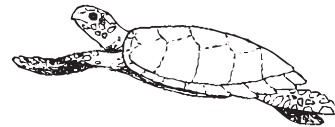
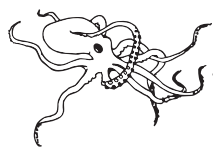
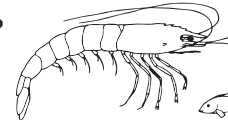
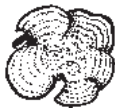
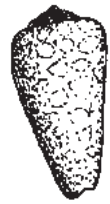
Wildlife Clubs of Seychelles

Wildlife Clubs in Schools are under the guidance of the NGO: Wildlife Clubs of Seychelles. Club leaders should contact the WCS coordinator/committee and share your ideas with them. They will provide you with relevant information on how to get started and suggest other sources of relevant information that you may need in order to kick start your club in the most effective way.

Your first meeting

Most important for your first meeting is to get to know one another and to discuss what it means to be a wildlife club. Keep it fun and informative so that your members will be eager to come to the next meeting. Welcome everyone as new members. It is important to allow everyone to introduce themselves and to say why they are interested to join the club.





Describe the mission of WCS and talk about its history. Invite the WCS coordinator to talk to the group and have a power point presentation about WCS. You can also invite the WCS Chairperson as a guest speaker. After the first meeting, all members should be able to answer these questions:

- ◆ What is Wildlife Clubs of Seychelles and how it began?
- ◆ What will the group do at regular meetings?
- ◆ What kind of projects the group wants to initiate?

Club Constitution

Once a group of people has formed an Environmental club they should work out some guidelines by which the club will run. Such guidelines or rules are sometimes called a constitution; some of the main areas that they need to consider in deciding on the constitution for your club are covered below. You can photocopy the 'Environmental club constitution' and using the information below as a guide, carefully write in the details for your club.

1. Name of Club:

Choosing a name for your club can be very exciting! The name might reflect the projects that the club plans to become involved in or it might be the name of a plant, animal or special environmental concern in your area or the island you are living on. For example, if you live on Praslin, you might want to call Coco de mer club, as this is your most famous natural attraction there. Get the participants to come up with several names and from all the suggested ones, choose the best name for your club.

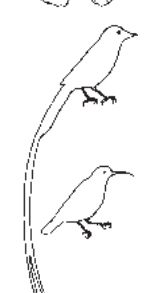
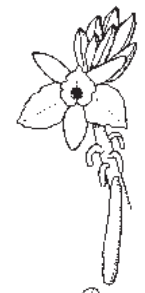
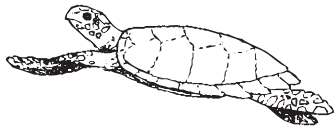
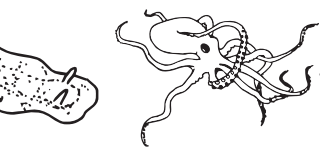
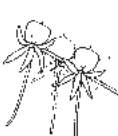
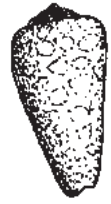
2. Aims and Objectives:

When joining an environmental club, you are all aiming at working for one cause, to improve the environment. Therefore, it is important to keep this in mind when working on your aims and objectives.

Your main aim is where you are heading or what you hope to achieve. Your club can have more than one aim. To help you describe your aims, ask these questions:

- ◆ Why do we want an environment club?
- ◆ What would we like our club to achieve?

All club members should spend time discussing the aim of the club. Write out the aims clearly. They will provide valuable guidelines for choosing club projects and activities. The aims of your club may be quite broad, for example, **"to raise awareness of environmental issues"** or **"to take action to solve local environmental problems."** To achieve these aims, it might be helpful to identify objectives.



Your objectives will be how to achieve your aims. For example, how you are going to raise awareness, what you will use and how you will use it.

3. Club Administration

Administration refers to the management or running of your club. It includes the arranging of club meetings and taking minutes if necessary; keeping club resources in a safe place planning events for the year and recording them on the club's Year Planner. It is useful to have a working group or committee to see to the running or administration of the club. This committee can volunteer or they can be chosen by club members. At first meeting of the committee, they should decide what role each committee member should play. Possible functions of each position or portfolio on the committee are described below:

The leader:

Club leader will usually be the teacher who started the club. She/he is responsible for organizing projects and ensures that work is done; helps guide the club's plan of action; acts as a representative to other clubs, school officials and parent organizations and maintain contact with members. The leader will need to delegate some responsibilities occasionally. Towards the end of each year, the leader, together with other members of the committee should write a report of the club's activities during the year. This report should be presented, to all club members at the final meeting of the year and a copy sent to the WCS coordinator.

Assistant club leader:

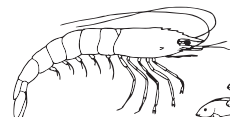
This will be a member of the club, (another teacher or student) who will assist the leader in running the club. He/she will help to delegate activities or replace the leader when he/she is absent. He/she can sometimes chair the meeting, as this would be a useful skill to learn.

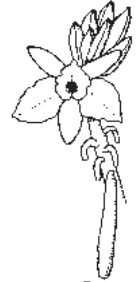
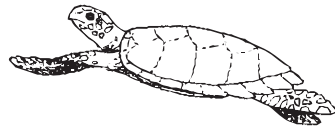
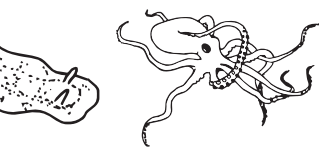
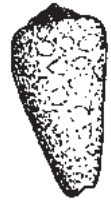
The Secretary:

Takes minutes of each meeting and notes attendance when going on outdoor activities. Minutes must be to the point, short and simple, recording information discussed. A copy of the minutes should be kept in a file or in an exercise book. See guidelines provided. The secretary also communicates with other members to keep them informed about upcoming activities or programmes. The secretary should also keep a record of all activities that the club participated in, as well as all plans, invitations, competitions and campaigns.

The Treasurer:

Works with the adult leader to maintain group finances, open and manage a group account, organize fund raising events and communicate with the group on budget matters. The Treasurer also plays an important role in planning club events and projects which usually involve money. He/she also needs to work





closely with the school administration so that the club could use the school account to bank money raised. Or the club can open its own bank account if they have enough money. It is not advisable to keep money in class because it can easily get lost or stolen. At the end of the year, at the same time as the leader writes his/her annual report, the treasurer should make a summary of all financial transactions made during the year. This means that all money spent, and all money earned by the club must be accounted for.

The leader, Assistant leader, Secretary and Treasurer will all be involved in the running of events and projects of the club. If the club is very active and there is plenty of work to be done, you might need two or three more members on the committee.

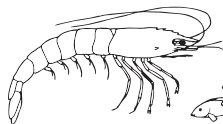
The role of the committee is to serve the club and its members. Members must be fully informed about club activities and they should be consulted in making important decisions. Committee members must be careful not to abuse their position.

