



SCHOOL-BASED FARMER MANAGED NATURAL REGENERATION (FMNR) ECO-CLUBS MANAGEMENT TRAINING MANUAL

A PRACTICAL GUIDE FOR TEACHERS AND ECO-CLUB COORDINATORS



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**SCHOOL-BASED FARMER MANAGED NATURAL REGENERATION
(FMNR) ECO-CLUBS MANAGEMENT TRAINING MANUAL
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**PREPARED BY
FONAR TECHNICAL TEAM**

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About FONAR

Forum for Natural Regeneration LBG (FONAR) is a registered Ghanaian non-profit and non-governmental organization (NGO) dedicated to the promotion of Farmer Managed Natural Regeneration (FMNR) and related climate smart agricultural practices. We work with local communities, schools, civil society organizations, local and national government agencies, and international partners to restore degraded agricultural landscapes for improved livelihoods and poverty reduction. Our approach is through advocacy, research, education, community mobilization, sharing of lessons learned and partnering with like-minded organizations to achieve more synergy.

Disclaimer

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Table of Contents

Introduction to the Manual	5
Module 1: What is an FMNR Eco-Club?	7
Module 2: Establishing an FMNR Eco-Club	9
Module 3: Roles and Responsibilities.....	12
Module 4: Planning Eco-Club Activities	14
Module 5: Practical FMNR Activities for Schools.....	16
Module 6: Monitoring, Record Keeping and Reporting.....	19
Module 7: Motivating and Retaining Members	22
Module 8: Engaging Parents and the Community	24
Module 9: Safety and Risk Management.....	26
Module 10: Sustainability and Exit Transition	28
Appendices	30

Introduction to the Manual

Background

Farmer Managed Natural Regeneration (FMNR) is a low-cost, sustainable approach to restoring degraded land by encouraging the natural regeneration of trees from existing stumps and root systems. In the Upper East Region of Ghana, where land degradation and climate change threaten food security and livelihoods, FMNR offers hope.

Since 2009, FONAR (formerly in partnership with World Vision) has promoted FMNR in the Talensi District and beyond. A key strategy has been the establishment of *school-based FMNR Eco-Clubs* – groups of learners who meet regularly to learn about FMNR, care for trees and lead environmental action in their schools and communities.

However, many eco-clubs struggle to survive beyond the initial enthusiasm. Teachers lack clear guidance on how to manage the club, plan activities keep records, and ensure continuity when members or coordinators leave.

Purpose of this Manual

This **School-Based FMNR Eco-Clubs Management Training Manual** provides practical, step-by-step guidance for:

- **Teachers and Eco-Club Coordinators** – how to establish, run and sustain a club.
- **Headteachers** – how to support the club as part of school life.
- **FONAR staff and trainers** – how to train school personnel in eco-club management.

Learning Objectives

By the end of training using this manual, participants will be able to:

1. Explain the purpose and benefits of an FMNR Eco-Club;
2. Establish a new eco-club in a school following clear steps;
3. Define roles and responsibilities for club leaders, teachers and members;
4. Plan a termly calendar of practical FMNR activities;
5. Keep basic records (attendance, tree registers, activity logs);
6. Motivate members and ensure high participation;
7. Engage parents, community leaders and local authorities;
8. Manage risks (bushfire, tool safety, child protection);
9. Plan for sustainability and smooth transitions when members exit.

How to Use This Manual

- **For Facilitators:** Each module includes learning outcomes, key concepts, activities and discussion questions. Use as a training guide for workshops.
- **For Self-Study:** Eco-club coordinators can read modules individually and apply the steps.
- **For Reference:** Keep the manual in the school office for ongoing use.

Materials Needed for Training

- Flipchart and markers
- Copies of this manual
- Sample club registers, tree monitoring sheets, action plan templates (see Appendices)
- Pruning tools for demonstration (optional)

Module 1: What is an FMNR Eco-Club?

Duration: 45 minutes

Target: Teachers, headteachers, prospective coordinators

Learning Outcomes

By the end of this module, participants will be able to:

1. Define an FMNR Eco-Club in their own words;
2. Explain the three main purposes of the club;
3. List at least five benefits of having an eco-club in a school.

Key Concepts

Definition:

An FMNR Eco-Club is a voluntary group of learners (usually Primary 4 to JHS 3) who meet regularly to learn about FMNR, practice tree care and lead environmental restoration activities in their school and community.

