



FREE THE CHILDREN
children helping children through education

Part 3

Engage

Actions of a World-Changer

Junior World-Changers Kit

Free The Children works closely with a broad network of educators and school boards around the world as partners in education on global citizenship, character education and service learning.

Our goal and passion is to create a generation of active global citizens students who are:

- **EDUCATED** about the world around them and inspired to care about the issues
- **EMPOWERED** with key skills to lead social action
- **ENGAGED** in diverse causes to create positive social change

What's inside **Engage**

Engage is the third and final section of the Junior World-Changers Kit, but that does not mean it is the end of the road. The activities, campaigns and ideas in this section show students how to transform their knowledge and skills into positive social action. Engage takes students from a vague idea to well-thought out plan to a successfully executed campaign or event. This fundamental process will stick with them as they go on to high school, university and beyond.

ENGAGE HAS THREE PARTS:

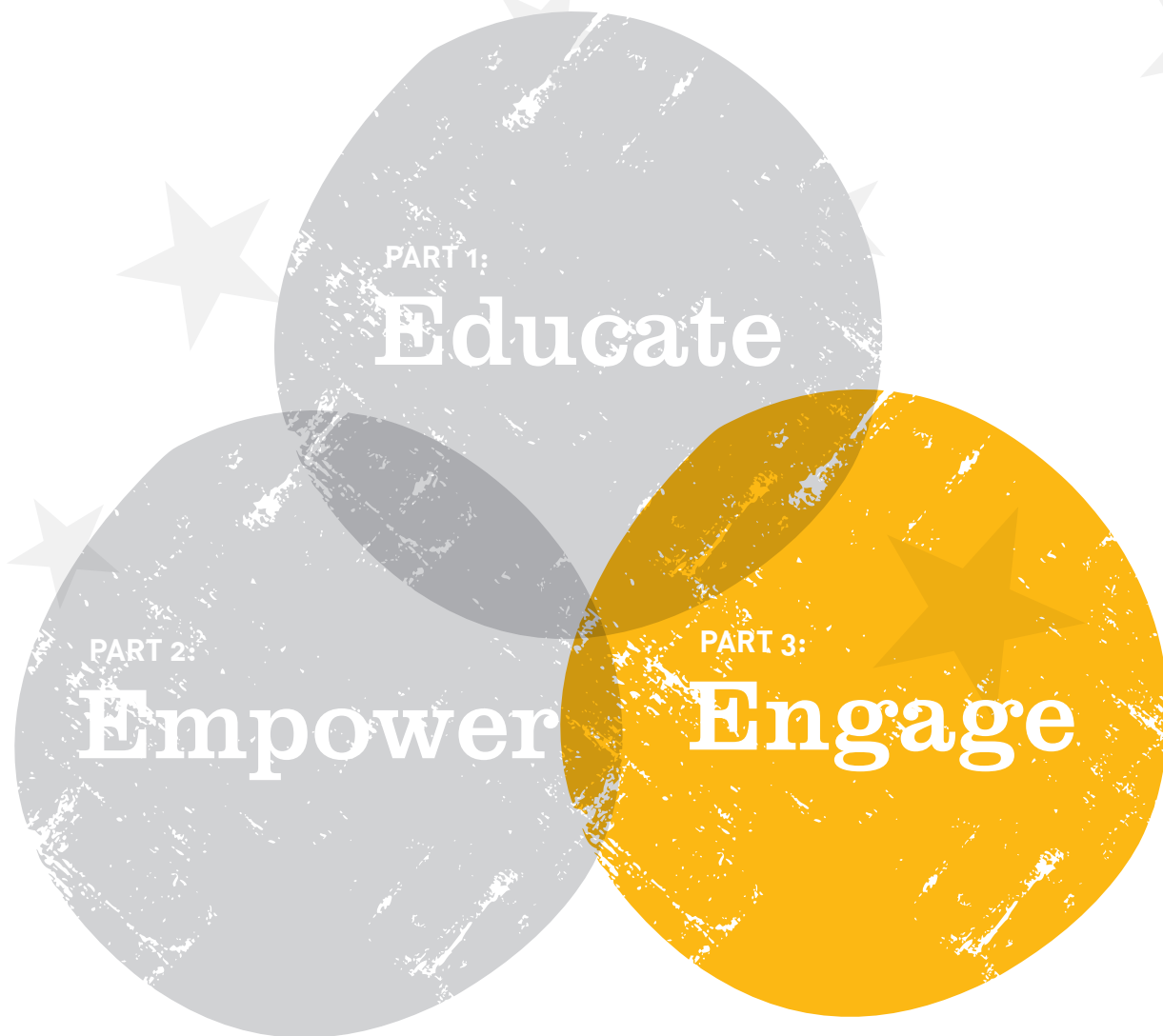
- Knowledge and Action
- Action Planning activity
- Adopt a Village poster