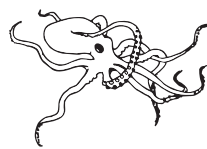
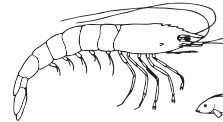
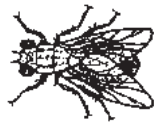
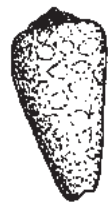
Membership

Who can be a member of the club?

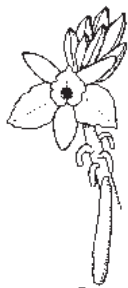
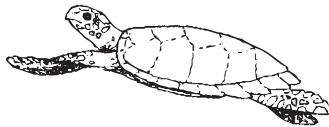
It is important that everyone interested in doing something for the environment is given the opportunity to do so, the more voices, hands and background diversity the better. So, club membership should be opened to all interested children in your school. All members should have the opportunity to participate in club activities. Do not misjudge the ones who are very young. The younger you get them involved the better your club will function in future. It will be through the experiences they gain at an early age that will help them to be more mature in that field and develop into more environmentally conscious adults. They might even help to assist you in running your club in future. You might also want to share out the responsibility for organising club events so that all people have a chance to become involved. Making members responsible for some of the activities will help develop their self-confidence. It will be a good idea for you to keep a record of all the telephone numbers and their parents' addresses. This might help you if something urgent crops up during the weekends or holidays.

Other school staff (teaching or non-teaching), can also be members of the club as well as parents and other interested community members.





Leaders Handbook



Club Meetings

Your club will probably have two types of meetings: one for all members and other for the committee only. Use the meetings to discuss and plan the running or administration of the club. Make sure that all members are informed of the next meeting. You can use the school notice board to do that or ask your head teacher to announce it during the school assembly.

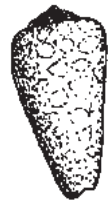
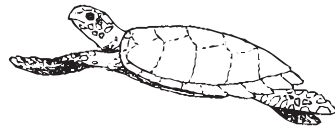
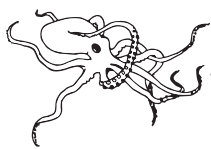
Do invite your head teacher, MNA or DA to attend some of these meetings. This will help them to be aware of what is going on in the club and what the club is doing in the community; they could some how support the club financially or with other materials. They can also work with the club to solve problems that exist at school and in the community.

Parents could also be invited to attend especially at the beginning of the launching of the club and in some relevant meetings. This will keep them in touch with the activities their children are involved in, as well as help them develop confidence in the club. They could also help to organised certain activity.

Dos and Don'ts

As teachers we all know how important it is to let the children know what behaviour is expected of them right from the start. It is therefore important to set some behavioral rules during your first meetings, Ask students for some suggestions about this and get them to also suggest what actions are to be taken against those who do not respect the rules set. Members need to respect each other, the place they are visiting and the resources they will be using. Remember that taking children out, especially to nature reserves demands some extra positive behaviour from them. Inform them about that before going anywhere.

Make sure that when taking children out for visits or camping they are given letters for their parents to sign. It is important to get parent's approval before taking anyone out.



Environmental Club Constitution

Name of Club

Aims

Objectives of the Club

Membership

Administration of Club

The club will run by a committee of members who will be chosen as follows:

The committee members and their tasks are as follows:

Secretary

Treasurer

Other committee members

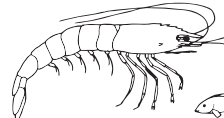
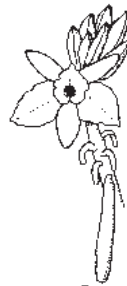
Club Meetings
Committee meetings

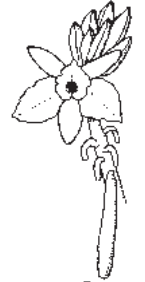
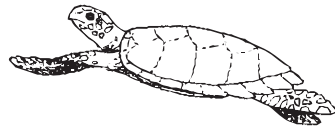
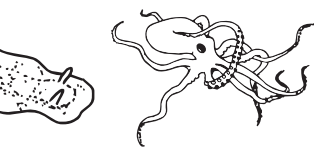
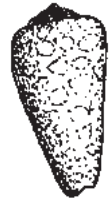
When where

Members Meeting

When where

Affiliation with other club





Running a Club

Once you have worked out the constitution, you will need to plan the club's activities for the months ahead. Below are some general guidelines to help you on your way.

Plan Your Activities

Planning is a vital if your club's activities are to be successful. It is important that you prepare a calendar of activities for the year. Try not to do everything at the same time. Take it one step at a time. Start with the simplest step first. Work on one issue during the first term instead of mixing more than one. Check your school calendar and consult your head teacher so that there will not be too many things going on at the same time. Sometimes when there are clashes in activities or competitions, the turn out of members in an activity might be very low, as members might be involved in something else. Try not to put too many activities during the last two weeks before holidays, as members might be busy with exam. If you are planning something during the school holidays, make sure that you meet them before they leave and give them a print out of the activities with the dates and time.

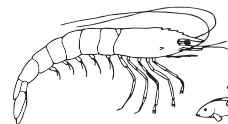
Sharing Club News

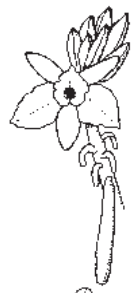
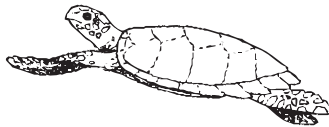
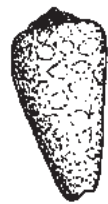
Share what you are doing with other people at your school and in the community. Get your club members to help with writing an article for the local newspaper, Enviro news Environment Education Unit at the Ministry of Education and youth, The WCS also publishes a magazine annually where you can share what your club is doing or you can also publish on WCS web site. Use your school notice board to let other people know what you are doing. Learning about your success will help others to respect you and encourage other children to join in. Contact SBC TV and Radio to do coverage of some of the activities you are planning to do.

Contact other clubs

Attend the next WCS monthly meeting and make contact with other club leaders. Apart from being lots of fun to meet and get to know other people, you can share ideas and skills for getting your club going and plan joint outdoor activities for example; you might plan a joint activity with another club which is also working on the same project as you are. Example medicinal garden, Stream Team, Recycling project etc...

Get Involve in other EE activities or Competitions.





Keep your ears open and you will hear about a lot of activities and competitions organised by other ministries and organisation which you could participate in. Ask your head teacher for circular memos regarding EE competitions and activities that your club could participate in. A variety of activities are organised to commemorate environmental theme days. Contact WCS coordinator or the EE coordinator at the Ministry of Education and Youth to find out what has been organised to celebrate these special days. You can also organise your own activities to commemorate these theme days. A list of theme days and weeks will be provided at the end of the booklet.

