


Ecological Thinking

A facilitation guide for youth
in the Solomon Islands





This guide has been designed for ecological thinking workshops with youth club leaders in Honiara, Solomon Islands. It was produced as part of Plan International's Safer Cities for Girls program, which is supported by the Australian Government through the Australian NGO Cooperation Program (ANCP). The Honiara Ecological Thinking workshops were supported with funding from Plan International and implemented by Live & Learn Solomon Islands.

Written by: Michelle Abel, Nick Mattiske and Heidi McCulloch

© Copyright Live & Learn Environmental Education

All rights for the commercial/for profit reproduction or translation, in any form, are reserved. Live & Learn authorises the partial reproduction of this material for scientific, educational or research purposes, provided that Live & Learn and the source document are properly acknowledged. Permission to reproduce the document and/or translate in whole, in any form, whether for commercial or non-profit purposes, must be requested in writing.

Live & Learn Environmental Education

Donkey Wheel House, Level 2,
673 Bourke Street, Melbourne, Victoria, 3000, Australia
Tel: (+613) 9650 1291
Email: enquiries@livelearn.org
www.livelearn.org





Contents

Introduction.....	3
Big Here Quiz.....	4
Exploring ecosystems – trees.....	9
Exploring ecosystems – water catchments	11
River sum of parts.....	17
Web of life (local ecosystem connections)	19
Living with climate change – ‘your experience’ comic.....	25
Seventh generation roleplay.....	29
Picturing my community.....	34
Values and vision for the future.....	35
Personal pledge.....	37
Pledge reflection.....	39
Conclusion (optional)	39



Introduction

This facilitation guide has been designed to engage Solomon Islands youth in ecological thinking. Ecological thinking means thinking about ecosystems as full of connections, and human beings as part of these connections – as part of nature and involved in changes in the environment around them.

The activities in this guide help leaders to build on young people's knowledge of climate change, by encouraging an understanding of how water moves through a community, how trees help ecosystems and fight climate change, what healthy community ecosystems look like, and how young people can commit to making positive changes in their local environments.

How to use this guide

Youth sessional leaders and community focal points can run these activities to introduce ecological thinking and environmental education concepts to youth club members.

The practical awareness and engagement activities in this guide can be facilitated over several weeks in individual sessions or with multiple activities in longer workshops. It is recommended to work through the activities in the order they appear, as each activity builds on knowledge participants have gained in previous activities.



Big Here Quiz¹

Objective

This activity encourages participants to think about the larger systems around them.

Materials

- The Big Here Quiz handout
- Pens/markers – green, blue and purple (one of each for every group). *Pencils can also be used if other colours can't be found.*


Important: to prepare for this icebreaker activity the facilitators need to make sure they have researched the answers to all the questions before the training session!

Timing: 30 minutes

Instructions

- Randomly divide the participants into groups of 5 (using numbering off or another random system).
- Give each group the **Big Here Quiz** question sheet (below) and three pens/markers – green, blue and purple. *Pencils can also be used if coloured pens are hard to find.*
- Each group should work together to find answers for all the questions. Reassure everyone that it is ok to not know the answer to a question and to leave it blank.
- First give the groups 5 minutes to answer all the questions they can with their own knowledge – using the green pen/marker.
- Let the groups spend 10 minutes talking to each other to fill in gaps they have for questions – using the blue pen/marker (be strict with the times – this is the icebreaker).
- Finally, all the groups come together and add up their scores:
 - 2 points for a question marked answered with green pen
 - 1 point for a question answered with blue pen
 - 0 points for blank questions
 - Each group should share their score – the group with highest number of points wins a prize (if appropriate)
 - Groups should then call out which questions no-one could answer, and the facilitators give the answers.

¹ <https://kk.org/thetechnium/the-big-here-quiz/>



Sources for answers

<https://www.solomonwater.com.sb/index.php/education/water-quality>

<https://www.solomonwater.com.sb/index.php/resources/land-management>

<https://www.adb.org/sites/default/files/linked-documents/46014-002-ssa.pdf>

<https://environment.islesmedia.net/waste-management-prioritized-as-sol2023-pacific-games-looms/>

Big Here Quiz

<i>Big Natural Systems Questions</i>		
	<i>Your answers (2 points)</i>	<i>Other groups (1 point)</i>
What time is sunset today?		
What phase is the moon currently in?		
From what direction do storms generally come?		
When is high tide today?		
<i>Living in Our Environment Questions</i>		
How does Solomon Islands Power generate their power?		
Where does Solomon Water get the town water supply from?		



Where does your household rubbish collected by HCC go?		
Where does the pollution in your air come from?		
<i>Earth and Water Questions</i>		
Is the soil under your feet more clay, sand, rock or silt?		
Where is the nearest earthquake fault? When did it last move?		
What was the total rainfall here last year?		
How many people live in your watershed?		
<i>Natural Environment & Culture Questions</i>		
Name five birds that live here. Which are migratory and which stay put?		



Name five native edible plants in your neighbourhood and the season(s) they are available.		
Where is the nearest wilderness?		
Which (if any) geological features in your watershed are, or were, especially respected by your community, or considered sacred, now or in the past?		

Exploring ecosystems – trees

Objective

This activity introduces important knowledge about trees.

Materials

- Data projector and good speakers for video sound
- 'Trees are cool' handout

Timing: 30 minutes

Video

Show participants the following video:

<https://www.youtube.com/watch?v=Y3OWgb0Bv-A>

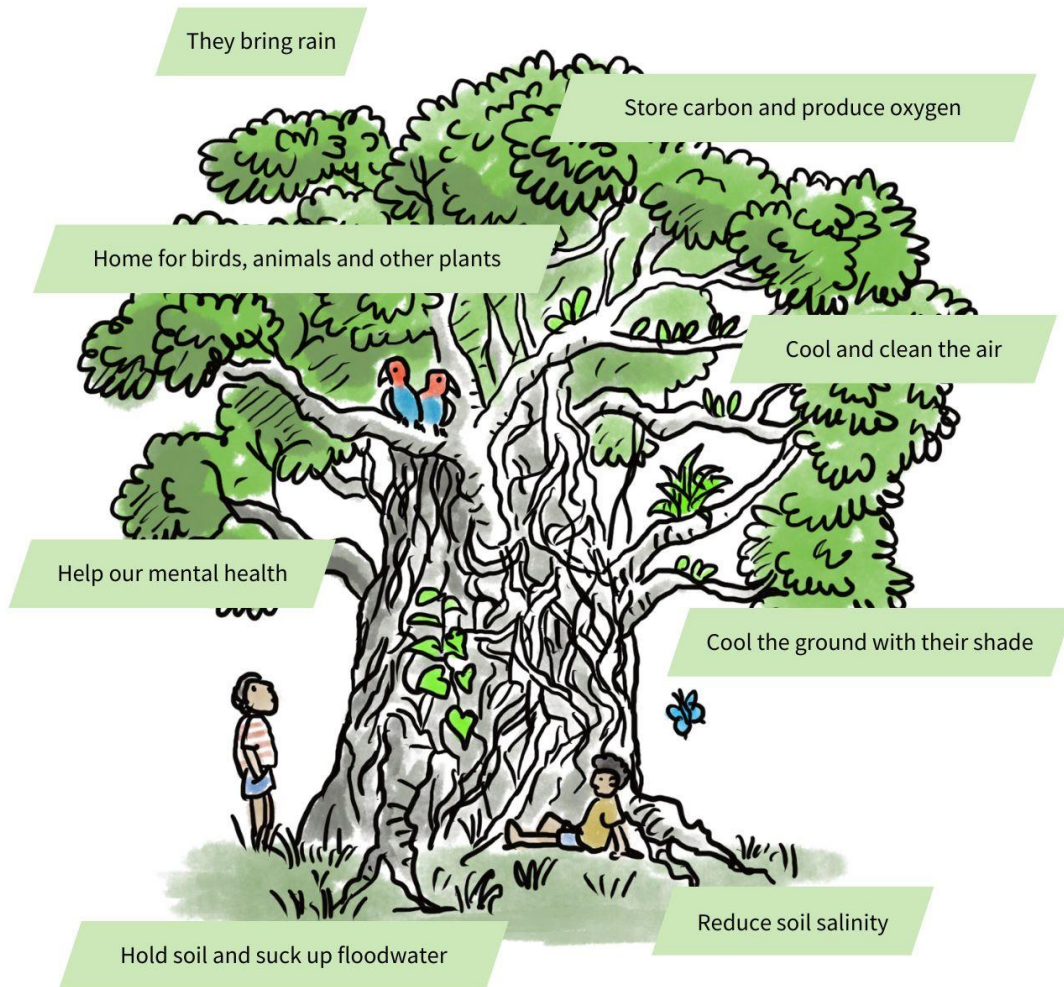


Which Came First – the Rain or Rainforests?

Discussion

- Ask the group if they know of any other traditional sayings or knowledge about the importance of trees.
- Ask the group how people feel about trees in Honiara compared to rural places.
- Share the following handout 'Trees are cool'

Trees are cool



We need to plant and keep as many trees as we can!

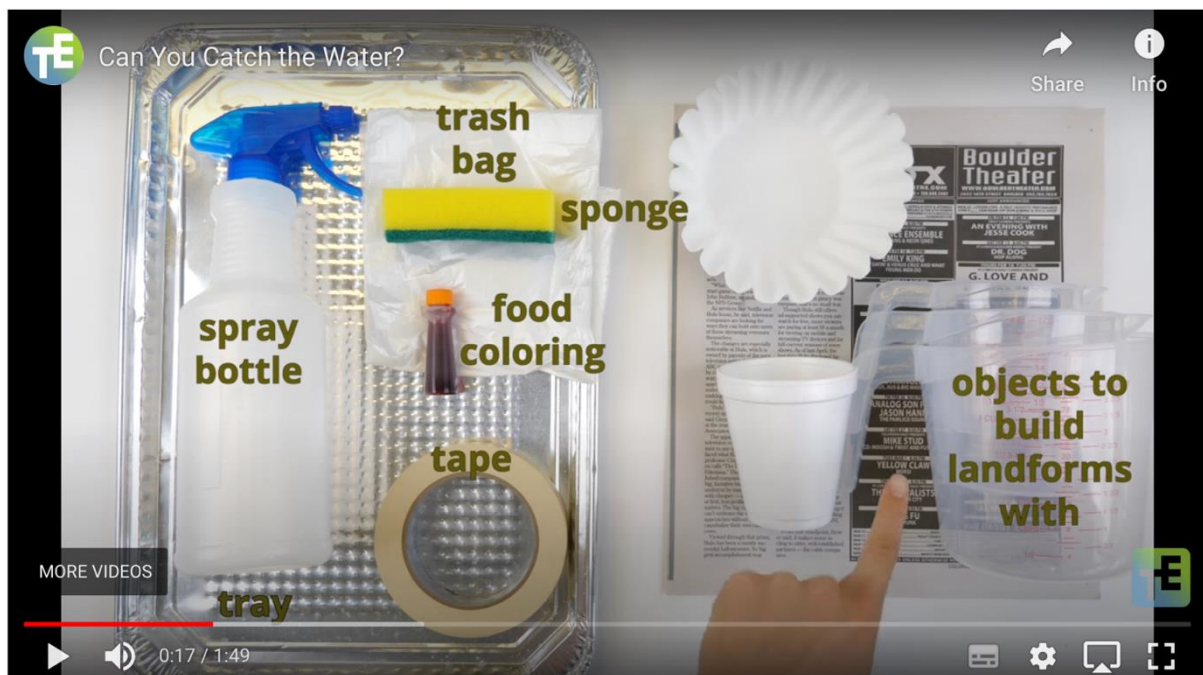
Exploring ecosystems – water catchments

Objective

This activity introduces important knowledge about water catchments. Visit the link in the footnote for a helpful video on how the activity works.

Materials

- 2 water catchment information handouts
- Found materials of different sizes that can be recycled or reused later – cups, bowls, straws, plates, blocks, etc.
- Plastic sheets (slice open a plastic bag or use a large plastic bag that can be reused later)
- Tray or box (to build landforms in)
- Spray bottle (optional)
- Sponge
- Food colouring
- Tape (masking tape or paper tape, not plastic tape)



Timing: 60 minutes

Instructions (set up)

1. Divide the participants into 4 groups. Give each group the materials.
2. Tell the groups that they will build their own models of an area of land, using the materials provided. The land can look any way they want.
3. Have participants position their objects (cups, bowls, jars, rocks, plates, paper towels, etc.) anywhere on the tray/box; the tallest objects represent mountains, the other objects represent hills, lakes and plains. Suggest that they arrange objects to create valleys and low spots.



EXAMPLE ARRANGEMENT OF OBJECTS TO REPRESENT LANDFORMS

4. Next, have participants lay the plastic sheet over the top of their entire area (land), including all of the objects. Have them loosely mould the plastic around the covered objects.