Three Main Purposes:

Purpose	Description
Education	Teach members about FMNR, climate change, ecosystems and bushfire prevention
Action	Regenerate and protect trees on school grounds and nearby farms
Advocacy	Raise awareness among other students, families and the community.

Benefits of an FMNR Eco-Club

For Students	For the School	For the Community
Learn practical skills	Greener, more attractive grounds	Restored landscape
Develop leadership	Climate-resilient environment	Reduced bushfires
Gain environmental awareness	Teaching resource (living trees)	More trees on farms
Build teamwork	Link to Ghanaian curriculum	Youth engaged positively
Career inspiration (environmental fields)	Positive school reputation	Intergenerational learning

Activity 1: Sharing Experiences

Ask participants:

- *"Have you ever been part of a club in or outside school? What made it successful or not?"*
- *"What do you think children will enjoy most about an FMNR club?"*

Record answers on flipchart.

Activity 2: Why a Club, Not Just Lessons?

Facilitator explains:

Lessons in class are important, but a club allows:

- Regular, repeated contact with nature;
- Hands-on, practical work (pruning, watering, fire break creation);
- Peer leadership and ownership;
- Flexibility to meet outside class time (e.g., Friday afternoons, weekends).

Discussion Questions

1. *"What is the difference between an FMNR lesson and an FMNR club?"*
2. *"Why might a child want to join an eco-club?"*
3. *"What challenges might a school face in starting a club?"*

Summary

An FMNR Eco-Club is a structured group of learners who meet regularly to learn, act and advocate for tree restoration. It benefits students, the school and the wider community.

Module 2: Establishing an FMNR Eco-Club

Duration: 60 minutes

Target: Teachers, headteachers

Learning Outcomes

By the end of this module, participants will be able to:

1. Follow a 7-step process to establish a new eco-club;
2. Identify key stakeholders to involve;
3. Draft basic club rules and guidelines.

Key Concepts

A successful eco-club does not happen by accident. It requires planning, permission and participation.

The 7 Steps to Establish an FMNR Eco-Club

Step	Action	Who is involved
1	Get approval from the headteacher	Teacher proposer
2	Inform the School Management Committee (SMC) and Parent-Teacher Association (PTA)	Headteacher
3	Identify a dedicated teacher coordinator	Headteacher + teachers
4	Recruit initial members (15–30 learners)	Teacher coordinator
5	Hold an inaugural meeting to elect leaders	Coordinator + members
6	Develop a simple constitution / ground rules	All members
7	Register the club with FONAR (and District Education Office if required) or any other promoter.	Headteacher + Coordinator

Step 1: Headteacher Approval

Prepare a short proposal including:

- Purpose of the club;
- Expected activities;
- Time commitment (e.g., one hour per week);
- Resources needed (minimal – tools, water, space).

Sample talking points:

"The club will support the science and OWOP curriculum, improve school grounds, and involve parents positively. It costs very little."

Step 2: Inform SMC and PTA

Invite SMC and PTA representatives to a meeting or send a letter. Their support can unlock:

- Permission to use school land;
- Small funding for tools;
- Adult volunteers.

Step 3: Identify a Teacher Coordinator

Ideal qualities:

- Interest in environment/agriculture;
- Good rapport with children;
- Reliable and committed;
- Basic knowledge of FMNR (or willing to learn).

The coordinator does not need to be a science teacher – enthusiasm matters more.

Step 4: Recruit Members

How to recruit:

- Announce in assembly;
- Put up a poster (see Appendix for template);
- Ask teachers to recommend interested learners;
- Allow both girls and boys; include vulnerable children.

Recommended size: 15–30 members. Smaller groups are easier to manage.

Step 5: Inaugural Meeting

Agenda for first meeting:

1. Welcome and introduction (why the club exists)
2. Election of leaders:
 - Chairperson / President
 - Vice Chairperson/President
 - Secretary
 - Treasurer (if any funds)
 - Organiser / Activity Leader
3. Agree on meeting day and time.
4. Discuss first activities.

Step 6: Ground Rules (Constitution)

Keep it simple. Sample rules:

Rule

1. Attend meetings on time
2. Respect all members and leaders
3. Wear school uniform or club T-shirt (if any)
4. Take care of tools and trees
5. No fighting or bad language
6. Bring a notebook and pen

Consequences for breaking rules: Warning → extra duty → suspension if repeated.

