

Environment-We care today for tomorrow



# ProCEED

Promotion of Climate-related Environmental Education



*Environmental Education and Communication in Laos*

## Discoveries along the Way - A Toolbox for Action Learning

edited by Manfred Oepen and Kathrin Heidbrink

VOLUME 3

# Imprint

## **Published by**

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH

## **Registered offices**

Bonn and Eschborn, Germany

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Education - ProCEED  
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[www.giz.de/laos](http://www.giz.de/laos) (EN);  
[www.giz.de/laos-la](http://www.giz.de/laos-la) (LAO)

As at  
September 2017

## **Printed by**

Insmai Creative Communication, Vientiane

## **Layout**

Astrid Ostrowicki, MediaCompany GmbH,  
Bonn

## **Photos & Illustrations**

ProCEED and GIZ Archives, Vientiane, MoNRE,  
Vientiane, PADETC/Mind Media, Vientiane,  
ACT Assist GmbH, Hamburg

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This publication is part of ProCEED, a German  
Development Cooperation project implemented  
by the Department of Environmental Quality  
Promotion (DEQP), Ministry of Natural Resources  
and Environment (MoNRE), Lao PDR, and  
the Deutsche Gesellschaft für Internationale  
Zusammenarbeit (GIZ) GmbH.

GIZ is responsible for the content of this  
publication.

## **On behalf of the**

German Federal Ministry for Economic  
Cooperation and Development (BMZ)

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# Explanation of icons and signs



**Purpose**



**Participants**



**Materials**



**Time**



**Process**



**Conclusion &  
remarks**



**Link**



**Additional  
information**



# Preface

The Promotion of Climate-related Environmental Education (ProCEED) project is a German cooperation initiative implemented by the Lao Ministry of Natural Resources and Environment (MoNRE) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The project aims at improving knowledge, attitudes and practices regarding the protection of biodiversity and the environment, and the adaptation to climate change in Laos. To this effect, a wide range of national mass media, community communication channels and non-formal education activities have been combined in a multi-year Environmental Education and Communication Strategy (EECS).

To ProCEED, environmental education and communication (EEC) means the planned and strategic use of learning and communication processes to support policy making, public participation and the implementation of activities geared towards sustainable development. This involves two-way social interaction that enables people to understand key environmental factors and their interdependencies, and to respond to environmental challenges in a competent way. EEC does not aim at information dissemination alone but at a shared vision of a sustainable future and community-based action and skills learning to solve or prevent environmental problems.

This approach is based on several interrelated elements:

- learning by doing in an interactive, practice-oriented way,
- communicating through a combination of information and entertainment,
- visualizing information because „a picture is worth a thousand words“,
- learning and communicating based on real problems as perceived by the people concerned,
- formulating messages and learning aids in a way that are attractive to the learners and communities who are to gain knowledge or change attitudes and practices.



## Preface

### Why this manual?

The three volumes of this manual will enable the Lao Ministry of Natural Resources and Environment (MoNRE) to continue managing and implementing environmental education and communication activities, and to provide related training and coaching. In a joint effort since 2013, MoNRE and Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH have gained vast experience and developed standard operational procedures for environmental tours, using a bus and a truck outfitted for educational purposes. In the context of ProCEED, the two organizations have also organized numerous environmental education and communication activities with civil society organizations (CSOs) and journalists in print and broadcasting media. This documentation of experiences and recommendations will safeguard these results and the impacts achieved.

The recommendations, methods and tools presented in this manual will also serve as orientation for MoNRE partners, such as the Participatory Development and Training Center (PADETC/Mind Media), the Mobile Conservation Unit (MCU) of the National University of Laos (NUoL), and other government and civil society organizations in Laos that are engaged in environmental education. We are convinced that these and similar organizations can use the proven methods and tools described here to create and implement their own environmental education activities.



## Environmental Education and Communication in Laos



Some of the methods and tools in this manual are very specific to Laos and the MoNRE project context in which they were used, e.g., the environmental bus tours as one possible format for environmental education. Other methods and tools are rather general and can be used for different types of environmental education, such as in-class trainings, World Environment Days, information evenings or other learning events, which organizations in Laos and other countries may want to conduct.

### Who is this manual for?

A variety of people will find useful information in this manual: managers, trainers, facilitators, field workers, and journalists. **Vol. 1 and Vol. 2** have been developed primarily with MoNRE and its partners – PADETC/Mind Media and MCU – in mind, which have operated environmental bus tours together with MoNRE and GIZ. However, all volumes are structured and written in a way that makes their content relevant and useful for all organizations interested in non-formal environmental education, whether in Laos or in other countries. This is particularly true for **Vol. 3**, the toolbox, which contains a variety of specific, interactive learning activities.