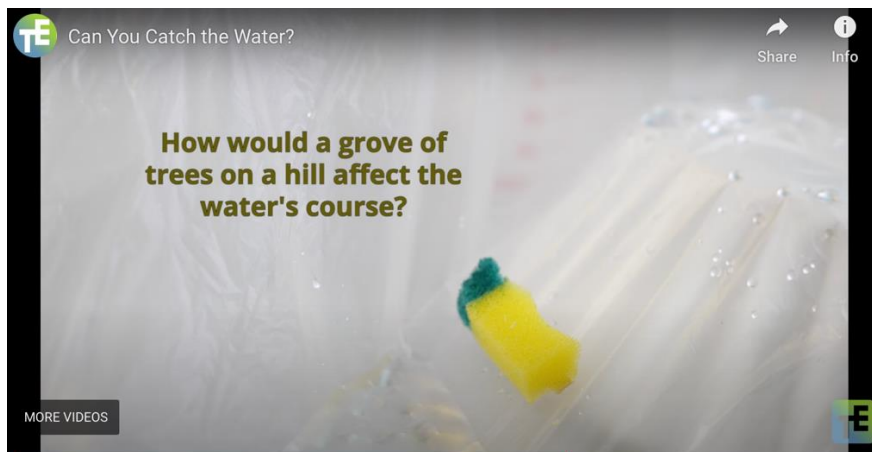
EXAMPLE LANDFORM CATCHMENT BASIN CREATED BY DRAPING PLASTIC OVER OBJECTS

Instructions (Raining on the model)

5. Get group members to sprinkle water with their fingers or spray the water bottles to create rain on top of the highest mountain (the tallest object). Point out that this represents rain, which is part of the water cycle. Continue the rain until streams, rivers and lakes form. Watch for how the water moves from the mountaintop down into the lowest parts of the model.
6. Have the groups choose one small pool or puddle of water on their models to be the water collection site for the people who live on their land. This model is the catchment basin – the area of land where all flowing water meets to make a single point, e.g. a river or lake.
7. Using the models, discuss the places where the water goes, where it hits, where it flows. Ask:
 - What things on the landscape are of your basin? (*Answer: any landforms, hills, lakes, etc.*)
 - Where does the water that flows to their water collection site come from? (*Answer: rain.*)


- What makes a catchment basin? (Answer: where the next catchment basin starts. In this case, the edge of the basin or plastic wrap.)
- How does the water flow? What things in your model determine the direction of water flow? (Answer: high points that make the water flow down.)

8. Guide the groups in doing the following experiments within their catchment basin that simulate real-life natural and human-caused activities that could happen in a catchment basin.
9. What happens if a dam is put into the stream that flows into your catchment basin? (Using a sponge or other item, create a dam across a stream of water. Make it rain again. How does the flow of water change? Does the sponge stop or move the water? Remove the sponge).
10. What happens if a forest is planted above the catchment basin? (Place the sponge or other object for the forest on the side of the highest hill. Make it rain again. How does the flow of water change? Remove sponge).



11. What happens if we build an industry or factory that generates pollution? (Place a few drops of food colouring on the sponge and place this where the industry might be located. Make it rain again. How does the water change? Remove sponge).



- 
12. What happens when people use this water for irrigating their crops or to take to another city? (Make 'canals' by making a wrinkle in the plastic to move water to other places. Use the spray bottle to make it rain again. How does the flow of water change?)

Closing discussion

Ask the group the following questions:

- What would happen to the water in the valley if you poured a pile of salt on the mountain above your catchment basin? (This might represent mining, mineral and chemical waste.)
- How might the flow of water in a catchment basin be different in different seasons? (There might be less when it is hot or more when it is the rainy season.) How does this affect the people living in the catchment?
- How might the flow of water in a catchment basin be different in different climates?

Then share the following handouts on water catchments: **'What is a water catchment?'** and **'Living together in a water catchment'**.

What is a water catchment?



A WATER CATCHMENT

- Where we collect water from depends on where the water first falls on the land.
- Some rain will fall directly into lakes, rivers or the sea, from where it will evaporate and begin the cycle all over again.
- If the water falls on trees and plants, it may evaporate from leaves back into the air, or trickle down to the ground. Some of this water may then be taken up by the plant roots in the earth.

A catchment is an area or basin of land formed by the ridges, hills or mountains from which all the surface water runoff drains to the lowest point of land. The lowest point could be a dam, a section of river or the river mouth or ocean.

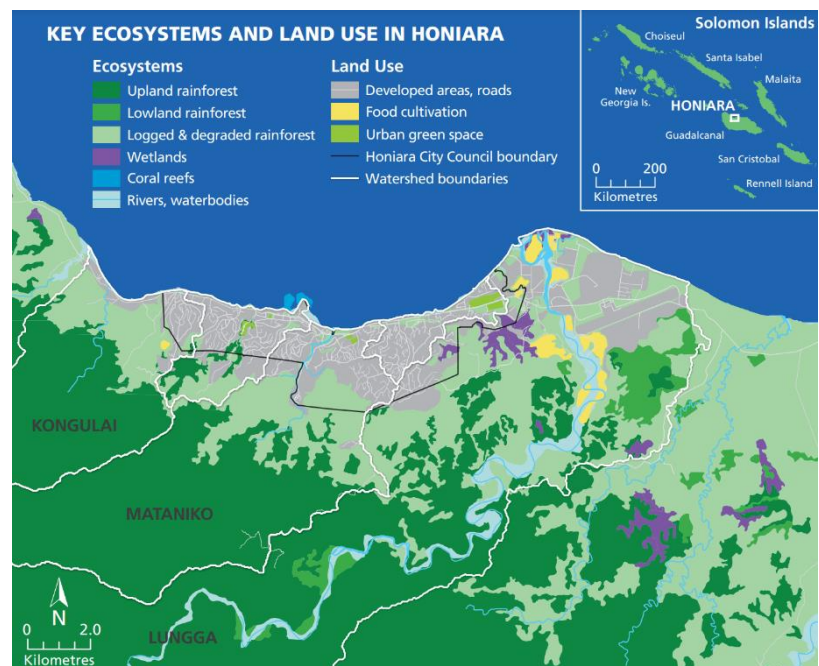
Rain falling outside the edge of one catchment is falling on a different catchment and will flow into other creeks and rivers. Some water also seeps below ground where it is stored in the soil or in the space between rocks. This is called groundwater.

Honiara has four groundwater catchments:²

1. Mataniko
2. Kobito
3. Panatina
4. Dodo Creek
5. Kongulai

Honiara also has three spring catchments:

1. White River
2. Rove
3. Kobito



² Image from: *Planning for ecosystem-based adaptation in Honiara Solomon Islands Synthesis Report*, Secretariat of the Pacific Regional Environment Programme (SPREP), 2017.

Living together in a water catchment

Water quality in the streams and rivers in a catchment depends on the type of land, how the land is used, and how much rainfall you get. Catchments are constantly changing systems.

Water is generally clean in the upper areas of a catchment (for example, in the hills or mountains) but by the time it reaches the middle and lower catchments it has usually been affected by human activities.

How people use land and water within a catchment affects both the environment and how other people downstream can use water. Activities can result in less water for communities or towns, or polluted water.

These activities include:

- farming
- mining
- aquaculture (fish farming)
- changing flow of rivers
- forestry/logging
- sanitation
- recreation
- building roads, towns and factories next to the river
- tourism.