Step 7: Register with FONAR

FONAR will provide:

- A club registration number;
- Basic materials (e.g., pruning tools, t-shirts, posters) if available;
- Technical support and monitoring visits.

Contact FONAR at: info@fonargh.org

Activity: Role-Play a First Meeting

In small groups, participants role-play the inaugural meeting: one as teacher coordinator, others as students. Practice electing leaders and setting ground rules.

Discussion Questions

- *"What is the most difficult step in establishing a club? How would you overcome it?"*
- *"How would you encourage girls to join?"*

Summary

Starting a club requires following clear steps, involving the right people and creating simple rules. The teacher coordinator is the key driver.

Module 3: Roles and Responsibilities

Duration: 45 minutes

Target: Teacher coordinators, headteachers

Learning Outcomes

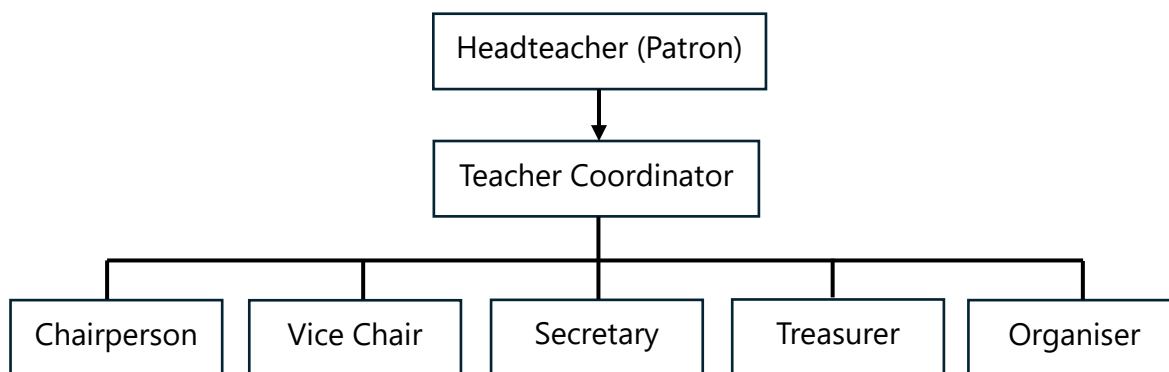
By the end of this module, participants will be able to:

1. Describe the duties of each club leadership role;
2. Assign responsibilities appropriately;
3. Explain the role of the headteacher and other teachers.

Key Concepts

A well-organised club has clear roles. This prevents confusion and ensures work is shared.

Club Leadership Structure



Role Descriptions

Role	Main Duties
Headteacher (Patron)	Approves activities; provides moral and material support; attends key events.
Teacher Coordinator	Plans meetings and activities, trains leaders, liaises with FONAR, keeps records, ensures safety.
Chairperson (student)	Leads meetings, represents club, motivates members.
Vice Chairperson	Assists chair; takes over when absent.
Secretary (student)	Writes meeting minutes; keeps attendance register.
Treasurer (student)	Manages any club funds (with teacher oversight).
Organiser (student)	Leads practical activities (tree care, pruning, etc.); coordinates tools.

Teacher Coordinator: Detailed Responsibilities

Task	Frequency
1. Prepare meeting agenda	Weekly
2. Lead or supervise activities	Weekly
3. Update tree register (number, growth, condition)	Monthly
4. Report to headteacher	Monthly
5. Submit termly report to FONAR	Termly
6. Manage club materials (tools, first aid)	Ongoing
7. Ensure child safeguarding	Always

Supporting Teachers (optional)

Other teachers can:

- Help supervise during practical activities;
- Lead a session on a relevant topic (e.g., science teacher on photosynthesis);
- Allow club announcements in their classes.

Activity: Role Assignment Simulation

Give participants a scenario: *"A club has 25 members. Who will do what?"* Groups assign roles and justify their choices.

Discussion Questions

1. *"What happens if the teacher coordinator transfers to another school?"*
2. *"Can a student leader handle money? How should it be managed?"*
3. *"How can we ensure girls take leadership roles?"*

Summary

Clear roles make the club run smoothly. The teacher coordinator is the backbone, but student leaders gain valuable experience.

Module 4: Planning Eco-Club Activities

Duration: 60 minutes

Target: Teacher coordinators

Learning Outcomes

By the end of this module, participants will be able to:

1. Develop a termly activity calendar.
2. Balance theory, practical, and fun sessions
3. Link activities to the school curriculum.