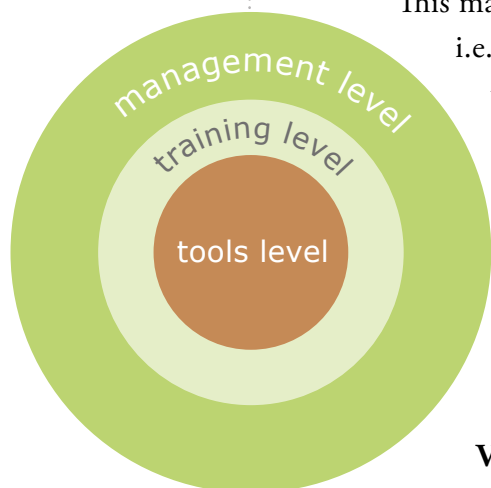
**Vol. 1 and Vol. 2** mainly address managers of organizations that are interested in the big picture of approaches and concepts for environmental education. They may look for ideas and ways of how to organize environmental education processes (**Vol. 1**) and how to train the staff involved (**Vol. 2**).



## Preface

**Vol. 3**, the toolbox, is for the actual moderators of environmental education trainings and events, in the classroom or with communities in the field. Experienced moderators may want to pick interesting tools from the toolbox, without necessarily checking the organizational and training aspects described in Vol. 1 and Vol. 2. Less experienced moderators, in turn, will find detailed step-by-step descriptions for each tool, for guidance or as a reminder.

### What does this manual contain and how is it structured?



This manual is structured like an onion. The outer layer relates to **management**, i.e., the conceptual and preparation processes that organizations need to go through when planning and implementing environmental education. The middle layer is about the **skills and competencies** that an organization's staff needs to develop to be able to facilitate environmental education activities. And finally, the inner layer contains the actual **methods and tools** that staff members should apply to the problems and needs of the participants they work with, be it in environmental education classroom events or with communities in the field.

**Vol. 1 People and the Environment** is about the learning journey people undertake in their efforts to protect the environment. The volume begins with a process summary of ProCEED's environmental bus tours as one possible format for environmental education. Subsequently, more general steps and processes are described that help organize other educational formats such as in-class trainings, workshops, information evenings, or learning events at a conference or festival.

**Vol. 2 Getting Ready for Departure** describes the process of basic training and coaching regarding the philosophy, methods and tools used in environmental education. These human-resource investments in skills of the participating staff and volunteers are necessary to prepare the teams for taking other people on an environmental education journey.

## Environmental Education and Communication in Laos

**Vol. 3 Discoveries Along the Way** is about proven methods and tools related to non-formal environmental education. The descriptions of these methods and tools are based on a standard step-by-step profile, which makes them easy to use in a variety of situations.

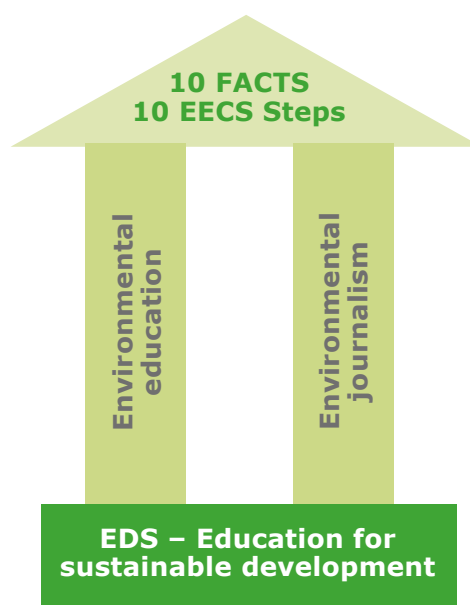
What all volumes have in common is their foundation in education for sustainable development, their pillars regarding non-formal environmental education and environmental journalism through mass media, and their overall orientation to the 10 key FACTs for five environmental topics, as well as the 10 steps of an integrated Environmental Education and Communication Strategy (EECS).

### How can this manual be used?

On the one hand, this manual provides a process-oriented case study from Laos on a variety of environmental education activities that have been organized and implemented over a longer period of time.

On the other hand, it can be used as a collection of inter-related environmental education and communication methods and tools, which interested parties can combine and integrate into a new case of taking people on a learning journey to protect the environment.