Water catchment care and water saving strategies:

1. Learn about government rules (such as Solomon Islands Water Catchment Care Regulations) and establish local community rules to protect and care for our water catchment.
2. Keep natural trees and plants on high slopes and mountains above the community to protect reservoirs and freshwater areas – ensure areas that catch rain (where the clouds form on higher mountains, for example) are free from pollution.
3. Apply wise building and farming practices that do not clear too much land and erode the soil.
4. Install household or community rainfall catchment and storage tanks to save rainwater for times of limited rain or drought.
5. Fix damaged or leaky pipes in water systems to avoid wasting water.
6. Keep the environment clean to avoid pollution of creeks with rubbish.
7. Use safe toilets that don't leak into waterways.



River sum of parts

Objective

This activity gets participants thinking about land use and how their actions affect their local waterways.

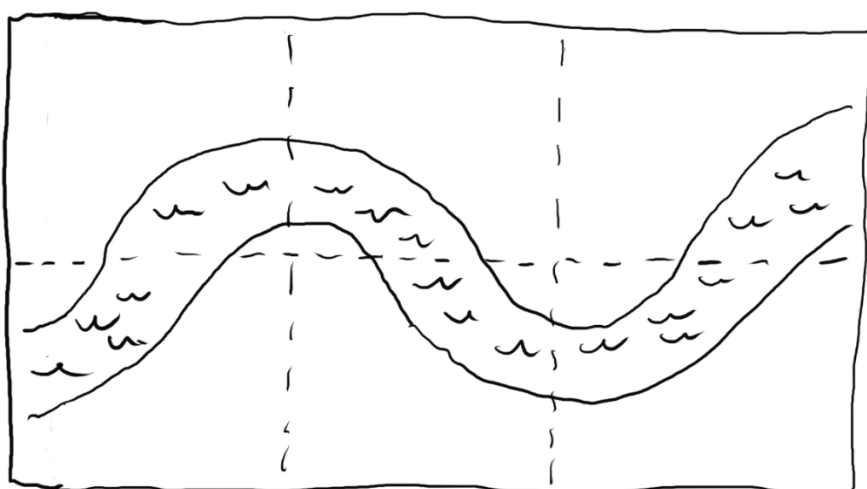
Materials

- Sheets of blank paper – at least 6. Size can depend on what is available (larger is easier)
- Markers, pencils, etc
- Before the activity join all the sheets of paper together and draw in blue marker or crayon or paint the outline of a river that flows across all the sheets of paper (see example below).

Timing: 45 minutes

Instructions

- Divide the youth club members into groups – the same number of groups as the sheets of paper with the river drawing. (The example below has 6.)
- Give each group a sheet of paper with the river drawing. Explain to each group that the piece of paper represents imaginary land, that the blue drawing is the river or creek that flows through their land, and that they will draw an imaginary community that lives next to the water.
- Ask group members to talk about what they will draw on their land. They should draw in houses, gardens, animal pens, toilets – anything they think is important for their imaginary community.
- When all the groups have completed their drawings, collect the papers and have everyone sit together where they can see them.
- Join the pieces of paper, so that the river parts are connected, and you can see the different land used all along the riverbank.





Discussion

Discuss how the different land use might affect the quality of the water in the river and communities downstream. How can all the different landowners work together for water quality? What about in the settlements in Honiara where they live? How can different households talk about looking after the waterways in the catchment in town?

What do you think you should be allowed and not allowed to do with a river or creek that crosses your land?

How people use the land and water within catchments affects both the environment and how other people downstream can use water. It is important that everyone in different parts of the catchment talks about their water use needs, and any challenges they have in caring for the water quality (such as management of rubbish, or troubles having safe toilets).

Web of life (local ecosystem connections)

Objective

This activity looks at details of local ecosystems, how the elements interact, and local knowledge about challenges or strengths of important systems.

There are three parts to this activity:

1. The Web Game
2. Discussion of systems ('webs')
3. Drawing local ecosystems



Materials

- Pens, pencils or markers
- 5 pieces of flip chart paper
- Post-it notes or sticky notes, or small cards and tape
- Large ball of yarn or string
- Big Picture/Systems handout

Timing: 1.5 Hours

Instructions (the web game)

The group will play a game called 'The Web'.³ The game is for fifteen to twenty people. If you have more than twenty, split into two groups.

- Have everyone in a group stand in a circle facing inwards.
- Everyone will need to think of a plant or animal that can be found in the community. It is okay if two people pick the same animal or plant. If people are having trouble thinking of a plant or animal, they can come up with one while the game is being played, or respond with another part of nature e.g. soil, rain or sun.
- Give the big ball of string or yarn to one person and ask them to name their animal or plant.
- Next, ask if anyone else in the group can call out the name of their animal or plant and how it is connected to the first one. (You can offer an example. Tell the group that if the first person says 'chicken', someone might want to call out 'grain' and explain that the chicken is fed with grains. If members have chosen the same animal or plant, they can talk about how it might be connected to members of the same species.)
- The first person needs to throw or pass the yarn to the second person while holding on to the end of the yarn. The game continues as people call out their animal or plant and how they are connected, when they think of it.
- The aim is to get a big web of yarn going all across the circle, showing how many connections there are.

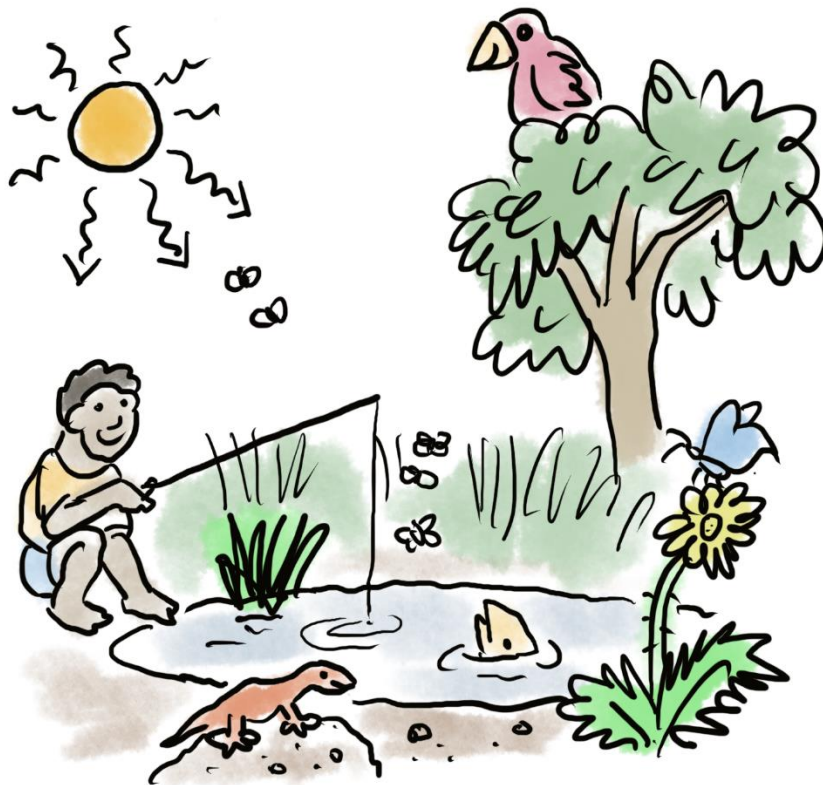
³ Adapted from *The Climate Change Playbook, 22 Systems Thinking Games for More Effective Communication about Climate Change*, Dennis Meadows, Linda Booth Sweeny and Gillian Martin Mehers, Chelsea Green Publishing, 2016

- The game can stop when there is a big enough web or when the group has run out of ideas.
- Take note of what was said about the connections as the yarn is passed around. Did anyone think of a human? If not, ask them, why not? You may get a laugh by asking if they think that humans are not living beings in the community.