Look for Outside Help

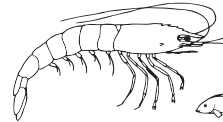
Look for extra help to assist you with the different activities you have organised. You might need people to come and give you talk on an issue or for an experience guide to take you on a Nature Trail walk. A list of addresses for you to make these contacts has been given at the end of this booklet.

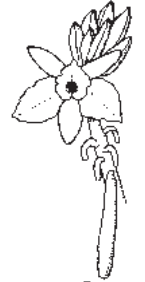
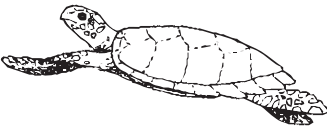
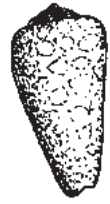
EE games and activities

A variety of different teaching methods and strategies are used by environmental educators. In general EE teaching /learning strategies tend to encourage:

- ◆ experiential learning
- ◆ critical thinking, reflection
- ◆ creativity
- ◆ collaborative learning
- ◆ active student and teacher involvement in the learning process – students are not passive learners and teachers do not have all the knowledge!

Games and other fun activities can be an effective way of introducing a topic or idea in a fun and interactive way. They can liven up any lesson or presentation, but should be clearly linked to the topic, and help get a specific message across. Many of these games are adapted from Joseph Cornell's book, *Sharing Nature with Children*. Here are a few samples of games and other activities that are easy, effective and require minimal materials.





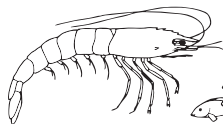
Habitat Musical Chairs

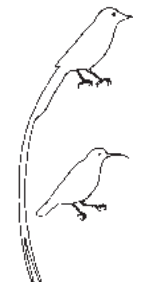
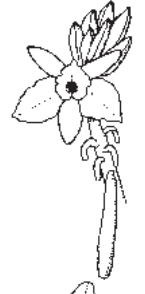
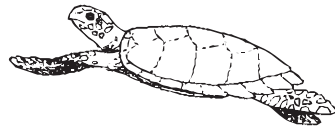
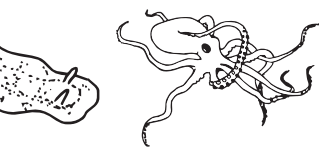
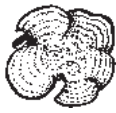
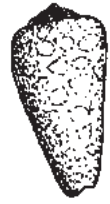
1. Ask the children to explain what a habitat is. Invite them to play a game to help us understand how animals feel when they lose their habitat: it's just like musical chairs.
2. The children are animals who live in the forest habitat and the chairs are the trees in the big forest where the animals live. Little by little the trees are chopped down, some to make room for building houses, some to get wood to make furniture, some to make paper, some more to get space for a shopping mall. Where are the animals going to go?
3. Discuss how can we help them: Plant trees, create national parks and nature reserves, recycle paper, fix wood furniture instead of buying new stuff. Gradually put the chairs back.
4. ANOTHER WAY OF PLAYING: make up cardboard seats, labeled: food, water, shelter, space (the elements need from the habitat). Spread these around the room on the floor – when the music stops, the children have to sit on one of them. Remove them gradually as you would remove chairs, to illustrate the loss of habitat.

Who Am I?

1. For this activity you need to prepare some tags with the names/pictures of plants and animals on them. You will also need some pins.
2. Remind the kids that we share our environment with many different neighbours (besides people) – bugs, birds, plants, etc. Explain that in this game, kids will take turns trying to guess what kind of local animal or plant is pinned to their back (you need to make up tags with the names and preferably a picture). All of the plants and animals are found locally (no lions or tigers!) Questions must be answered with only "yes", "no" or "maybe".
3. Gather the kids sitting in a circle and ask for a volunteer. Get the volunteer to come up to the front and pin one of the tags on to the back of the shirt. USE EASY ONES, ESPECIALLY FOR THE SMALLER CHILDREN!! Turn the volunteer so that everyone can see what is on the tag (but remind them not to say it out loud!)
4. Then have the volunteer face the group and ask them questions – they can all answer. Example: am I an animal? Do I live in the forest? Do I fly? Do I have feathers? Am I a bird? Am I big? Am I white? Am I a fairy tern? You may need to help some of the smaller children think of questions, or ask some of the group to suggest a good question if they are stuck.
5. Once they have guessed, give another child a turn. Keep playing until they, or you, have had enough!

Materials needed: cards with names/pictures of plants and animals, straight pins





SHARKS & RAYS

1. Divide the group into two teams in two straight lines (about 1m apart) facing each other. About 10m or more behind each team define their home base. This could be a tree or a line marked with skipping rope etc. Place yourself at one end of the two rows. One team is the sharks and the other team is rays (you can change these names).
2. You will be calling out statements, and when the statement is true, the sharks chase the rays and try to tag them before they reach their home base. If the statement is false the rays chase the sharks and try to tag them before they reach their home base. After each round the teams resume their positions in the two rows facing each other. Any children who were tagged have to join the other team.
3. (tip: it helps to keep reminding them before each round which way to run if the statement is true or false – it gets pretty confusing with people changing teams but it's part of the fun!)
4. Keep playing until one team has all the members, or the children are too tired to play. Children who want to stop playing can help think of new statements.

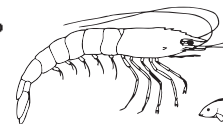
Materials needed: a list of statements related to your topic (optional, you can think them up on the spot), something to mark out the homebases (ie. hats, coconuts, shoes), a large open space for running.

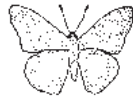
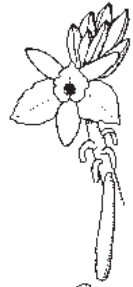
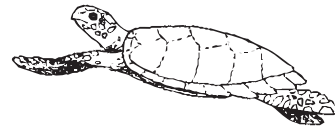
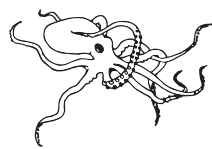
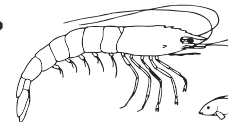
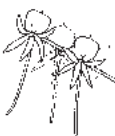
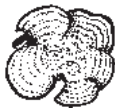
Nature Charades

1. Divide the kids into groups of 4 or 5. Give each group a piece of paper with a scenario written on it (examples provide below).
2. Make sure they keep it a secret from the other groups! Ask each group to think of a way to act out the scenario so that the others will be able to guess it. They can use animal sounds and sound effects, but no words.
3. Give the groups a few minutes to spread out and practice what they are going to do, then gather them all together, and then invite one group up to "the stage" at a time to act out their scenario while the others guess what they are doing. The facilitator can make a few comments after each one if appropriate.