The different volumes of the manual may well be taken up by different user groups. For example, managers may only read Vol. 1 and 2 because they are more interested in the management and human resources development aspects. Facilitators, field workers or volunteers may only read Vol. 3 because they are looking for guidance and new tools to use in their work.



# Introduction

**Vol. 1 People and the Environment** describes the preparation and processes that are required to plan and implement environmental education programs, such as ProCEED's environmental bus tours, trainings or workshops. **Vol. 2 Getting Ready for Departure** is about the **skills and competencies** that staff and volunteers need to develop to be able to facilitate environmental education, training and coaching.

The volume at hand, **Vol. 3 Discoveries Along the Way**, presents proven methods and tools related to non-formal environmental education that staff members should apply to the problems and needs of the participants they work with, be it in environmental education classroom events or with communities in the field.

This volume is meant to be used as a toolbox. It consists of a compilation of methods and tools that are often used in environmental education. Many of them are rooted in established approaches, such as Participatory Rapid Appraisal (PRA), Participatory Learning and Action (PLA)<sup>1</sup>, or Education for Sustainable Development<sup>2</sup> (ESD). Some of these methods and tools have also been integrated into GIZ management and adult education manuals like Managing Social Change with Capacity WORKS<sup>3</sup> or MOVE – Moderation and Visualization for Group Events<sup>4</sup>.

Many of these methods and tools have also been integrated into GIZ management and adult education manuals like Managing Social Change with Capacity WORKS (<https://www.giz.de/expertise/html/4620.html>) or MOVE – Moderation and Visualization for Group Events. When planning and scripting an environmental education event, games and exercises are very important dramaturgical elements. However, you should know how to use them, because they are like medical plants: If you take too much or the wrong kind, you may be dead soon. First of all, you should distinguish between didactical games, exercises and role plays, and energizers, ice-breakers, and warm-up exercises.

1 IEED, Participatory learning & action, 1995 at <http://pubs.iied.org/pdfs/60211IIED.pdf>

2 UNESCO, Education for Sustainable Development, 2013 at <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

3 <https://www.giz.de/expertise/html/4620.html>

4 Manfred Oepen, MOVE – Moderation and Visualization for Group Events, 2003 at <http://www.laos-proceed.com/Manual/move-manual>

## Environmental Education and Communication in Laos

When planning and scripting an environmental education event, games and exercises are very important dramaturgical elements. However, you should know how to use them, because they are like medical plants: If you take too much or the wrong kind, you may be dead soon. First of all, you should distinguish between

- didactical games, exercises and role plays, and
- energizers, ice-breakers, and warm-up exercises.

The difference lies in the dramaturgical value. Games and exercises role plays are like a path that helps participants arrive at certain conclusions: There is an underlying didactical meaning. Because of that didactical meaning, games and exercises always have to be debriefed, so that the groups involved can discuss what happened, how they felt, and which conclusions they drew in the process.

In contrast, energizers, icebreakers and warm-up exercises stand alone, do not have a deeper meaning, and should be self-explanatory. They do not require a debriefing, and they do not necessarily have a rational connection to the event's subject matters. Energizers can be applied at any time when participants feel tired, dizzy, or tense, in other words, in situations when they can no longer concentrate on the event's subject matters to be discussed. Icebreakers are often used to facilitate the process of learning to know each other or to overcome a critical or tense situation. Such playful elements in a learning process usually have a positive impact on the mood of a group, as people have fun and interact in a relaxed manner. They divert their attention from the purely cognitive level, and participants may show personality traits other than their intellectual capacities, by, for instance, contributing a song, a joke, or an energizer of their own.



## Introduction

This volume only contains a selection of games and exercises but no energizers, ice-breakers, and warm-up exercises. When you are about to select a game from one of the manuals, ask yourself: Why do I want to select a game? Which red thread leads from an issue or problem to the game or exercise and then back again to the issue? Which conclusions should the game or exercise lead to? How do I best formulate a leading question for the briefing and the debriefing?

Games and exercises always relate to the group process and to the event's subject matter. For example, after a resource person lectured about problems of cooperation vs. competition in sustainable development in a plenary session, you may ask the participants to engage in the Nuts Game (see page 116) in two working group sessions: one session for playing the game and one for debriefing it. In another example, you may want to foster team-building in a group of participants who do not yet know each other very well. By the end of the event's first day, you introduce the Egg Drop exercise (see page 50). It highlights the different roles individuals assume in teamwork, while also letting participants discover their strengths and weaknesses under stress. Sometimes, it may be necessary to make participants aware of communication problems as a result of different perceptions, socio-cultural backgrounds or working environments. Instead of a lengthy, theoretical explanation, you may briefly introduce the Paper Tear exercise (see





## Environmental Education and Communication in Laos



page 32) in plenary. On their own, participants will experience the fact that one-way instructions are not very effective in conveying mental images or concepts, but that a two-way communication process is needed. You may use the Said – Done! sequence on page 33 during the debriefing.