Instructions (discussion)

Talk to the group about how each point where the string is held by a hand in a circle demonstrates an element in an ecosystem:

- An ecosystem is a system – a web – that connects all living things – plants, animals, people – and soil, rocks, water, weather, etc.
- An ecosystem can be large, like a whole forest or a coral reef, or small, like a pond or garden. People are also part of ecosystems.
- An ecosystem is made of elements. They can be livestock, plantations, gardens, the forest, waterways, and more. These elements have things they need, and things they produce. For example, a garden needs water and sun, and produces food.



Tell the group that the knowledge about these connections in their community is a huge strength of the community, just like how a web is strong because it has many connections.

Instructions (drawing ecosystems)

After the game is completed, divide the group into 5 groups. Give each group 1 piece of flip chart paper with the title of the ecosystem web the group will work on:

Group 1 – Growing Food

Group 2 – Natural Environment

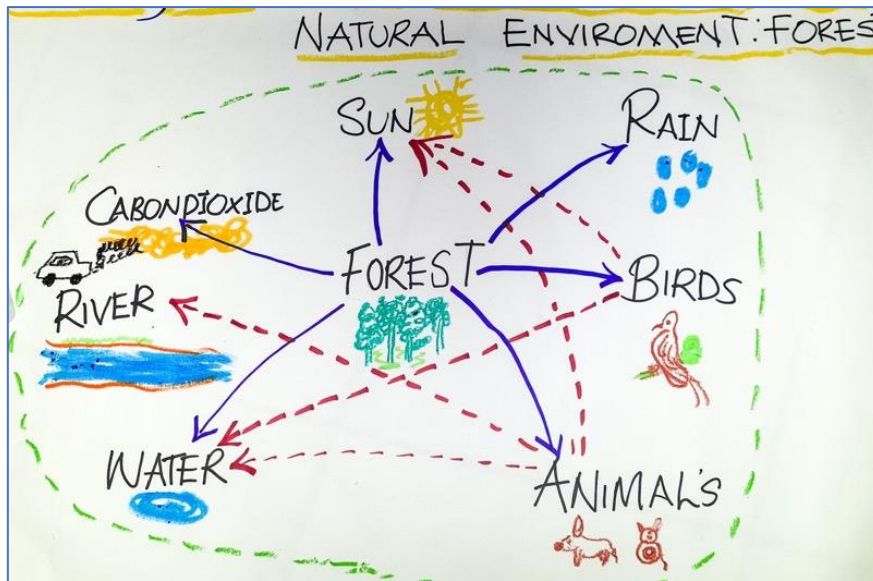
Group 3 – Livelihoods

Group 4 – Health

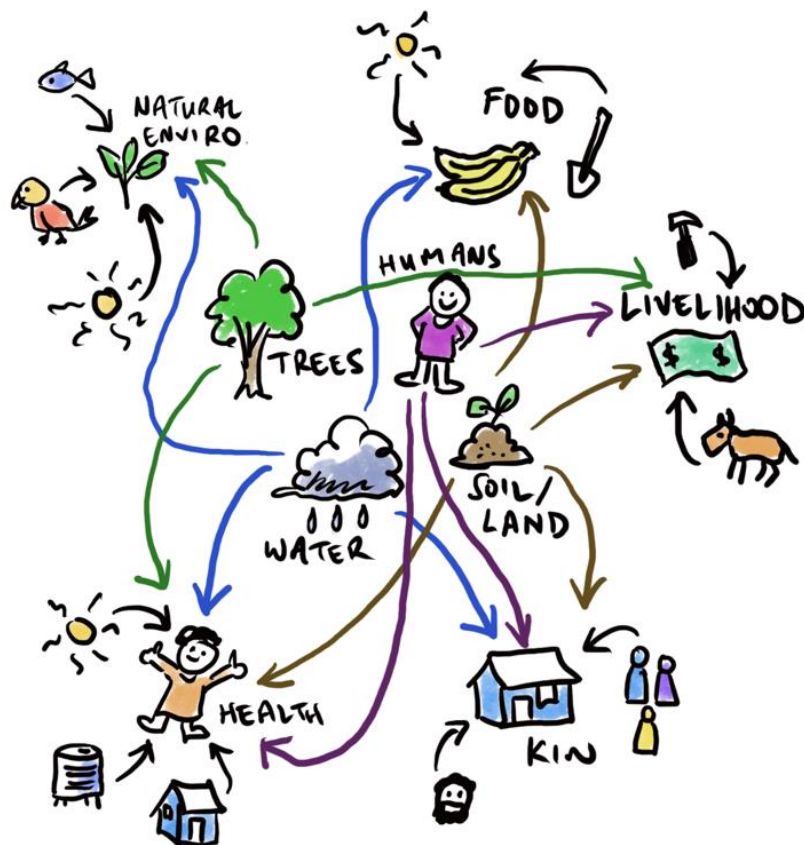
Group 5 – Kinship

- For each ecosystem participants need to draw all the elements for this system to be healthy or work well.
- Discuss the connections between the different elements and draw in links. A web of links between the elements should form showing how they are all connected in different ways. It is OK if the final picture is messy because systems are like that!
- Once the group mentions certain elements in the system, you may have to prompt them further by asking what the element is connected to. *(For example, if the group mentions forest trees, you can ask them to think about what helps the trees grow and what products the trees provide).*





- When all 5 system webs have been drawn, bring the 5 groups together to share their webs.
- The combined group should discuss any elements that appear in the webs for all 5 systems, or at least 2 systems. These things are very important elements.
- On another piece of flip chart paper get the combined group to work on drawing how the system webs are connected to each other.





Instructions (discussion)

Discuss each of the very important elements that are part of many system webs in the community (and that appear in the middle of the diagram above). Why do they appear in multiple webs? You might like to think about how they are important both physically and culturally. How do they help other things in the environment? How do they contribute to the community working together and continuing traditions?

Do you know if these very important elements are healthy and being looked after? Are they being threatened by weather or human activities?

See example box below.

Trees

They keep soil stable and bring rain, helping with water storage.