Knowledge and Action looks at the important link between these two educational methods in the context of elementary classrooms and Free The Children's programs and campaigns. This section is directed to the teacher as supportive information to help guide his or her students through the Action Planning activity. However, while it is not put into a lesson plan, we encourage teachers to share this information with their classes. This can be done in a class discussion about the relationship between what students have learned and what they want to do about it, or teachers can bolster the Action Planning activity using these important ideas.

The Action Planning activity adapts Free The Children's tried-and-true action planning to the levels of support and commitment that can be expected in students in Grades 4, 5 and 6. What's more is that the action planning activity outlines a full year of actions, with variations on activities that groups can customize as they see fit. This is a great resource for teachers to bring Free The Children's campaigns into the classroom.

The Adopt a Village poster is a highly visual tool that groups can use to chart their fundraising progress. There are 50 empty spaces on the poster that groups can designate a monetary value for, such as \$50. With every successful fundraiser groups can update their posters and celebrate their fundraising efforts.

ENGAGE doesn't wrap up the Junior World-Changers Kit. Instead it opens students to a world of possibilities. Along with Educate and Empower, Engage prepares young global citizens to tackle any issue that they are passionate about...



Knowledge & Action

Up until now in the Junior World-Changers Kit, students have been engrossed in learning about the world and in practicing important skills. Now it is time to bring their new-found knowledge to life.

Taking action is an integral part of learning. Knowledge needs an avenue for expression and practice to help students develop a deep understanding. Likewise, action needs the substance and strength of knowing what you are doing and why. This two-way street not only enriches the experience of students in the class, but is also essential for spreading awareness and getting others involved. When their actions are supported by knowledge, students are able grab the attention of their peers, show them why a particular issue is important and inspire them to get involved themselves, creating the cycle of social change.

FUNDRAISING AND AWARENESS RAISING

Free The Children looks at taking action in two ways: fundraising and awareness raising. They often go hand in hand, but it is useful to recognize that they are two approaches to getting involved with different methods and goals.

Fundraising is an important part of being involved in one's local and global communities. Fundraising is about much more than raising money. By drawing on the resources of everyone who can spare a little, fundraising rallies a community behind a common cause. It is also a straightforward, tangible way to get involved—one's efforts are quickly rewarded and the results are visible. In this way, fundraising is a great tool to get young people involved in social issues. Young students can easily fundraise in their schools by setting up a table in any common space, such as the cafeteria or hallway, and selling baked goods, home-made jewellery or postcards.

Awareness raising should be present in just about every action students take. Whether it is explaining what they are fundraising for or holding a strictly awareness-based event, like reading facts on child labour in the morning announcements, students should always try to educate their peers about the issue or issues they care about. Raising awareness is a crucial part in connecting one's audience to the larger issue and creating ongoing engagement in the community. What's more, as teachers know well, when students teach others about the subjects they are learning about, it reinforces their own knowledge and helps deepen their commitment.

YOUTH EMPOWERMENT

It is clear how learning about important issues and developing key skills can empower young people to achieve their goals. Perhaps less obvious is that taking action through fundraising or awareness raising also empowers youth.

When students see the impact they can have in their school and on the world—particularly in a form as graspable as collecting money, sending it to a charity and then seeing pictures and hearing stories of the school they helped build or the family they gave a goat to—students recognize their own power to effect change. This gives them confidence and hope in the possibility of change, and encourages them to continue to act for what they believe in.

ADOPT A VILLAGE AT HOME AND ABROAD

Adopt a Village is a holistic community development model, through which Free The Children partners with rural and marginalized communities in seven countries to eliminate the obstacles to education and help them overcome the cycle of poverty. More than providing needed access to education, clean water, health care and alternative income, Adopt a Village creates a network between young people in North America and young people in developing communities, and this connection empowers both.

One half of Adopt a Village lives in the communities where Free The Children is building schools and water wells, providing health care, supporting women's groups and more. All these projects empower children, mothers and families with the skills and resources to end the cycle of poverty.