Key Concepts

A club without a plan drifts. A termly calendar keeps members engaged and shows progress.

Types of Activities

Type	Examples	Proportion
Educational	Lessons on FMNR, climate change, ecosystems	30%
Practical	Pruning, tree protection, fire break creation, etc.	50%
Fun / team-building	Web of Life game, drawing competitions, songs, poetry, excursions, etc.	20%

Sample Termly Calendar (12 weeks)

Week	Activity	Type	Location
1	Inaugural meeting, elect leaders	Organisational	Classroom
2	What is FMNR? (theory)	Educational	Classroom
3	Tree observation walk – identify stumps	Practical	School grounds
4	Pruning demonstration and practice	Practical	School grounds
5	Web of Life game	Fun	Open space
6	Bushfire prevention talk (guest: fire volunteer)	Educational	Classroom
7	Create fire breaks around school	Practical	School boundary
8	Tree protection – build thorn fences	Practical	School grounds
9	Visit a local FMNR farmer	Educational	Community
10	Poster competition: "Trees are life"	Fun	Classroom
11	Review tree register – measure growth	Practical	School grounds
12	Termly review, awards, planning next term	Organisational	Classroom

Linking to Curriculum

School Subject	Eco-Club Activity Link
Science	Tree observation, photosynthesis, soil, climate
Our World, Our People (OWOP)	Farming, natural resources, community work
Social Studies	Environment, climate change
English	Report writing, poster slogans
Mathematics	Measuring tree height, counting trees

Activity: Create Your Own Termly Plan

In pairs, participants design a 6-week plan (half term) for a new eco-club. They present to the group.

Discussion Questions

1. *"How can we involve parents in club activities?"*
2. *"What do you do when it rains during practical session?" (Have indoor alternative)*
3. *"How do you keep activities interesting for returning members?"*

Summary

Plan ahead. Mix theory, practice and fun. Link to the curriculum so the club supports learning.

Module 5: Practical FMNR Activities for Schools

Duration: 90 minutes (including outdoor practice)

Target: Teacher coordinators, members

Learning Outcomes

By the end of this module, participants will be able to:

1. Carry out a stump enumeration on school grounds;
2. Demonstrate correct pruning technique;
3. Build a simple thorn fence to protect young trees;
4. Create a basic fire break.

Key Concepts

Practical activities are the heart of the eco-club. They give members a sense of accomplishment and visible results.

Activity 1: Stump Enumeration

Purpose: Find and count living tree stumps on school grounds or FMNR demonstration plot that can regenerate.

Steps:

1. Divide school grounds into sections (e.g., front, back, sides).
2. Give each group a simple tally sheet.
3. Walk slowly, looking for cut stumps with new shoots.
4. Mark each stump with a small flag or stone.
5. Record: location, species (if known), number of shoots.
6. Total count – present to headteacher.

Follow-up: Select 5–10 stumps for active FMNR. Protect and prune them.

Activity 2: Pruning Shoots

Purpose: Select 3–5 best shoots per stump, remove the rest to encourage rapid growth.

Steps (teacher demonstrates first):

1. From each stump, choose the strongest, straightest shoots.
2. Remove other shoots by cutting close to the stump (using secateurs, sickles or sharp cutlass – only teacher handles tool).
3. For selected shoots, remove side branches up to half the height.
4. Never remove more than 1/3 of the tree's canopy.

Safety: Students watch and assist by holding branches; only trained teacher cuts.

Activity 3: Building Thorn Fences

Purpose: Protect young trees from grazing animals (goats, cattle, sheep).

Materials: Thorny branches (e.g., acacia), stakes (wooden sticks), rope or twine.

Steps:

1. Cut stakes (about 1 metre long) – teacher does cutting.
2. Hammer stakes into ground in a circle around the tree (diameter 1 metre).
3. Weave thorny branches between stakes.
4. Tie with twine for stability.

Student role: Collecting thorn branches (using thick gloves), weaving, tying.

Activity 4: Creating Fire Breaks

Purpose: Reduce risk of bushfire reaching school buildings and FMNR trees.

Steps:

1. Identify a strip of land (5–10 metres wide) around the school boundary or around tree clusters.
2. Remove dry grass, leaves and flammable debris.
3. Rake bare soil.
4. Maintain twice a year (pre-dry season).

Student role: Raking, carrying debris, under supervision.

Activity 5: Tree Watering (Dry Season)

If water is available, assign a roster for members to water young trees once a week.