They provide fruit to sell.

They provide wood for traditional carvings.

Local forests are threatened by illegal logging.

The Big Picture (systems and resilience)

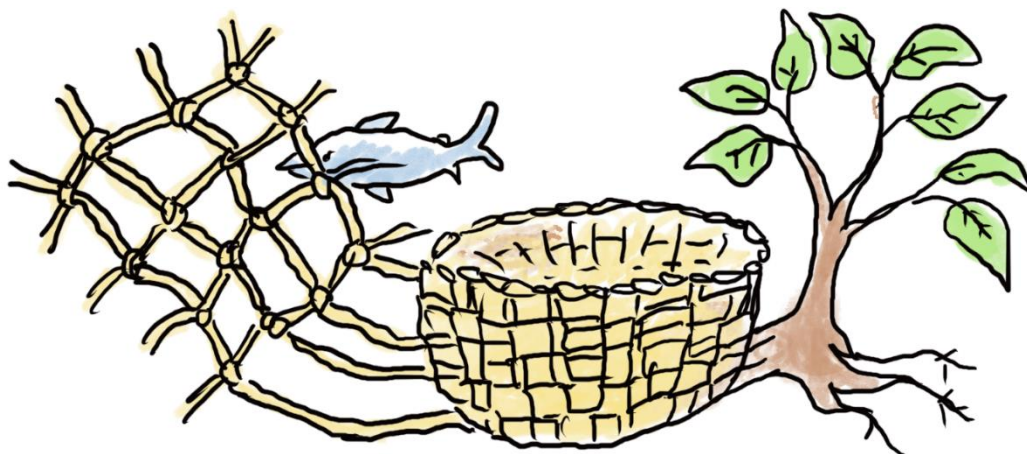


What is a system?⁴

A system is a set of things interacting in a way that produces something greater than all its individual parts. Systems can be simple or very complex. For example, an outboard boat motor is an easy-to-understand simple system, and easy to figure out when something goes wrong. A tropical rainforest is a very complex system and contains so many parts we are only just beginning to understand how they all work together.

The universe can be viewed as a massive set of systems interacting in infinitely complex ways, with subsystems operating within larger systems. Systems thinking is when we expand our awareness to see the relationships between parts and wholes, rather than looking at just the isolated parts.

We are all in many different systems every day (from our own bodies to our families, to our community, to the ecosystem where we live). An example is the system of a family farm. We would ask questions such as: What are the boundaries of this system (the land that belongs to the family)? How do its parts (the soil, the water, the plants, the animals) work together? How does the farm connect with the natural landscape around it – such as, how water moves through the farm.



Look at a woven basket, or a fishing net. These things are a helpful way to think about all the different parts in a system. A fishing net or basket can be fixed if a part is broken, but when they get too many holes, they no longer work properly. Climate change and human activities damage our ecosystems so that they don't work properly.

⁴ Adapted from: <https://thesolutionsjournal.com/2018/07/08/systems-thinking-can-help-build-sustainable-world-beginning-conversation/>



Living with climate change – ‘your experience’ comic

Objective

This is a creative activity with a discussion to understand more about how the participants feel that climate change is affecting them and their relationship with nature. It also introduces general information on climate change and climate resilience. The discussion can help understand what knowledge gaps there are for future training activities.

Materials

- Pens, pencils or markers
- Comic: *A Kid’s Guide to Climate Change*⁵
- Blank comic strip pages handout (or use butchers paper for participants to draw their own)
- Handouts on ‘Climate Impact Trends (Wet Season/Dry Season)’ and ‘Climate Resilience’

Timing: 1 hour

Instructions

- Share the comic *A Kid’s Guide to Climate Change*
- Get a confident participant to read the comic aloud for everyone else to follow along.
- After reading the comic story ask the group to talk about their experiences of climate change and any actions they have taken, like in the story. If they are unsure about their own actions, they can share a story about something similar in their community or at their school, church or activities with friends.
- Give the participants the blank comic templates, and access to blank paper and writing and colouring materials.
- The participants can choose to work on their own comic story about climate change impact and action, or they can work together in pairs or in a small group on a group story.
- Share a few stories at the end of the activity.

Facilitators note: the comics need to be short (due to limited time) so only 3-4 pages at most! When this activity is done in the youth groups later, the comics can be much longer.

Facilitators note: If your audience isn’t familiar with telling stories in the style of comics you can instruct them to write down their experience of climate change with accompanying illustrations or stand up and share stories verbally.

⁵ Adapted from <https://www.npr.org/2023/01/17/1144849154/climate-change-kids-guide#print>

Climate Change Trends:

WET SEASON IMPACTS



More extreme rainfall days



Increased rainfall



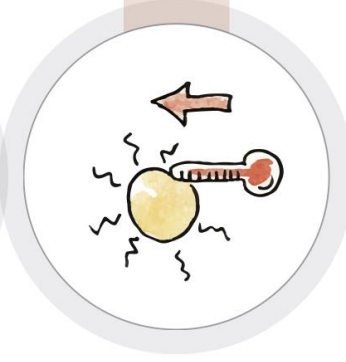
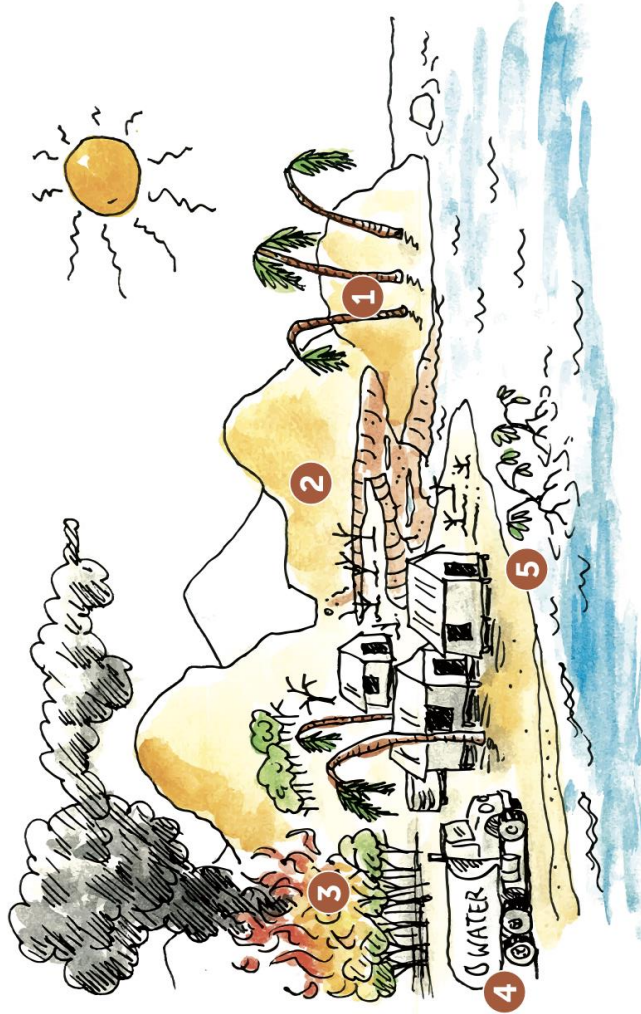
More intense cyclones