Sample Scenarios:

- ◆ A gecko hunting for insects along a tree trunk.
- ◆ Tropic birds (payanke) feeding their chicks in a nest on the ground.
- ◆ Ground doves (tourtel koko) looking for seeds in the grass.
- ◆ People planting trees to help wildlife.
- ◆ A person making a chair out of wood. (we use trees too! What are some other ways...?)





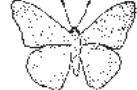
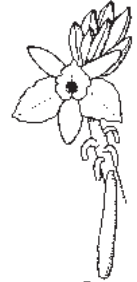
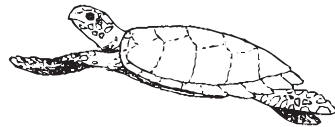
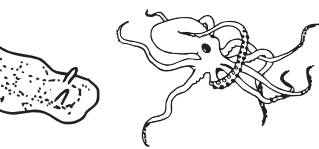
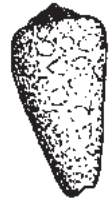
- ◆ People hiking in the mountains.
- ◆ Sunbirds drinking nectar from flowers.
- ◆ Butterflies drinking nectar from flowers.
- ◆ Ghost crabs (loulou grangalo) crawling along the beaching eating seaweed and other stuff.

Materials needed: slips of paper with charade scenarios written out, an open area (indoors or outdoors) for acting.

Nature Safari

1. Ask if any of the kids have ever been on a safari. One thing that many wildlife clubs do is to try and discover more about the plants and animals that live around them, and find out how they can help them and their habitats.
2. Ask if anyone knows what a safari is (it means journey in Kiswahili). Many people go on "safari" in Africa to see all the wildlife there – you're going to go on a safari to discover some of the plants and animals right here in our community.
3. Give instructions for doing the Nature Safari: Tell the kids they will be working in small groups of 2 or 3 and define the boundaries in which you will be working. If possible get an adult to work with each group, or mix older kids with younger ones. Each group will receive a worksheet and pen and will use their eyes, ears, nose and hands to find the items on the list and write down or draw what they found. They can make up names for plants, bugs etc. if they don't know the names – REMIND THE KIDS NOT TO COLLECT OR BREAK ANYTHING LIVING! Groups should take about 15-20 minutes to find all the items, and can take note of any other interesting things they see.
4. Once most of the groups have completed the Safari, gather everyone around sitting in a circle in the shade. Go through the worksheet, inviting kids to share what they found.

Materials needed: copies of nature safari handouts for groups, pencils, magnifying lenses & binoculars are nice too if available.



Sample Nature Safari worksheet

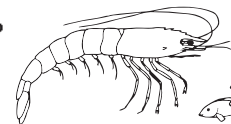
Use your eyes, ears, nose and hands to find some of the things on the list. Remember not to collect or break anything alive! Describe, name or draw what you found.

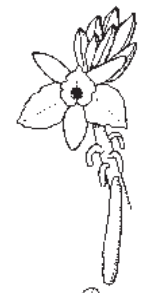
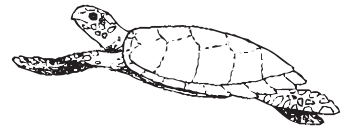
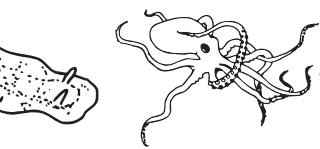
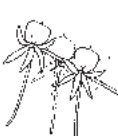
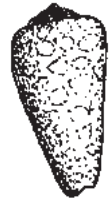
1. A seed
2. Something prickly
3. Something soft
4. Something that smells good
5. Something that smells bad
6. Something with 6 legs
7. Something with 8 legs
8. Something with 2 legs
9. Something noisy
10. An animal eating another animal or a plant
11. A decomposer
12. Something that will not decompose
13. Something that is useless in nature

Web of Life

Play the game "Web of Life" to illustrate the interconnections between all of the plants, animals and elements in the school ground:

1. Ask the children to stand in a circle. You can make up cards with plant, animal and element names on them beforehand, and give these to the children, or simply play the game, prompting the children to come up with them as you go along.
2. Start by giving the end of the string to one child who agrees to play the role of a plant just observed. Ask the group, "is there an animal here who might rely on this plant for food or shelter?", then connect the plant to this animal by getting him/her to hold the string. Then, "is there another animal here who might be interested in eating this animal?" or, "is there another plant here that this animal might need for food or shelter".
3. Don't forget to include elements such as the sun, water, buildings, (for shade or plants to climb up, or birds to nest in) as you need to. Continue like this until all of the children are connected and a web has formed.
4. Invite the students to comment upon the web and its meaning.
5. Illustrate what happens when this web is disrupted, e.g. if all of the insects are killed by pesticides – the insects tug the string gently and put a hand up, then others who felt the tug, tug the string and put a hand up, etc until all or almost all have their hands up, and so have been somehow affected by the problem.



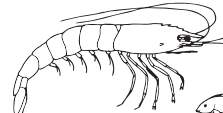


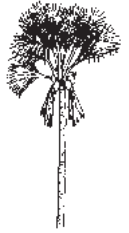
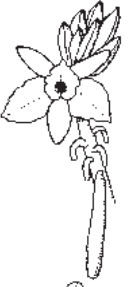
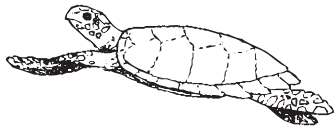
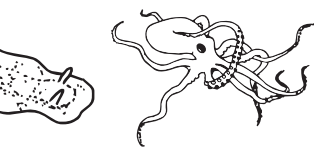
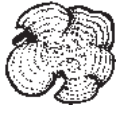
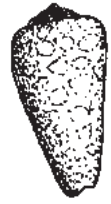
Materials needed: ball of wool or string, cards with names of plants, animals and elements (optional), an open area large enough to make a circle with all participants.

Woolly thinking – older children and adults

The group plays an indoor game to explore different environmental and social problems and issues in their community and the connections between them. Each team of 2-3 students is assigned a topic and has to make links (using wool) with the other teams in the class. The activity should help the participants understand the connections between social and ecological issues, and how their actions can incorporate both dimensions.