The other half of Adopt a Village lives in actions of young people in North America and the UK. For youth here, Adopt a Village is the expression of active global citizenship. It gives young people a meaningful and practical opportunity to work on skills such as citizenship, communication, team work, event planning and community organizing. At the same time, fundraising for Adopt a Village and raising awareness of children's rights lets students exercise compassion and feel the incredible results of having a positive, lasting impact on the lives of their peers around the world.

Young people on both sides of the Adopt a Village model need each other. Though separated by thousands of miles, they empower each other to achieve their dreams. Through this connection, they work together to create a worldwide movement for positive change.

FREE THE CHILDREN'S ANNUAL CAMPAIGNS

Every school year, Free The Children holds four campaigns: Halloween for Hunger, Vow of Silence, Local Spotlight and Five Days for Freedom. Each campaign comes with numerous resources to help classes and groups make a big impact without having to reinvent the wheel. These resources include how-to guides, handouts, secondary and elementary lesson plans and more.

While Halloween for Hunger and Local Spotlight focus on raising awareness of local issues, Vow of Silence and Five Days for Freedom emphasize both fundraising and awareness of international issues, specifically children's rights and the four pillars of Adopt a Village. These campaigns help students achieve their fundraising and awareness raising goals while promoting attributes such as empathy, responsibility, cooperation and respect.

The campaigns also give students structured opportunities to further develop all the skills they explored in Empower. They are designed to be youth-led, but they also include detailed lesson plans to give teachers the option to go deeper into the educational and curricular aspects of each campaign.

Inherently customizable, Free The Children campaigns can be easily tailored to the ability and capacity of any student group, giving teachers the freedom to be as involved in the planning and execution as they deem fit. The Action Planning activity that follows will cover how each campaign can be tailored to groups in Grades 4, 5 and 6.

Activity: Action Planning

ACTIVITY: ACTION PLANNING

Purpose: The purpose of this activity is to help students apply their passion, knowledge and leadership skills to take action for local and global social justice issues

Materials:

- Junior World-Changer's Kit
- Blackline Master 1 and Blackline Master 2.2

STEP 1: BUILD YOUR TEAM

Whether your group of students is an afterschool club or a homeroom classroom, it is important that you establish yourselves as a team. A team is a group of people coming together to work towards a common goal. It is important that members hold themselves mutually responsible for the goals and outcomes of the group. Team members should be committed to each other's personal growth and success, take pride in team accomplishments and recognize themselves to be an integral member of the team. This can be achieved with the following strategies:

Create a team contract: When all team members are present, work together to build a team contract. This contract should outline what is required of all team members in the areas of: attendance, responsibility, rules of conduct, commitment level and treatment of other teammates. Ask that all team members sign this contract as a commitment to the team and team protocol.

Develop a strong sense of purpose: Team members need to believe the team has a worthwhile purpose and that their role is critical to the team's success. This can be established by identifying the purpose of each meeting and each action the team embarks on together and ensuring all team members are aware of their roles to develop ownership over the end result.

Keep everyone informed: Determine a means to keep the team up to date on plans and upcoming events. This can be done by opening a team Twitter account or creating a team bulletin board in the school.

Grow together: Facilitate team bonding by scheduling formal as well as informal team events. Pizza parties and team field trips are great examples of informal events that will encourage your team to interact with each other and build close relationships.

Celebrate successes: Recognize and celebrate successful milestones. Set up a Star of the Month award to recognize excellent achievement or encourage the team to announce successes over the announcements. Positive reinforcement will help to increase motivation team bonding.

Assign roles: It is important to have clear roles and responsibilities established among the team. This strategy will increase the efficiency of the team and allow individuals to bare their strengths and take ownership over team outcomes. Refer back to the Team Building activities in the Empower section of the Junior World-Changers Kit for a more detailed explanation.