Flood and Storm Impacts

- 1 Damage to food crops
- 2 Damaged water sources
- 3 Damage to built infrastructure
- 4 Damage to livestock
- 5 Damage to riparian and coastal ecosystems

Climate Change Trends:

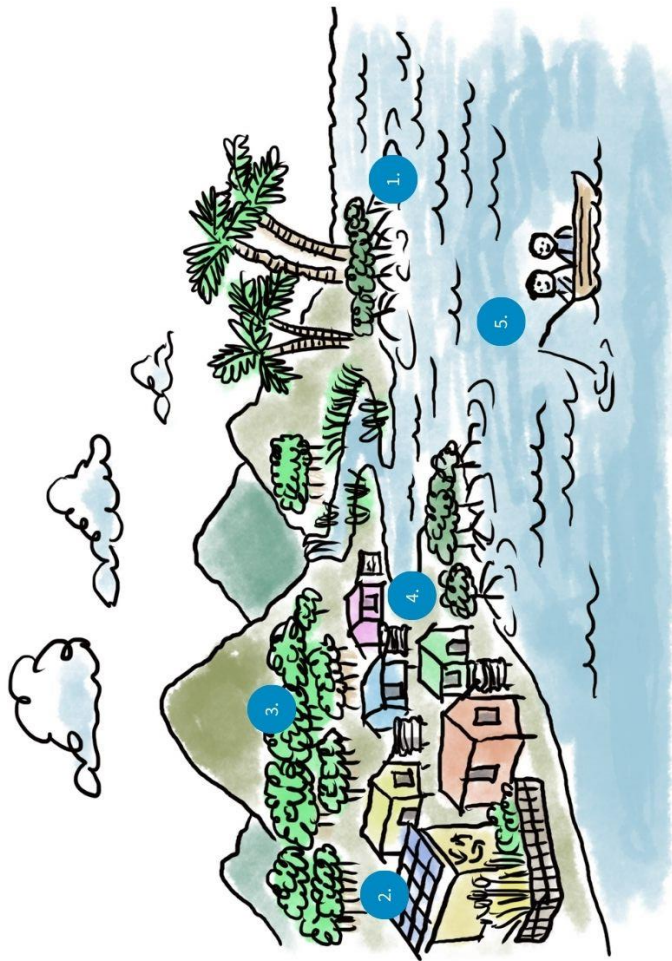
DRY SEASON IMPACTS



Drought Impacts

- 1 Impact on food crops
- 2 Impact on water sources
- 3 Increased potential and threat of fire events
- 4 Need assistance from outside of community
- 5 Damage to inland and estuary ecosystems

A Climate Resilient Community



Community Actions

1. Mangrove replanting for protection
2. Renewable power
3. Forest preservation
4. Water collection (rainwater tanks)
5. Sustainable fishing



Preserve natural resources



Collect rubbish and recycle



Local food and water



Seventh generation roleplay

Objective

This activity is a roleplay to reflect on the present day in the community, and on the kind of future the youth would like to have in 200 years (seven generations forward).⁶

Materials

- The 4 question cards – each written clearly on a separate piece of paper before the session
- Optional – flip chart paper and coloured markers or pencils for drawing

Timing

The roleplay should go for no longer than 20 minutes. The following discussion can be limited to 40 minutes before moving on to the next activity.

Instructions

Roleplay: Select 6 people for the roleplay. Divide them into two groups of 3. The two groups should stand facing each other.

Be sure both groups are clear about what role they're in and have practiced their questions and answers before performing the roleplay for the audience.

Group A stands facing where the sun sets (West). They play the role of 'Today People'.


Group B sits facing where the sun rises (East). They play the role of 'Future Ones' – seventh generation in the future – this is about 200 years from now.

The facilitator is the narrator for the roleplay. It is very important that the narrator has practiced the script and is confident to lead this activity. If participants are giving very generalised answers, like 'we should protect the environment', prompt them to give more specific answers that have actions.

The roleplay should be conducted in the language most appropriate for the audience, so allow time in preparation for the people to read and translate the question cards.

Facilitators note: The script and questions cards will need to be translated before the session to ensure there is no confusion and the script is understandable and easy to read for participants.

⁶ This activity is adapted from <https://workthatreconnects.org/resource/the-seventh-generation/>



Discuss: After the roleplay, congratulate the players for their performance.

Ask for any reflections the audience would like to share with the whole group.

- What inspired the *Today People* to take their steps for climate resilience?
- What do you think resilience is/looks like?
- What is the positive situation of the *Future Ones*?



Seventh Generation Roleplay Script

Narrator:

“Today we are going to travel outside everyday time and talk with humans who are living in our place here 200 years from now. These Future Ones have a cultural memory of today that has been carried for them by their storytellers.

For us to travel to this place outside everyday time we all need to make the sound “AH!” long and strong. This word “AH!” stands for all that has not yet been said by people.”

After everyone (the players and the audience) have called out “AH!” together the narrator points to the two groups and says:

“You Today People can see the person before you is a Future One. The Future Ones know you live back in the year 2023. The Future Ones have something to ask!”

The first Future One reads out Question Card 1 to the Today People:

“Ancestor, I greet you. It’s so amazing to see your face, because all my life I have heard stories from teachers and grandparents about the time you are living. Some of the things I’ve heard I find hard to believe. They say that in your time there are a few people richer than the richest ancient chiefs, while billions of people are without enough food or shelter or clean water. They tell us that whole species of animals and plants are going extinct. Is that true...? What is that like for you?”

The Today People should answer Question 1. There is no script for this. They should answer based on how they feel about life right now, with the challenges of climate change and their observations on resilience (based on all activities done so far). Allow about 5 minutes for the Today People to respond.

Then the second Future One reads out Question Card 2 to the Today People:

“Ancestor, I greet you. When we drink water from our water supply and grow food in healthy soil it is because of the work you are doing for us. It must be hard for you, especially with the challenges of climate change. So, I want to ask you this question: What inspired you to start on this path? What were the first steps you took?”

The Today People should answer Question 2. There is no script for this. They should answer based on what they think is important resilience work (based on discussion in all the activities done so far). Allow about 5 minutes for the Today People to respond.



Then the third Future One reads out Question Card 3 to the Today People:

“Ancestor, I greet you. We know you did not stop with those first steps. There are stories and songs about what you and your friends are doing to leave us a liveable world. What I would really like to know is where you find the strength to do this work to keep on going for the sake of all life. Can you tell me?”

The Today People should answer Question 3. There is no script for this. They should answer based on how they feel. Allow about 5 minutes for the Today People to respond.