1. Divide the group into teams of three, assigning an issue or topic related to their local community to each team, e.g. water, green spaces, wildlife, rivers, health, violence, racism, industry, houses, cars, pollution, food, etc... Alternatively, with older kids, you can let them decide on the themes (but try to maintain a balance between those focusing on
2. Give each team a different coloured ball of wool, a large piece of paper (newsprint), blank name tags, and a marker. Spread the teams around the periphery of the room, and get them to tape up their paper on the wall, writing the name of their group in large letters at the top. They write the name of their team on the name tags and stick these on their chest (you can skip nametags). They tie the end of their ball of wool to a chair or desk near their paper.
3. Give the teams a few minutes to brainstorm about what their topic means, and write a couple of ideas on the top part of the paper. Demonstrate this with an example.
4. Each team member will have a job: the "Wool Manager" will manage the ball of wool, the "Negotiator" will move around the room with the Wool Manager, trying to make connections with other teams, and the "Keeper" will stay at the home station to talk to Negotiators from other teams.
5. When all of the teams are ready, give the signal for the Negotiators and Wool Managers to start visiting other teams. When visiting another team, the Negotiator discusses the two topics with the Keeper of that team, and they agree on a connection between their two topics. The Keeper records the agreed link (in brief) on the newsprint, and the visiting Wool Manager hooks the wool on the chair or desk, leaving a taut line between their home station and the station just visited. They then move on to another station, making another woolly link when they find a connection, etc. continuing until the teacher ends the game or they have finished making links all of the other teams. (Hint: if you want to play the game more quickly, skip the process of recording connections on newsprint)





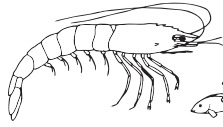
6. As the teams criss-cross the room and make connections, a multi-coloured web will form, making it difficult for the teams to move around – they have to crawl under the wool. Hint: Make sure the teams criss cross the room – if they only move around periphery you won't get a web!
7. Give the teams about 15 minutes for their negotiations, and then end the game, asking the Wool Managers and Negotiators to return to their home stations.
8. Go around the room, asking the participants to report on one or two of the most interesting connections they made, or share any difficulties they had making connections. Others can help think of connections.
9. Invite the group to admire the web, and share their interpretations of what it represents. Explain the difficulty many adults have in solving problems in the community, because they are very complicated, and often people don't know where to start. On the more positive side, since problems are interconnected, so are the solutions, so when we act on one issue we might also be helping to solve another problem.
10. Invite the children to share their ideas about they could tackle environmental / humanitarian problems in their community.
11. Have each team backtrack and rewind their ball of wool.

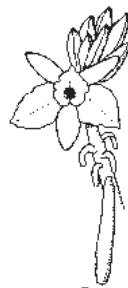
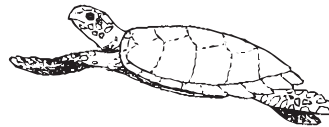
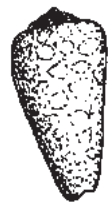
Materials needed: newprint, markers, balls of coloured wool or other twine (can be borrowed from NIE environmental education lecturer). From Global Teacher, Global Learner, by Graham Pike and David Selby

Sound Map

1. This exercise is meant to help learners stop and listen to the world around them, paying attention to the sounds of nature and human activity. Each participant needs a pencil or pen and half a sheet of blank A4 paper (can use one-sided scrap paper).
2. Participants spread out and find a place to sit down. They close their eyes and listen closely. On their paper, they put an X to mark their position in the middle, then they draw simple symbols to represent the sounds they hear and the direction they are coming from (front, behind etc.) – i.e. For a bird sound, no need to draw a bird – just draw a squiggle or mark that looks like the sound the bird is making.
3. After 5 minutes gather participants around and ask volunteers to share their sound maps.
4. Did anything surprise them? Did they hear more or less sounds than they expected? What other places would be good for doing this activity?

Materials needed: rough paper (one side blank) for each participant, pencils.





Council of All Beings

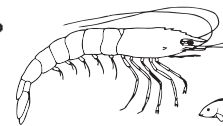
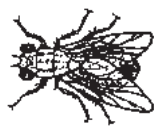
This is a role play based on The Council of All Beings workshop that was first developed by Joanna Macy and John Seed (see www.rainforestjukebox.org) in order to help people try to understand the possible perspectives beings other than humans might have on the current planetary ecological crisis. In the original version, participants carefully choose which species they would like to represent, make masks to transform their appearance, and come to the council to share their wisdom and gifts, and offer solutions to environmental problems. In this version adapted for children, participants are given a specific scenario and choose from a list of roles to play.

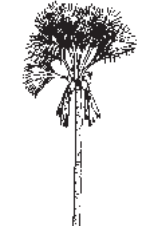
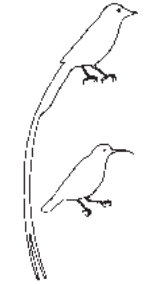
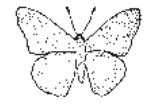
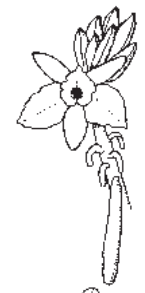
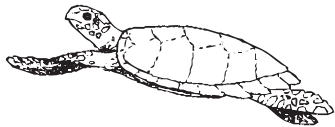
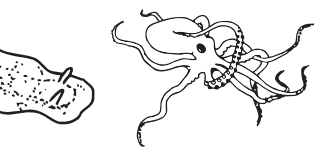
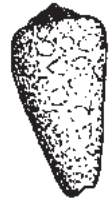
Scenario: Hawksbill and green turtles have just been taken off the endangered species list thanks to a successful global conservation program. In light of this new development, Seychelles Ministry of Environment and Natural Resources (MENR) has decided to lift the ban on the hunting of sea turtles. The sea turtles are shocked at this news and have requested a Council of All Beings to appeal this decision – they say it violates the principles of the Earth Charter.

The Council is to be presided over by Gaia, the goddess of the earth, and an open invitation has been sent out to all beings of the earth and sea to attend a council meeting at Beau Vallon Beach. The MENR has agreed to listen to all points of view raised before making a final decision about lifting the ban. A variety of beings are planning to attend the council meeting including:

Gaia (goddess of the earth)	A representative from Seychelles MENR	A student who is a wildlife club member
A sea turtle hunter	A turtle shell artisan	A representative from Seychelles Tourism Board
A sea turtle scientist	An artist	King Neptune
A hawksbill turtle (kare)	A green turtle torti d'mer	A feral dog (lisyen maron)
A ghost crab (loulou grangalo)	A dolphin	Seaweed
A sponge	Coral	Sand
A lobster	A Takamaka tree	A tuna
A jellyfish	An octopus	A parrotfish (kakatwa), a grouper (vyey) and a rabbitfish (Kordonnyen)
A shark	A fairy tern (golan)	

At the council, each representative is invited to come forth one at a time to introduce themselves and present their views on the issue, backing their points up with the principles of the earth charter. After each presentation, clarification questions may be asked by the rest of the council.





Following the presentations, an open discussion will take place, whereby members can ask each other questions, analyse the problems and propose solutions.

Finally, the chairperson will open a vote – for or against the new regulations. Together the council will work towards a compromise that everyone present can agree to (or at least a large majority).

FOR YOUNGER CHILDREN – can try a simpler role play where kids pretend to be a frog, mosquito, bird, dolphin etc. to try and understand how they feel about an environmental problem.