Activity 6: School Tree Nursery (Optional Advanced)

If space and water permit, collect seeds of native trees (shea, dawadawa, neem, acacia). Raise seedlings in sacks. Plant out during rains.

Safety Checklist for Practical Activities

Hazard	Prevention
Cuts from tools	Only teacher handles sharp tools; students wear closed shoes
Thorns	Use thick gloves or cloth to handle thorny branches
Heat / sun	Work early morning or late afternoon; provide water
Animals (snakes, insects)	Inspect area before work; wear long trousers, boots
Fatigue	Take breaks; limit heavy work for younger members

Activity: Demonstration and Practice

Take participants outside (if possible) to a stump or young tree. Demonstrate stump enumeration, pruning and fence building. Participants practice under supervision.

Discussion Questions

- *"What practical activity do you think students will enjoy most?"*
- *"How do you find thorn branches without damaging trees?" (Use already fallen or prune from live trees sustainably)*
- *"What if the school has no stumps at all?" (Plant a few fast-growing local trees as demonstration)*

Summary

Practical activities – stump counting, pruning, fencing, fire breaks – are the core of FMNR. Keep them safe, simple and regular.

Module 6: Monitoring, Record Keeping and Reporting

Duration: 45 minutes

Target: Teacher coordinators

Learning Outcomes

By the end of this module, participants will be able to:

1. Maintain a club attendance register;
2. Complete a tree monitoring sheet;
3. Write a simple termly report for FONAR;
4. Use records to celebrate progress.

Key Concepts

“What gets measured gets done.” Records help:

- Show progress to members, headteacher and FONAR.
- Identify problems early (e.g., low attendance, tree death)
- Provide evidence for awards or funding.

Essential Records

Record	Who keeps it	How often updated
Attendance register	Secretary (with coordinator)	Every meeting
Tree register / monitoring sheet	Organiser (with coordinator)	Monthly
Activity log	Secretary	After each activity
Financial record (if any funds)	Treasurer (with coordinator)	Each transaction
Termly report	Coordinator	End of term

Sample Attendance Register (simple table)

Date	Name	Present (✓)	Notes
10/05/26	Adisa A.	✓	
10/05/26	Bawa J.	X	Sick
10/05/26	Abena K.	✓	Late

Sample Tree Monitoring Sheet

Tree ID	Species	Location	Date protected	Height (cm)	Number of shoots	Condition	Action taken
S01	Shea	Near borehole	15/05/26	45	3	Good	Pruned
S02	Neem	Behind P5 class	15/05/26	30	2	Browsed by goat	Added fence
S03	Acacia	School gate	20/05/26	60	4	Excellent	None

Termly Report Template (for FONAR)

School: _____ Term: _____ Year: _____

Coordinator: _____ Number of members: _____ (boys____ girls____)

Activities conducted this term:

1. _____
2. _____
3. _____

Number of trees currently under FMNR: _____

Number of trees protected/pruned this term: _____

Challenges faced: _____

Successes: _____

Plan for next term: _____

Coordinator signature: _____ **Headteacher signature:** _____

Send to FONAR by week 2 of holidays.

Using Records to Celebrate

- Post attendance chart on noticeboard – recognise perfect attendance.
- Measure tree growth every month – graph it.
- At end of term, announce: “We protected 10 trees this term!”
- Share photos (with permission) on school social media or assembly.

Activity: Complete Sample Forms

Participants receive blank copies of attendance register and tree monitoring sheet. They fill in a sample scenario in pairs.

Discussion Questions

1. *“What would you do if a member never attends?”*
2. *“How can you involve students in record keeping?”*
3. *“Why is it important to send termly reports to FONAR?”*

Summary

Simple records take little time but provide huge value. Assign student leaders to help. Always send termly reports to FONAR.

Module 7: Motivating and Retaining Members

Duration: 45 minutes

Target: Teacher coordinators

Learning Outcomes

By the end of this module, participants will be able to:

1. Identify at least five strategies to keep members engaged;
2. Plan simple recognition events;
3. Address common reasons why members drop out.

Key Concepts

Children join clubs because they are fun and rewarding. If the club becomes boring or too much like extra class, they will leave.