Then a person from Today People reads out Question Card 4 to the Future Ones:

“Now, you people of the 7th generation, it is your turn to talk. You have been listening to three ancestors speak of their experience. Now is your chance to speak. What is in your heart to say to us living in the Today? Very soon we will be returning right to our time. What words do you have for us?”

The Future Ones should answer Question 4. There is no script for this. They should answer based on how they feel. The answers should be positive, describing how the community provides for the well-being for everyone, how the community has resilience. Allow about 5 minutes for the Future Ones to respond.

Narrator:

“My dear people, now we must return to real time again. We travel by making the sound ‘AH!’ together.”

After everyone (the players and the audience) have called out “AH!” together, the narrator introduces open discussion.

Seventh Generation roleplay question cards

Give these cards to people in the roleplay to practice. They can change the language to the most appropriate language for the community, so, allow enough time for on-the-spot translation of the concepts by those doing the roleplay if needed.

Question Card 1 – First Future Person

“Ancestor, I greet you. It’s so amazing to see your face, because all my life I have heard stories from teachers and grandparents about the time you are living. Some of the things I’ve heard I find hard to believe. They say that in your time there are a few people richer than the richest ancient chiefs, while billions of people are without enough food or shelter or clean water. They tell us that whole species of animals and plants are going extinct. Is that true...? What is that like for you?”

Question Card 2 – Second Future Person

“Ancestor, I greet you. When we drink water from our water supply and grow food in healthy soil it is because of the work you are doing for us. It must be hard for you, especially with the challenges of climate change. So, I want to ask you this question: What inspired you to start on this path? What were the first steps you took?”

Question Card 3 – Third Future Person

“Ancestor, I greet you. We know you did not stop with those first steps. There are stories and songs about what you and your friends are doing to leave us a liveable world. What I would really like to know is where you find the strength to do this work to keep on going for the sake of all life. Can you tell me?”

Question Card 4 – Today Person

“Now, you people of the 7th generation, it is your turn to talk. You have been listening to three ancestors speak of their experience. Now is your chance to speak. What is in your heart to say to us living in the Today? Very soon we will be returning to our time. What words do you have for us?”

Picturing my community

Objective

This activity helps participants build on their vision for a resilient future.

Materials

- Butchers paper
- Coloured pens/pencil

Timing: 30 minutes

Instructions

After doing the roleplay the youth group members can draw a picture of their community in the future, based on the things discussed in the roleplay. How is the community resilient?

What does the community have that is helping them have a good life, a good natural environment and well-being for them and the land, ocean, water, plants and animals?

This picture can be turned into a poster that is displayed at the youth club or somewhere prominent in the community, as a reference for ongoing discussion.





Values and vision for the future

Objective

This activity encourages discussion and thinking about what the young people value and what is of importance in their lives. This exploration of value will help the group build their vision of what they want for the future.

Materials

- Paper and pens

Timing: 60 minutes

Instructions - Shared vision game

1. Stand in a circle, with each person holding hands with the person next to them.
2. Tell the group to choose a corner of the room but not to go there yet. This must be done in silence and participants are not allowed to tell anyone else which corner they have chosen. If you are outside, the participants can each choose a different tree or landmark.

3. When everyone has decided where they will move to, explain the following:

Everyone in the circle is the same community. This is represented by your linking hands. You are not allowed to let go of the people standing next to you – this is a rule. On the count of 3, I want you to move to the corner you have chosen...1, 2, 3, go!

4. When people have tried to move, ask the group: Did you get to the place you wanted to go? Who did get where they wanted to go? How? If you were pulled into someone else's corner, how did you feel? Did the group have a shared goal?
5. Allow the group to repeat the activity. This time, encourage them to have a discussion and work out a shared goal before they start. Repeat the exercise when they are ready.
6. When everyone has moved, ask the group: Did you get where you wanted to go this time? What was the advantage of having a shared goal?
7. Start a discussion based on the following questions:
 - a. How do one person's values affect another? What values might be threatened by another person's values?
 - b. How can we use resources within our communities without causing conflict?



- c. What are the environmental threats to the things we value from developments that are occurring or planned today in our communities?
- d. How can we work together as a youth club, or with our communities to improve our environment?



Personal pledge

Objective

This activity gives participants the opportunity to think about what they can do as individuals to create change.

Materials

- Butchers paper and pens
- Personal pledge handout

Timing: 30 minutes

Instructions

1. Challenge participants to reflect on their past behaviour towards the environment but be careful not to make them feel ashamed or singled out. Ask them to raise their hand if they have ever thrown rubbish on the ground or out of a bus window. Repeat this exercise by asking other questions, such as:
 - a. Have you ever burned plastic waste?
 - b. Have you ever thrown rubbish in the river?
 - c. Have you ever broken coral to catch a fish or shellfish?
2. Hold a discussion about the results of the survey. How do these behaviours impact the environment? Who is responsible for these impacts? Why do we do these things if we know they are not good for the environment?
3. Divide the participants into smaller groups and ask each one to discuss and write a list of ways in which they or other people impact their environment.
4. Ask each group to present their list and write down all the ideas on butchers paper.
5. From this list ask participants to choose an item they can do something about reducing.
6. Introduce the participants to the concept of making a pledge – a promise to yourself to take personal action or make a change in your life.
7. Hand out copies of the pledge sheets below and give participants time to fill them out. Help participants to identify pledges that are achievable and specific, e.g. 'I will not throw my rubbish on the ground,' and discourage pledges that are too general, e.g. 'I will look after the environment.'
8. Encourage participants to make the change they identified. This learning will go beyond the session and has no time constraints. The goal is that this behaviour is changed, and they can continue it for the rest of their lives.



Personal Pledge

My pledge to the environment

I promise that I will try to...

By trying to...

- 1.
- 2.
- 3.

Signed:

Print name:



Pledge reflection

After several weeks ask the participants to reflect on their pledges. They can answer the following questions either in a discussion or on paper:

How did I feel when I think about my pledge now?	
What were some of the challenges I had when trying to do my pledge?	
How do I feel when other people around me change their behaviour?	
How will I keep my pledge in the future?	

This activity can be repeated any time you want participants to remember their commitment to the environment. During these sessions you can ask participants what is stopping them making the change they want to see and help them try to do it differently.

Additionally, you can encourage the group to make one shared pledge to do together, for example: 'we will try to reduce the amount of rubbish we make as a group.' Determine a plan to help you achieve this.

Conclusion (optional)

When every activity is complete (or most of them), it is time to congratulate participants and hand out their certificates. This is also a good time to discuss what activities the participants liked or disliked for future feedback.

A certificate example for participants is on the following page. There is a blank space for the name of the participant, and two blank lines at the bottom for facilitators to sign.



Certificate of completion

Proudly Presented To:

For their dedication to the environment
and involvement in the Youth Ecological
Thinking Trainers Workshop