CREATIVE WRITING – poetry

Cinquain

A five line form of poetry from France. Sit down quietly on your own. Look, listen, feel, smell. Write a cinquain expressing your experience of the place:
Line 1 one word which names the subject
Line 2two words which describe it
Line 3.....three words to describe what it does
Line 4.....four words to tell how you feel about it (4 single words or a phrase)
Line 5.....one word to sum it all up (a synonym of line 1)

Example:

Tree
Green and shady
Provider, securer, beautifier
Peaceful, relaxing, romantic, loving
Home

Haiku

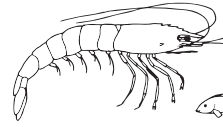
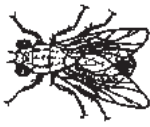
A Japanese form of poetry with only 3 lines. This is a great form of poetry for timid and beginning poets, as all of these poems turn out to be quite lovely. Poems can be done in English, French or Kreol. Kids can try them by themselves, or you could do one together as a class.

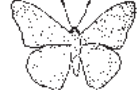
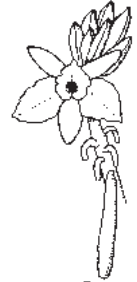
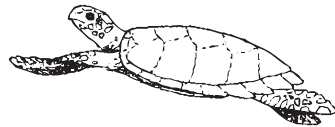
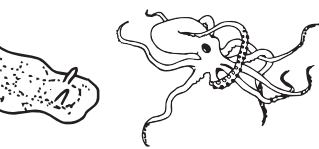
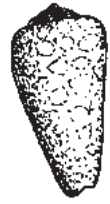
Line 1 – five syllables
Line 2 – seven syllables
Line 3 – five syllables

Examples:

In the sudden burst
Of monsoon rain wind-blown birds
Clutching at branches

An old silent marsh
A frog jumps into water
Splash! Silence again





Other ideas for EE activities:

Alphabet for sustainable living

Make a book or poster with words and pictures based on the letters of the alphabet.

Mural painting

Some schools have designed and painted murals with an environmental theme on one of the exterior school walls.

Fashion shows

Re-using waste materials or found natural objects, or showing the traditional dress of people from different cultures

Competitions

i.e. Poster, poetry, art, story, most env. Friendly classroom, best env corner, etc. Involve just your class, other children in specific classes, or the whole school

Exhibitions

Of children's work in class, or creating a display to teach others about how to care for people, animals and the environment in our communities.

Stories

Tell and write down (or record) Kreol, French or English stories / parables / sayings that help people live sustainably. Or make up a children's story.

Music & culture

Use available instruments (and make some from found objects) to compose a song with a message for sustainability. Try to incorporate elements of both traditional and modern music / beats.

Song-writing

Many Seychellois teachers and students write songs to celebrate the environment, and pass along an environmental message.

Food

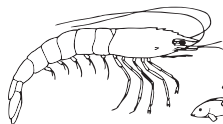
Write and try out recipes for an environmentally and socially sustainable meal in Seychelles – use local ingredients. Sell local fruits, cakes etc. for a fundraiser to buy trees or other materials needed for EE.

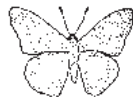
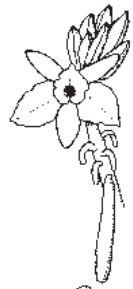
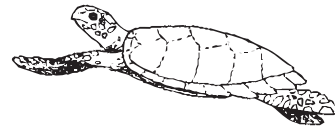
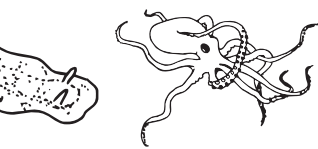
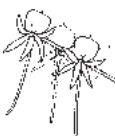
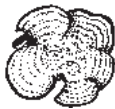
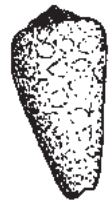
Product Life Cycle

Make a poster to show a product's life cycle from "cradle to grave". Complete the cycle by showing how it can be re-used or recycled. i.e. where does paper come from?

Game boards

Design, create and test out a board game to promote environmentally and socially sustainable living in Seychelles.





Art

Re-use materials, and make a collaborative, interactive piece of art with a message to go up in the NIE cafeteria– ie. what is a green teacher? (or choose another theme)

Peace Graffiti

Design and make a "graffiti" mural to promote peace with people, animals, the environment – think about leaving space for others to add their ideas. Put the mural up somewhere to share with others.

Postcards

Design and write postcards with your ideas about taking care of people, animals and the environment in Seychelles to politicians, musicians, other influential people that you want to contact.

Media

Write an article for the Nation, or Enviro-News about an environmental topic you have some experience with, (ie. EE in schools, the earth charter, using the outdoors as a classroom, sustainability, etc.)

Advertising

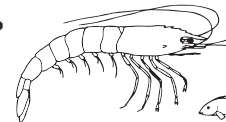
Design an ad (poster, radio or video) to promote peace, sustainable living, the earth charter, care for the environment etc. (can act it out or record it on camera or digital recorder then play back to kids on a laptop)

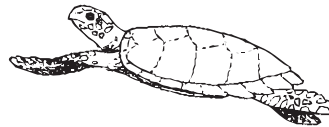
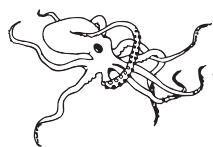
Choosing Projects and Activities

Once you have started your club, you need to do something. This might be fun activity where you learn about and enjoy the environment, for example, watching a video or going on a nature trail. We will call these activities. On the other hand, you might want to have fun and learn about your environment through researching an issue, and taking action to solve it, for example, preventing soil erosion. This is a project. Try and get a balance of both projects and activities in your club. To involve all club members in choosing a project or activity, hold a workshop or meeting to discuss possibilities. Get them to suggest some ideas and together select a few. Use the points below to guide the group in deciding on projects and activities. The next chapter 'Ideas for Projects' might help in stimulating ideas and discussion. Once you have chosen a project, "Planning for Action", provides guidelines on the next step.

Members' interest

In choosing projects and activities, consider members' interests, abilities and skills. In this way, club projects will allow for the active involvement of many, if not all, club members.





Think globally, act locally!

Knowledge of national, regional and international issues is important – however, to usefully tackle an environmental problem, be realistic and choose something you can all participate in.

Costs

How much will the projects cost? Where will you get the funding from? Will your club be able to meet those costs?

Timing

Consider club activities for short-term, (up to 1 mth); the medium-term (up to 3 mths); - or long –term (from over 3 mths to one year, or more).

Extra Help

Contact other Nature Seychelles and Wildlife Clubs of Seychelles to assist you with carrying out your projects.

Ideas for Projects and Activities

Below are short descriptions of possible projects and activities for your club. For example and advice contact WCS coordinator or EE coordinator

Outings, Films and visiting speakers

These are good activities to start off with as they give club members a chance to get to know one another and find common interests. Arrange to take the club to visit interesting places, or to have someone come to your meeting place and give a talk or presentation. Maybe you could arrange to watch a video with an environmental theme. Example waste, water, animals in their habitat or their behavior etc...