In all examples, the conclusions drawn and the didactical intentions that you planned in connection with the game or exercise are realized during the debriefing. Let the participants discover these conclusions themselves. Do not try to learn *for* them by revealing the supposed real meaning of the game. There is no other meaning but the one the participants perceive as a result of playing the game. You may, however, summarize the results of the groups' discussion and make comparisons to conclusions that other groups have arrived at.

All these approaches are based on a common philosophy: they are interactive, participatory, and guided by experiential, action-oriented learning, i.e., learning by doing. They also share the 3H approach (Head, Heart and Hands), and aim at empowering groups and communities.

## Introduction



The tools in this volume are presented as stand-alone versions, meaning that each of them can be used individually. The descriptions follow a standardized step-by-step profile, which makes them easy to apply in a variety of situations. However, some tools are typically used in combination, or in sequences in which one tool builds on the results of other tools.

This is particularly true for three main approaches that ProCEED is using in all environmental education activities: MOVE, the Wisdom Box, and PRA.

**MOVE – Moderation and Visualization for Group Events** is a combination of interactive methods and tools to trigger learning and facilitate planning processes in a group of people. It helps brainstorm and understand ideas, and reach group consensus on action to be taken in any kind of learning or communication process. MOVE can be applied to any type of content or participants, indoor or outdoor event. It is the backbone of ProCEED's training and coaching activities, and is described in Vol. 2.

**The Wisdom Box**, which was developed by PADETC/Mind Media, could be called a compass of life for a rural community. It helps villagers express their views about environmental and conservation themes, and explores the What-How-Why of their livelihoods as related to nature in an interactive and entertaining way. The Wisdom Box approach is described in Vol. 2, and an exemplary application is provided in the form of a tool further below in the toolbox (page 142).

## Environmental Education and Communication in Laos

**Participatory Rapid Appraisal (PRA)**<sup>5</sup> refers to an established and well-known set of methods and tools by which facilitators can support rural communities to share knowledge and expand joint understanding of their social and physical environment. Visualizing all shared information, e.g., by drawings, models or maps, is a core feature of the PRA approach. Another feature is that PRA tools are typically used in a sequence, with different tools building on each other to allow different degrees of analytical detail. The following overview shows how the different tools that are described in this volume link to and build on each other:

**Transect walks** are often the first step in a PRA process. They consist of joint walks of community members and outsiders, and aim at identifying key aspects of the local biological, physical, and social environment.

**Community mapping** is an exercise to summarize and visualize the information gained from a transect walk. The maps themselves are put together by community members, while the outsiders only facilitate this process.



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<sup>5</sup> Robert Chambers, Participatory Rapid Appraisal, Brighton 1980, see manual at <https://www.crs.org/sites/default/files/tools-research/rapid-rural-appraisal-and-participatory-rural-appraisal.pdf>



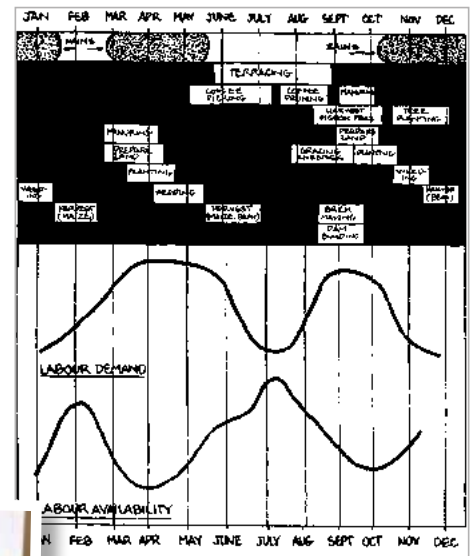
## Introduction



**Focus Group Discussions (FGD)** help community members further explore the insights gained from transect walks and community mapping. The unique feature of FGD is that the community is split into different socio-cultural groups, for example men and women, old and young, etc. This brings about specific perspectives, allows people to share views among peers, and helps shy people speak more comfortably.