Let students choose between the following roles based on their talents and interests:

TITLE	NUMBER OF STUDENTS	RESPONSIBILITIES
Secretary	1-2	<ul style="list-style-type: none"> • Holds team documents and keeps track of the team's information and records. • Creates the meeting agenda and ensures it is followed. • Keeps everyone organized and on track, using this information to identify areas of need and concern for the group so they can work together to fill in gaps.
Coach	1-2	<ul style="list-style-type: none"> • Leads the meetings, following the agenda created by the secretary. • Ensures all voices are heard and decisions are fair. • Motivates the team to work hard and try their best. • All group members must report back to the coach regarding their job progress. • The coach reports to the secretary with the team's progress so the secretary can identify any areas of need or concern.
Inventor	1-2	<ul style="list-style-type: none"> • Looks for new ideas and exciting opportunities for the team. • Inspires the group to always go one step further. • Establishes team goals for every meeting and event. • Performs field research in the community and around the school to help with the success of team initiatives.
Designer	3-5	<ul style="list-style-type: none"> • Takes charge of all creative jobs needed by the team. • Ensures the community is aware of events the team is running. • Seeks out students and faculty members to attend events. • Informs the community about the progress of the team through displays and posters.
Narrator	3-5	<ul style="list-style-type: none"> • Is the voice of the team, sharing news with the community through announcements, presentations and speeches. • Is in charge of announcing important news to the team at meetings.
Recorder	1-2	<ul style="list-style-type: none"> • The note taker, responsible for recording what happens at meetings and events. • Recaps their notes at the beginning of every meeting.
Event Planner	3-5	<ul style="list-style-type: none"> • Organizes all events and logistics. • Sets up the meeting space prior to every meeting. • Ensures the team has all the equipment and materials they need to make an event/meeting happen.

Activity: Action Planning

STEP 2: MEET ABOUT IT

Getting team members together and providing them with an opportunity to share their opinions and ideas can be a powerful force for progress and change. Organized meetings are necessary to set goals, make progress as a group, coordinate individual efforts, collaborate on joint projects, solve problems collectively and make consensus-based decisions.

Good meetings are the result of good planning and group effort. It is important to use your time together effectively so that time is not wasted and objectives are met. Here you will find a meeting checklist and agenda for an elementary classroom:

MEETING CHECKLIST

A meeting checklist has been provided on Blackline Master 1. Go through the meeting check list with the team, giving them a clear understanding of what is on the checklist and their role in its completion. For the first meeting, the classroom teacher should mentor the students through the meeting routine. Once students are comfortable with this, step back and hand over the checklist to the secretary and allow the team to be responsible for meetings on their own. Below is a summary of the meeting checklist found on BLM.

BEFORE THE MEETING

- Team contract: all team members have signed and agreed to the team contract
- Location: the location of the meeting is determined and the space is booked
- Date and Time: the time of the meeting has been set
- Attendance: all necessary team members have been invited to the meeting and are aware of the location, date and time
- Materials: all necessary materials are gathered for the meeting and any necessary technical equipment has been booked out
- Responsibilities: all team members have carried out their responsibilities in preparation for the meeting
- Purpose: the purpose of the meeting has been established
- Agenda: the meeting agenda has been set through consultation with necessary team members

DURING MEETING

- Materials: all needed materials are in place
- Time: the meeting began on time
- Responsibilities: team members are carrying out their roles and responsibilities during the course of the meeting.
- Purpose: the group is aware of the purpose and objectives of the meeting
- Meeting rules: teammates are respecting meeting rules
- Agenda: all teammates can see the agenda and are following along
- Progress: teammates have outlined their progress on assigned projects
- Calls for help: all calls for help have been met

- Moving forward: all teammates are aware of their assignments and what is expected of them before the next meeting
- Summarize: teammates have a clear understanding of the outcomes of the meeting
- Time: the meeting ended on time

AGENDA

Suggested 30-minute meeting agenda for the elementary classroom:

TIME	ITEM
1 minute	Check-list review <ul style="list-style-type: none">• Review check list as team members are filling into the class• Ensure all team members have assumed their appropriate roles for the meeting
1 minute	Where we left off <ul style="list-style-type: none">• Secretary recaps the minutes from the last meeting
5 minutes	Good news <ul style="list-style-type: none">• Ask team members to share any good news that happened since they last met
1 minute	Purpose <ul style="list-style-type: none">• Identify the purpose of the meeting• Outline the items to be covered throughout the meeting
5 minutes	Current projects <ul style="list-style-type: none">• Team members identify what they are working on and the progress they have made• Address projects that have been completed
1 minute	The numbers <ul style="list-style-type: none">• Team re-evaluates the goals set at the beginning of the year and determines their progress
2 minutes	Calls for help <ul style="list-style-type: none">• Identify areas of need• Teammates express any items they may need help with
10 minutes	Moving forward <ul style="list-style-type: none">• Assign new projects to teammates• Ensure all calls for help are being answered• Provide more direction for the team
4 minutes	Next meeting <ul style="list-style-type: none">• Based on the progress of this meeting, determine what will be focused on in the next meeting

Activity: Action Planning

STEP 3: SET YOUR FUNDRAISING AND AWARENESS-RAISING GOALS

As a team, discuss your fundraising and awareness-raising goals for the year. Challenge yourselves and aim high.