Why Members Drop Out (and solutions)

Reason	Solution
Boring, repetitive activities	Mix theory, practical, games, field trips
Feeling not valued	Recognition (certificates, public praise)
Conflict with other members	Strong ground rules, mediation by coordinator
Homework pressure	Keep meetings short (1 hour), no extra assignments
Lack of visible results	Show progress (tree growth photos, counts)
Not allowed by parents	Engage parents early, show benefits

Motivation Strategies

Intrinsic (internal):

- Sense of purpose: "You are restoring the land."
- Mastery: "You learned how to prune correctly."
- Autonomy: Let members choose some activities.

Extrinsic (external rewards):

- Certificates (even small "Star Member" cards)
- Badges or stickers
- Public recognition in assembly
- Special roles (e.g., "Tree Captain of the Week")
- Outings (visit a successful FMNR farm)

Low-Cost Recognition Ideas

- **Star of the Week** – name on noticeboard, lead the next activity.
- **Green Ribbon** – worn on uniform for one week.
- **Tree Naming** – allow a member to name a protected tree.
- **Hand-drawn certificates** – made by members for each other.
- **Photos** – take a group photo; post on noticeboard.

Sample Termly Awards (simple categories)

Award	Criteria
Most Active Member	Highest attendance + participation
Best Tree Carer	Tree under their care has grown well
Best Leader	Chairperson or organiser who did great job
Most Improved	Member who started shy but now participates
Team Spirit	Helps others, positive attitude

Activity: Brainstorm Motivation Ideas

In small groups, participants list 10 low-cost ways to motivate eco-club members. Share with plenary.

Discussion Questions

1. *"What would make you want to join a club as a child?"*
2. *"How can we motivate members without spending money?"*
3. *"What do you do if a member wants to leave?" (Talk to them, understand why)*

Summary

Keep the club fun, varied and appreciative. Recognise effort publicly. Address problems quickly. A motivated club is a sustainable club.

Module 8: Engaging Parents and the Community

Duration: 45 minutes

Target: Teacher coordinators, headteachers

Learning Outcomes

By the end of this module, participants will be able to:

1. Identify key community stakeholders to engage;
2. Plan a simple parent orientation meeting;
3. Invite community members to support the club.

Key Concepts

An eco-club cannot succeed in isolation. Parents and community members provide:

- Permission for children to attend;
- Resources (tools, land, water);
- Knowledge (local tree species, traditional practices);
- Protection (support fire prevention, prevent tree theft).

Key Stakeholders

Stakeholder	How they can help
Parents	Allow children to attend; provide snacks/tools; share land
PTA	Fundraise for tools; support fire break creation
SMC	Policy backing; link to district authorities
Traditional chief	Byelaws on tree protection; moral authority, land for demo plot.
Farmer groups	Share FMNR experience; host field visits
Extension officers	Technical advice on pruning, tree species
Faith leaders	Messages on environmental stewardship
Local businesses	Donate materials (fencing wire, gloves, water)

Step-by-Step: Engaging Parents

Step 1: Send letter home introducing the eco-club (see Appendix for template).

Step 2: Hold a brief parent orientation (30 minutes before or after school). Explain:

- What FMNR is
- What children will do (safe, practical)
- How it helps children (skills, confidence, environmental awareness)
- How parents can help (permission, encouragement, small support)

Step 3: Invite parents to one activity (e.g., tree pruning day).

Step 4: Thank parents publicly (assembly, letter, certificate).

Activity: Community Mapping

Participants draw a map of their school's community. Identify:

- 3 people or groups who could support the club.
- What each could contribute (e.g., tools, land, training, advocacy)
- How to approach them

Discussion Questions

1. *"What if a parent says no to their child joining?"* (Listen to concerns; offer to show the activity; explain safety)
2. *"How can a chief support FMNR?"* (Byelaws against indiscriminate tree cutting; public endorsement)
3. *"What is the role of the extension officer?"*

Summary

Parents and community are allies, not obstacles. Reach out early, explain clearly and show respect. Their support multiplies the club's impact.

Module 9: Safety and Risk Management

Duration: 30 minutes

Target: Teacher coordinators

Learning Outcomes

By the end of this module, participants will be able to:

1. Identify potential risks in eco-club activities.
2. Implement basic safety measures.
3. Respond to minor injuries.

Key Concepts

Children's safety is the coordinator's top responsibility. A single accident can shut down the club.