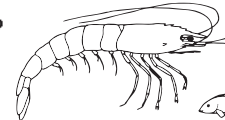
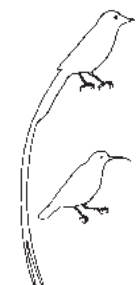
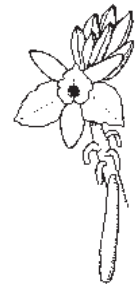
Recycling

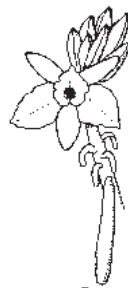
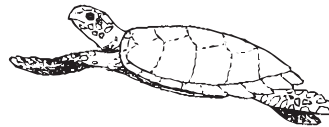
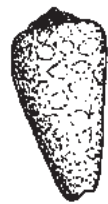
Just as nature constantly recycles, so people need to recycle to reduce the amount of waste we produce. Less waste means that already overflowing landfills do not fill up so quickly. It also reduces the need for new raw materials, and so helps preserve the environment from destructive processes. Less waste means less pollution and recycling can earn you money!

You can contact your art and craft teacher at your school or Solid waste Agency (SWAC).

Beautification and Tree Planting

Is there a bare patch of land in your school or close to it that could be turn be turn into green and colorful garden? Think of the birds and other animals that could soon make this their home. You could provide labels to help everybody





learn the names of the plants. Such a garden, with its rich plants and animal life and peaceful atmosphere would be a wonderful 'outdoor classroom' for your school. You might even consider setting up a small nursery to supply flowers and plants, and possibly make some money for your club. What a useful project!
Contact the Plant Genetic Resources at Grand Mahe or WCS

Remove Invasive Species

Many plants have been introduced to our country. These are reproducing and spreading rapidly and are threatening our native forests. Removing such plants and replacing them with indigenous varieties can be a very rewarding project that can restore an area to its previous beauty.

Contact Plant Conservation Action

Repair River Catchments

Although this sounds like a huge project, it needs not to be. You might want to begin with a litter clean-up along a short stretch. The banks might need to be replanted, possibly with indigenous plants. There are endless ideas, just go down to the river closest to you and decide what needs to be done.

Contact WCS – Stream Team Project, water and Sewage Division in PUC.

Environmental Quiz / Public speaking competition

Organise an interschool quiz competition, you will have to work out who will compile the questions, and who will coordinate the competition and, most important, who will decide if the answer are correct! Consider how the quiz will be scored and what the prize will be. You can also select a challenging topic and get teams in other clubs to research and present their views about it.

Contact WCS or EE Unit at the Ministry of Education and Youth

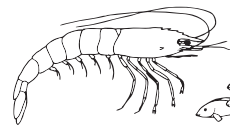
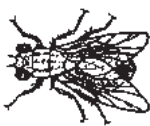
Conduct an environmental audit

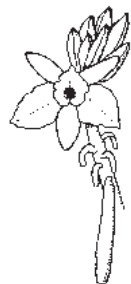
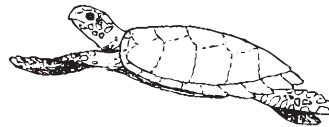
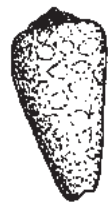
An environmental audit of your school may sound complicated, but it really isn't. all it means is to investigate, for example, how much water and energy is used, where it is wasted, and how it could be saved. You can also check on how waste is reduced, re-used, recover and recycled. Another possibility is to investigate the variety, or diversity of plants and animals in the school grounds, and work out ways to increase the diversity.

Adopt a Park, River, or any other Natural Area

All schools are close to parks, rivers or other natural areas. See how you can help to improve these places. For example, you can assist in monitoring the area and its species or do plant labeling. Other children in your school could use the area as an open classroom.

Contact Forestry Division, Landscaping Management or Water and sewage Division (PUC)





Exhibitions

Prepare for an exhibitions can be a good method to get children to learn about their environment. It will also help them to develop a variety of skills, such as reading, summarizing and writing skills. It is also a good way to inform and sensitise other people on important issues. Choose a topic and take some time to research it. Prepare an exhibition at school using pictures, artwork and written information.

Planning For Action

Once you have decided on a project, get together with all club members who would like to do some work and have fun! To help you plan your project, fill in the form 'Planning fro Action'. Using the description below as a guideline, plan the details of the project by following the D's (see below), with up key words on an A 2 paper so that everyone can see them.

Describe the project

Here are some guidelines to help you describe a project.

- Where will the project take place?
- What period of time will the project run?
- What work will be required to complete the project?
- Who will be involved (club members and others)?

Decide the aims of the project

When setting the aims of your club, ask yourself two questions. Ask them again to help decide on the project aims:

- Why do we want to do this project?
- What would we like this project to achieve?

Detail the Action

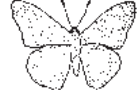
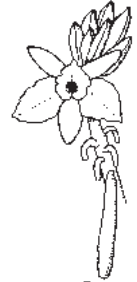
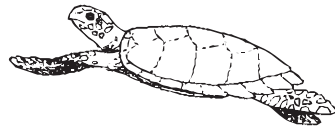
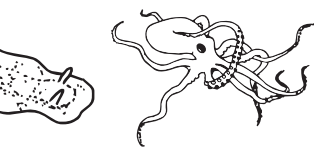
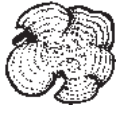
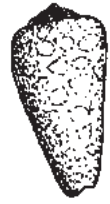
Note what will be done, by whom, where, how and by when! Remember it is a simple guide to sort things out – it might not make sense to fill in every column.

Discuss specific issues

Discuss the issues described below and make notes at the decisions reached on the form 'Planning for Action'.

Resources

Are any books or equipment needed for the project? For example, you might need gardening tools or a camera. Decide what is needed and where you could get hold of them. Some equipment can be purchase, or possibly it could be borrowed.



Skills

Are special skill needed and where you could learn them? Learning from a book are some options, and this often very successful when supported by learning from another person. Look for resource person in your club, and in the community who may be able to assist.

Money

Hopefully the project you choose will not need money to get going, but if money is needed, work out a budget. Once you have an idea of how much money is needed decide how much money is needed, decide how you are going to gat it. See the section 'Making and Managing Money', for some good ideas. You could also ask for donations, either in cash or kind. A donation in kind is either a service or goods for which no charge is made. LEAP

People and Places

What contacts i.e. people or organisations, could help you get hold of them? Some parents might be able to help you out. You can also contact people from other ministries, or other clubs that are nearby.

Making & Managing Money

You may want to raise money for a special event, or to donate money to a special project that needs your support. Here are some fundraising ideas to get you going. It is well worth planning your fundraising events to coincide with a special day, such as environment day, school open day, teachers' day, etc...

Recycling

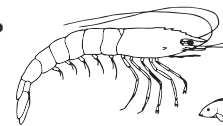
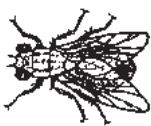
Glasses, newspaper, cardboard and tins can be collected and turn into attractive and useful objects and could be put on sale. Recycling is good for the environment –and if it can be use to generate money to support good environment projects, so much the better.