FUNDRAISING GOALS

- Choose one of the following seven countries:
 - Kenya
 - India
 - China
 - Sierra Leone
 - Ecuador
 - Haiti
 - Nicaragua
- Choose one of the four Adopt a Village pillars
 - Education
 - Health Care
 - Clean Water and Sanitation
 - Alternative Income
- Choose the dollar amount you would like to raise this year towards your Adopt a Village project.

AWARENESS-RAISING GOALS

- Choose:
 - How many people to talk to
 - How many classrooms to visit
 - How many people you want to participate in a campaign
 - How many community members you want to get to support your cause
 - How many students in the school state you have made them aware of the issues
 - How many teachers in the school will agree to raise awareness on the issue in their class
 - How many people sign up to support your initiative

STEP 4: CONTACT YOUR YOUTH PROGRAMMING COORDINATOR

You have just chosen your social justice fundraising and awareness-raising goals for the school year. At this point you may feel hesitant about where you should go from here. Luckily, Free The Children has a team in place to help you get your year started! Our youth programming coordinator (YPC) team consists of a diverse group of young and friendly recent university grads who have many years of experience mentoring young people in social justice issues and active citizenship. YPCs have the inside scoop on Free The Children and can offer insight into various social issues, maintain ongoing communication with educators and youth, and provide one-on-one support for groups' fundraising and awareness-raising action. They are always there to help and answer any questions you may have about programs, campaigns and events.

Contact your YPC and fill them in on your fundraising and awareness raising goals for the school year, they will be able to offer guidance to help you accomplish your next steps. If you are unsure of your YPC at this time, contact youth@freethechildren.com and you will be directed to the appropriate world-changer!

A YPC:

- Is accessible and excited to help youth take action to reach their goals
- Is based on region/location
- Connects Free The Children groups to the organization's international development projects and partner communities overseas
- Motivates and celebrates milestones and achievements with schools and groups
- Provides extra support for new groups
- Suggests helpful resources and tools that can help during initiatives
- Supports educators as they bring social justice issues into their classrooms and clubs

STEP 5: PLAN YOUR YEAR WITH FREE THE CHILDREN

Free The Children offers four campaigns to help you reach your fundraising and awareness raising goals.

- Halloween for Hunger
- Vow of Silence
- Local Spotlight
- Five Days for Freedom

HALLOWEEN FOR HUNGER

Collect canned goods instead of candy this Halloween to donate to local food banks and help fight hunger in your community.

Halloween for Hunger is a great first campaign. It is fun, simple and piggy-backs on something that kids already love: trick-or-treating! For students in Grades 4, 5 and 6, Halloween for Hunger can be based in the classroom, in a school club and/or can rely on parents' participation. Here's an outline for how it could look:

- In the beginning of October, introduce the campaign and the issue of local hunger to students using Free The Children's Halloween for Hunger lesson plans.
- Meet as a team to set goals for the campaign and assign roles and responsibilities among the group.
- The Inventor and the Event Planner, with the support of the teacher if necessary, contact a local food bank to find out what kind of donations they would appreciate (food, toiletries, clothes, etc.). Let the food bank know about the campaign and what the class is planning.
- The Designer and the Narrator work together to tell the whole school about the campaign, encouraging everyone to bring in non-perishable goods on Halloween day. This is the big awareness raising component of the campaign so take the opportunity to talk about local hunger as much as asking for contributions.

The logo for 'Halloween for Hunger' features the word 'HALLOWEEN' in a large, orange, decorative font with a pattern of small pumpkins and leaves. Below it, the words 'FOR HUNGER' are written in a bold, orange, sans-serif font. The 'FOR' is smaller and positioned to the left of 'HUNGER'.