Risk Assessment Table

Activity	Hazard	Risk level	Control measures
Pruning	Cuts from tools	Medium	Only teacher handles sharp tools; students stand back; first aid kit available
Building thorn fence	Punctures, scratches	Low	Wear gloves; inspect thorns; wash wounds promptly
Walking in bush	Snake bite, insects	Low	Wear closed shoes and long trousers; make noise; shake grass before stepping
Fire break raking	Heat, fatigue	Low	Work early morning; take breaks; provide water
Tree watering (carrying water)	Slips, falls	Low	Use small containers; no running
Outdoor in sun	Sunburn, heatstroke	Medium	Work before 10am or after 3pm; wear hats; drink water

First Aid Kit Contents (basic)

- Plasters (bandages) – assorted sizes
- Antiseptic wipes or liquid
- Gauze pads
- Adhesive tape
- Scissors (blunt tip)
- Tweezers (for thorns/splinters)
- Gloves (disposable)
- Oral rehydration salts (for heat)
- Emergency contact numbers

Emergency Procedures

Incident	Action
Minor cut	Clean wound, apply antiseptic, cover with plaster
Thorn puncture	Remove thorn with tweezers, clean, cover
Snake bite	Keep child calm, immobilise limb, take to health centre immediately – do not cut or suck
Heat exhaustion	Move to shade, give water slowly, fan, seek help if no improvement
Severe injury	Call parent, transport to clinic/hospital; notify headteacher

Child Safeguarding

- Always have **two adults** present during activities (teacher coordinator + another teacher or parent).
- Never be alone with a child in a secluded area.
- Treat all children equally; no favouritism or harsh punishment.
- Report any suspicion of abuse to headteacher immediately.

Parental Consent

Sample consent form:

"I, _____ (parent/guardian), give permission for my child _____ to participate in the FONAR FMNR Eco-Club activities, including supervised outdoor work. I understand that safety measures are in place.

Emergency contact: _____. Signed: _____ Date: _____

Collect and keep on file.

Activity: What Would You Do? (Scenarios)

Present scenarios to participants:

1. "A student cuts their finger while trying to help prune – teacher was looking away."
2. "A parent complains the club is wasting study time."
3. "You see an older student bullying a younger member."

Discuss appropriate responses.

Discussion Questions

1. "What is the most likely injury in your school setting?"
2. "Do you have a first aid kit? If not, how to get one?"
3. "Why is it important to have two adults?"

Summary

Prevention is better than cure. Assess risks, control them, and be prepared for emergencies. Never compromise on child safety.

Module 10: Sustainability and Exit Transition

Duration: 45 minutes

Target: Teacher coordinators, headteachers

Learning Outcomes

By the end of this module, participants will be able to:

1. Plan for continuity when the coordinator leaves
2. Support exiting members (JHS leavers)
3. Maintain club records for future coordinators.

Key Concepts

The club must outlast any individual. Good handover processes ensure sustainability.

When the Teacher Coordinator Leaves

Risk: Club collapses because “the person who knew everything” is gone.

Solutions:

1. **Assistant coordinator** – train a second teacher or senior student to assist.
2. **Written handover notes** – keep a “Club Handbook” with:
 - List of members
 - Tree register (locations, species, care history)
 - Activity calendar and past records
 - Contact details for FONAR, parents, community supporters.
 - Tool inventory
3. **Introduce new coordinator early** – shadow for 2–4 weeks before transfer.

Exiting Members (JHS Completers)

When members finish JHS:

- Hold a small “exit ceremony” – recognise their contribution.
- Encourage them to start or join an FMNR group in their new school or community.
- Give a certificate (see FONAR exit certificate templates earlier).
- Keep their contact (with permission) to inspire current members.

Maintaining Interest for Long-Term Members

Some members stay for 2–3 years. Avoid repetition by:

- Rotating roles each term.
- Introducing advanced skills (e.g., seed collection, nursery management, community mapping).
- Sending them to train new members (peer teaching).

School-Wide Integration

Make FMNR part of the school, not just the club:

- Include tree care in school improvement plan.
- Plant trees at school events (e.g., Speech Day, PTA meetings).
- Link to curriculum so all students learn FMNR basics.

Activity: Succession Planning

In pairs, participants outline a 1-page handover document for their successor. Include 5 key things they would write.

Discussion Questions

1. *"How can we involve the headteacher to ensure continuity?"*
2. *"What if no other teacher wants to take over?" (Motivate with recognition, small incentive, or share load among several teachers)*
3. *"How do we encourage exiting members to stay involved in FMNR?"*

Summary

Plan for the future. Train successors, keep good records and celebrate exits. A sustainable club serves generations of students.