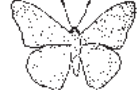
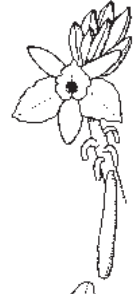
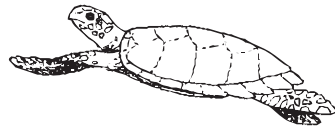
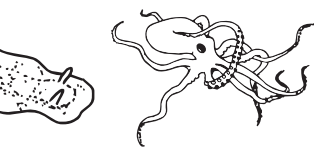
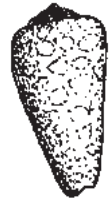
Plant Nursery

This is a long –term project that can raise money and allow your club members to learn a tremendous amount about plants and its environment. You can plant indigenous, flowering, medicinal or even fruit trees which are becoming rare in the Seychelles. You can sell these during school open days.

Cake and fruits salad sales

These are very common ways to raise money. Who can resist a mouth watering delicacy when hunger pangs strike at lunchtime. Ask volunteers to bake cakes and biscuits, and sell them during the school break and school opening day.





Raffles

A raffle is something that people would really enjoy. Try to look for interesting prizes like a bug cake or something nice, which you might not be using at home. Try to get some sponsored prizes, such as a visit in a glass bottom boat or Visit to a nature reserves.

Capture some memories

Find some one with a good camera and take photographs of sports events, club activities, and just every day school fun. You might want to get people to pay for the photographs beforehand. Alternatively, make displays of the photo samples). Then take orders and payment and have copies made, you need to be well organised to do this properly, otherwise you could lose quite a bit of money, so take care before you kick start!

Cards and capture the moment

Make and sell a variety cards. Some themes to try are:

Activity Record Sheet

Try to record the main activities your club has organised or participated in during the year. This will assist you when writing your report as well as when finishing the Wildlife Club Annual Competition forms. It can also be used as a reference.

Writing Annual Report

At the end of each year the chairperson of a club should write an annual report. The following points should be covered in the report:

Period covered by report

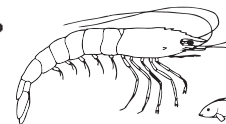
For example 15th January 2001 – 2nd December 2001

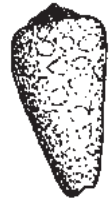
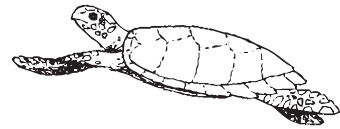
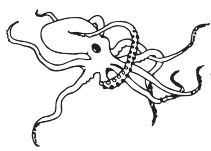
Overview of the club

Briefly describe the constitution and the work of the club in general, e.g. what are the aims and objectives, number of members, who are the members, when did you meet and how often.

Main Projects and Activities

Name of the main projects and activities undertaken by the club with a brief description of each. Include a description of what was done and where, and highlights problems experienced in completing a particular project. Mention what was learnt and how you might do things differently next time.





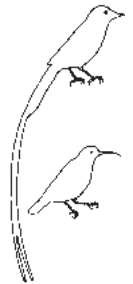
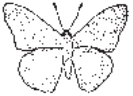
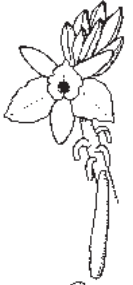
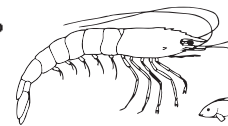
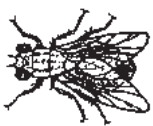
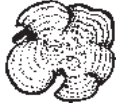
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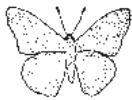
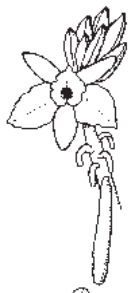
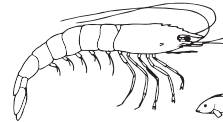
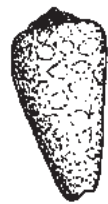
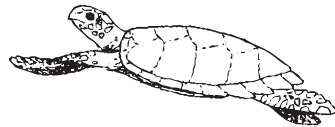
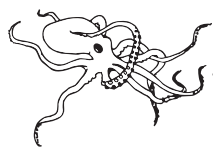
Think carefully of all the projects, activities and fundraising events that you have run through the year and make a note of those people that need to be acknowledged.



Finances

The annual report usually includes a financial report. This should include a summary of the money received and money spent during the year. The amount of money in the club account (or the amount of money owned). At the time of the financial report should be stated. The means by which money was spent.





Environmental Themes Days

Themes days are special environmental days where you can organise activities on specific themes or issues. Below is a list of theme days (or sometimes weeks) celebrated around the world or locally.

2nd February – Wetland Day

22nd March – Water Day

23rd March – Meteorological Day

7th World Health Day

22nd April – Earth Day

18th May - International Day of Museums

5th June World Environment Day

1st week of June – National Environment Week

17th June – Desertification Day

11th July - Population Day

Second Friday of August – Tree Planting Day

16th September – Ozone Day

21st September – International Day for Peace

21st -23rd September – Clean up the World

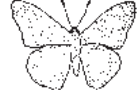
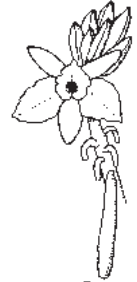
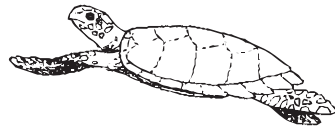
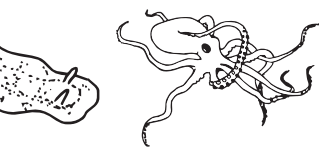
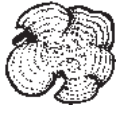
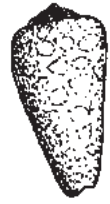
24th September – Heritage Day

27th September – World Tourism Day

First week of October – Bird Watch Day

4th October - Habitat Day

No specific date – National Underwater Festival (SUBIOS Week)



Addresses

An active environmental club gets support from many different sources. This address list below will help you make contacts with people from different organisations and Ministries. It is through their support that you will be able to run your club successfully.

Chairperson Wildlife Clubs of Seychelles

P.O.Box 1310
Victoria Mahe

Tel: 60 11 00, Fax 60 11 02
Email: wild@email.sc
Website: www.natureseychelles.org

Director Conservation Section

Ministry of Home Affairs, Environment,
Transport and Energy
Botanical Garden, Mont Fleuri

Tel: 67 05 00, Fax:
Email: s.remie@env.gov.sc
Web Site: www.pps.gov.sc/enviro/

Director Parks and Gardens

Ministry of Environment and Natural
Resources

Botanical Garden, Mont Fleuri
Tel: 67 05 00, Fax

Email:
Web Site: www.pps.gov.sc/enviro/

Director Conservation Section

Ministry of Home Affairs, Environment,
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