Activity: Action Planning

- Students tell their parents that their class is taking action to combat local hunger. With parents on board, students can extend the campaign after school hours, collecting donations from the houses they visit on Halloween.
- Meet with the team to determine if everything is on track for the campaign.
- Halloween week, students bring to school their non-perishable goods. Collect them in the classroom or the cafeteria so that everyone can see the impact they made.
- Contact the food bank to let them know that a big donation is coming in. See if the food bank can collect the donations or arrange cars (those of teachers or parents) to deliver the items. Don't forget to take pictures of the piles of non-perishable goods!

To access Halloween for Hunger educational and campaign resources, visit www.freethechildren.com/halloweenforhunger.

VOW OF SILENCE

Every November, young people around the world pledge to stay silent for 24 hours to raise funds and awareness in solidarity with children who are silenced by being denied their basic rights.

VOW OF (SILENCE) '09

Taking on the Vow of Silence is a powerful and positive way for young people in North America and the UK to connect to their peers overseas and play a part in the global pursuit of children's rights. Participants commit to however many hours of silence they are comfortable with and do as much awareness raising as they are able to. Vow of Silence is flexible and simple, but a powerful experience for participants as it gives them a glimpse of what life is like for millions of children worldwide. Here's an outline for how the Vow could look:

- In the beginning of November, introduce the campaign and children's rights to students using Free The Children's Vow of Silence lesson plans.
- Meet as a team to set goals for the campaign and assign roles and responsibilities among the group. Decide how many hours everyone will commit to staying silent.
- As students talk to their peers, friends and family to collect donations (pledges) for the hours they will be silent, take these opportunities to raise awareness. Hand out sheets about the Vow of Silence campaign and include facts on children's rights (available on the campaign website).
- On the day of the Vow, spend the hours that students are silent (or the whole day!) in the cafeteria or hallway to raise awareness and collect additional donations in support of children's rights. Students can put tape or bandanas over their mouths and hand out informational flyers. The teacher or a group leader can be the voice for the whole class, answering questions and encouraging passers-by to stop and pay attention.

- Before the end of the school day, hold a "Break the Silence" party in the gymnasium or assembly hall. Invite the whole school and have drinks and snacks. The event is a celebration, but is also a reflection on the experience. Students should take some time during the event to have a discussion about what it was like to have to be silent and what they learned about the obstacles that millions of other children face every day.

To access Vow of Silence educational and campaign resources, visit www.freethechildren.com/vowofsilence.

LOCAL SPOTLIGHT: ABORIGINAL EDUCATION

Every February, we raise awareness of an issue that is important to our communities. Turn the spotlight on the state of Aboriginal education and be a part of making our country more equal for all young people.

Every day, thousands of Aboriginal students face unbelievable obstacles just to receive a fair education. Aboriginal issues may seem complicated for younger students, but by shedding light on the differences in on-reserve schools and provincial schools, students can begin to understand the importance of education and the reality that not everyone in their country has the same opportunities. The campaign is divided into two sections: Educate Yourself and Educate Others. Here's an outline for how Local Spotlight: Aboriginal Education could look:

- Begin in early February or late January by introducing the campaign and the issue to students using the informational resources available on the campaign website, including the Local Spotlight elementary lesson plans.
- Meet as a team to set goals for the campaign, assigning roles and responsibilities among the group. As this campaign does not involve fundraising, more people can be focused on researching the topic and teaching others.
- In early February with the team in order, dive deeper into the Educate Yourself portion of the campaign. Students can visit the school library to learn more about the history and current reality of Aboriginal communities, contact a local organization involved in Aboriginal education or rights issues and/or invite a local First Nations or Inuit chief to speak to the class.
- Halfway through the month, students should begin to Educate Others. Using the educational resources on Free The Children's Local Spotlight webpage, such as the daily facts and videos, spread the word to the whole school. Students can read the facts on the morning announcements, visit other classrooms or make posters to put up around the school.

To access Local Spotlight: Aboriginal Education educational and campaign resources, visit www.freethechildren.com/aboriginaleducation.



Activity: Action Planning

FIVE DAYS FOR FREEDOM

End the year with a bang! Fundraise for five days to help free children from the injustices that take away their rights. Culminate a thrilling week with a Freedom Fest to celebrate your hard work.

Five Days for Freedom is designed to be a fully customizable campaign. If this is the students' first time taking action, they can simplify it to one or two basic fundraisers. If the group has been organizing events all year and they feel excited and confident, they can tackle the full week of events. The campaign is structured by the four Adopt a Village pillars such that it parallels the lesson plans in the Educate section of the Junior World-Changers Kit.