Appendices

Appendix A: Sample Eco-Club Registration Form (for members)

FONAR FMNR ECO-CLUB – MEMBERSHIP REGISTRATION

School: _____ Date: _____

Student name: _____ Class: _____ Age: _____

Parent/Guardian name: _____ Phone (if any): _____

Why do you want to join? _____

Any previous environment club experience? Yes / No – If yes, describe: _____

I agree to attend meetings regularly and follow club rules.

Student signature: _____ Date: _____

I give permission for my child to participate.

Parent/Guardian signature: _____ Date: _____

Coordinator signature: _____

Appendix B: Sample Meeting Agenda Template

FONAR FMNR ECO-CLUB – MEETING AGENDA

Date: _____ Time: _____ Venue: _____

Presiding: _____ (Chairperson) Secretary: _____

Agenda:

Opening prayer / welcome

Roll call / attendance.

Reading of previous minutes

Matters arising

Main activity (describe): _____

Any other business

Next meeting date & time

Closing prayer / remarks

Minutes recorded by: _____ **Signature:** _____

Appendix C: Sample Parent Information Letter

[School Letterhead]

Date: _____

Dear Parent/Guardian,

Your child has expressed interest in joining the **FONAR FMNR Eco-Club** at our school.

What is FMNR?

Farmer Managed Natural Regeneration (FMNR) is a way to bring back trees by caring for living stumps already in the ground. It is a simple, low-cost method that helps restore soil, provide food and shade, and fight climate change.

What will my child do?

- Learn about trees, climate change, and the environment.
- Care for trees on school grounds (watering, pruning, protecting)
- Participate in fun activities like the “Web of Life” game.
- Help prevent bushfires by creating fire breaks.

Is it safe?

Yes. All activities are supervised by teachers. Sharp tools are handled only by adults. Children work in groups, never alone.

What are the benefits?

Your child will gain practical skills, environmental awareness, leadership experience, and a sense of pride in restoring our land.

Time commitment: One hour per week after school or during break (depending on school schedule). No cost to join.

Permission: Please sign below and return to the class teacher.

Thank you for supporting your child and our environment.

Yours sincerely,

(Eco-Club Coordinator)

I give permission for my child, _____, to join the FONAR FMNR Eco-Club.

Parent signature: _____ **Date:** _____

Appendix D: Sample Tree Register (Blank)

Tree ID	Species	Location (e.g., near P5 class)	Date first protected	Initial height (cm)	Height month 2	Height month 3	Shoots (number)	Condition (Good/Fair/Poor)	Actions taken (prune, fence, water)
1									
2									
3									
4									
5									

Appendix E: Sample Club Constitution (Short Version)

Constitution of the [School Name] FONAR FMNR Eco-Club

Article 1: Name

The club shall be called [School Name] FMNR Eco-Club.

Article 2: Aim

To promote FMNR, environmental education, and tree restoration in the school and community.

Article 3: Membership

Open to all learners in Primary 4 to JHS 3 who agree to follow club rules.

Article 4: Leadership

The club shall elect a Chairperson, Vice Chair, Secretary, Treasurer, and Organiser every term.

Article 5: Meetings

Meetings shall be held once per week. Extra meetings may be called by the coordinator.

Article 6: Rules

Members shall: attend regularly, respect others, care for tools, protect trees, and avoid bushfires.

Article 7: Amendments

This constitution may be amended by a two-thirds majority of members present.

Adopted on: _____ **Coordinator signature:** _____

Appendix F: Tool Inventory Template

Tool	Quantity	Condition (Good/Fair/Poor)	Storage location	Date last checked	Coordinator initials
Secateurs					
Cutlass					
Sickles					
Pruning knife					
Rakes					
Gloves (pairs)					
Watering cans					
Twine (metres)					
First aid kit					
Other:					

Appendix G: Quick Reference – Key FMNR Principles for Clubs

Principle	Action in School Club
Use existing resources	Find and protect living stumps on school grounds
Prune and thin	Select 3–5 best shoots per stump; remove others
Protect from fire	Create fire breaks; educate on bushfire prevention
Protect from animals	Build thorn fences around young trees
Community involvement	Invite parents, chief, farmers to support

"A well-managed eco-club grows trees and grows children. Both need care, patience, and a vision for the future."

For technical support or further training, contact:

Forum for Natural Regeneration (FONAR) – info@fonargh.org