However the class decides to do Five Days for Freedom, holding the Freedom Fest event at the end of the week is a fantastic way to celebrate their accomplishments over the entire year. Use this celebration to wrap up a year of learning and action, as well as to have a discussion about what they plan to do next year. Your Free The Children youth programming coordinator can play a key role in helping students, especially first-timers, decide how much to do and navigate the campaign.

To get the guides, resources and lesson plans for Five Days for Freedom, visit www.fivedaysforfreedom.com.

STEP 6: ACT

You have built your team, set your goals, held meetings and done the necessary preparations. Now it's time to take action! We believe that action happens in two stages: preparation and execution. Preparation involves the steps that need to be taken in order to be ready for an event while the execution stage are the steps that need to be taken during the event to ensure everything runs smoothly.

Blackline Master 2.1 and 2.2 hold detailed charts for each step. Encourage students to organize their events using these charts. Act as a mentor by ensuring everyone is on track and helping to identify possible challenges and solutions. Here are some suggestions for each step:

PREPARATION:

- Determine what materials are needed to run the event.
- Book all appropriate equipment and spaces.
- Receive permission from the school principle and other faculty members.
- Recruit volunteers to assist with the event.
- Rehearse for the event.
- Identify possible challenges and solutions.
- Determine how money will be collected.

- Ensure the school community is aware of the event and what is required of them.

EXECUTION:

- Arrange a set-up crew to assemble all furniture, materials and equipment.
- Create a schedule for teammates to follow throughout the event identifying roles, responsibilities and timelines.
- Monitor the event schedule to be sure all events are running on time.
- Ensure all safety precautions are in place.
- Watch whether the happiness and satisfaction of the guests are being met, and make appropriate adjustments.
- Clean up after the event.
- Collect all materials and return them to their appropriate places.

STEP 7: REFLECT

At the conclusion of each event and at the end of the school year, it is important to reflect as a team on the successes and challenges faced. Reflection acts as the bridge between experience and learning; therefore, it allows students to recognize their accomplishments and helps them improve for future events. Here are some tips that can help you reflect as a group:

LOOKING BACK

As a team, create the following lists:

- Successes
- Problems encountered
- Solutions
- Things to carry on into future events
- Things to improve on in the future

Ideas to demonstrate learning:

- Write a creative story about an experience you had during your Free The Children initiatives.
- Create a photo album of the year.
- Put together a slideshow.
- Create art work such as paintings and drawings about things you learned.
- Hold an end of the year assembly for your school and celebrate your successes.
- Offer to speak about your experiences at a community event.
- Teach a younger class something you learned about your local or global community.

Tell your youth programming coordinator:

- The final step of your action plan is to tell Free The Children because we want to hear from you!
Contact your youth programming coordinator and share your experiences.

BLM 1: Meeting Checklist

Before the Meeting

ITEM	COMPLETE
Team contract: all team members have signed and agreed to the team contract	
Location: the location of the meeting is determined and the space is booked	
Date and Time: the time of the meeting has been set	
Attendance: all necessary team members have been invited to the meeting and are aware of the location, date and time	
Materials: all necessary materials are gathered for the meeting and any necessary technical equipment has been booked out	
Responsibilities: all team members have carried out their responsibilities in preparation for the meeting	
Purpose: the purpose of the meeting has been established	
Agenda: the meeting agenda has been set through consultation with necessary team members	

NOTES

BLM 1: Meeting Checklist

During the Meeting

ITEM	COMPLETE
Materials: all needed materials are in place	
Time: the meeting began on time	
Responsibilities: Team members are carrying out their roles and responsibilities during the course of the meeting	
Purpose: the group is aware of the purpose and objectives of the meeting	
Meeting rules: teammates are respecting meeting rules	
Agenda: all teammates can see the agenda and are following along	
Progress: teammates have outlined their progress on assigned projects	
Calls for help: all calls for help have been met	
Moving forward: all teammates are aware of their assignments and what is expected of them before the next meeting	
Summarize: teammates have a clear understanding of the outcomes of the meeting	
Time: the meeting ended on time	

NOTES

Free The Children is the world's largest network of children helping children through education, with more than one million youth involved in our innovative education and development programs in 45 countries.

FOR MORE EDUCATIONAL
RESOURCES FOR
ELEMENTARY
AND SECONDARY
CLASSROOMS, VISIT:
www.freethechildren.com



FREE THE CHILDREN

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