**Seasonal calendars** allow a community to more thoroughly analyze their situation, by looking at how social or environmental issues evolve and change throughout the year. The discussions are facilitated by outsiders, and may be visualized for illiterate people by using symbols or natural materials.

**Resource use & trend analysis** take the analysis even further, by focusing on specific problems, their past and future evolution, and options for the community to deal with them. This tool can also be used to raise people's awareness of gradually arising issues and problems, such as soil degradation, population dynamics, or water scarcity.



### Using the tools: Important aspects to keep in mind

Generally, the environmental education approach used by ProCEED combines learning with a lot of fun. The basic idea is that people simply learn better and more when the topics are relevant to them **and** they have a good time. This basic idea also runs through all the methods and tools presented in this volume, whether they are based on MOVE, PRA or the Wisdom Box, and whether have been developed by ProCEED or by somebody else. To ensure that both learning and fun are well balanced, and the experience is enriching for the participants as well as the moderators, two key aspects need to be kept in mind when applying the tools presented here.

The **first aspect** relates to the **method**. To enable effective learning, any tool or exercise requires good attention to:

#### Briefing

Participants need to understand what an exercise is about, and why you want them to do it. You should, therefore, explain the purpose and the process for each tool. In many cases, it is useful to tell the participants at the beginning of the session or exercise, so they know what is going to happen. Some tools, however, contain an element of surprise, which you should not disclose at the start. In these cases, you could instead tell a little story to introduce the exercise, to make the participants curious and motivated to participate actively.



#### Implementation

Most interactive games, tools and exercises are based on a carefully designed process. The task for moderators is to guide the participants through this process, so that they take all steps that are required to reach the objective of the exercise. The tool descriptions in this volume are designed to help you with this. Detailed step-by-step descriptions lead you through the preparation and implementation processes for each tool. Before using any tool, make sure you fully understand its purpose and the process. Also, if possible, practice it with some friends before using it with participants at a training or workshop.



## Introduction

### Debriefing

Debriefing means drawing conclusions from interactive tools and exercises. And the end of every exercise, you should facilitate a discussion among the participants around experiences made and lessons learned. Debriefing is the key for turning fun games and tools into valuable learning experiences. Without it, people may have fun but not learn anything. It is very important to pay attention and reserve enough time for this. Debriefing starts best with some questions that stimulate participants reflection of the exercise. A good sequence for debriefing questions for many exercises is:

- How did you feel during this exercise?
- What happened, what did you observe in the exercise?
- Where in your everyday life do you observe similar situations?
- How can you explain what happened in the exercise, and in reality?
- What conclusions do you draw?
- What action could you take, to improve the situation in real life?

<b>7</b> Forests in Laos are disappearing at a fast rate	<b>8</b> Forests need protection so they protect from disasters	<b>9</b> Forest protection needs commitment by people involved	<b>10</b> Laos can protect forests through effective measures
			
<p>Despite their importance for the people, for the national economy and for disaster protection, forests in Laos are declining at a fast rate. Forest cover has been reduced from 70% of the total land area in the 1940s to about 40% today. The major causes are unsustainable and illegal logging practices and the expansion of farming and settlement areas as well as shifting cultivation. Large-scale hydropower, mining and infrastructure projects also contribute to the reduction of forest areas.</p>	<p>The protection of Lao forests helps the rural population cope with natural disasters and safeguard their livelihood. Forests can be protected by implementing long-term management plans for all forest areas. Shifting cultivation should be reduced to a minimum. A sustainable forest product industry needs to be supported. In addition, forest restoration measures such as tree planting are needed.</p>	<p>Laos' achievements in protecting forests are still limited. Forest protection depends on a commitment that includes the allocation of funds as well as technical and human resources. Forest-related and environmental laws have to be implemented effectively. Efforts to achieve economic growth need to take environmental impacts into account to ensure long-term sustainable development. Government agencies, civil society, the mass media, schools should foster positive attitudes towards sustainable development and forest protection.</p>	<p>Laos has ambitious aims for protecting forests. Suitable rules and regulations for protection and management are classified in production, conservation and protection forests. There are 24 forest areas classified as production forests, where logging is restricted. The Ministry of Natural Resources and Environment is in charge of conservation forests, while the Ministry of Agriculture and Forestry is in charge of production forests.</p>

<b>1</b> Floods and droughts are major disaster threats in Laos	<b>2</b> Natural disasters put people's livelihood at risk	<b>3</b> The Lao economy is highly dependent on agriculture and mining
		
<p>From 1970 to 2010 the average temperature in Laos has consistently increased. There are also more heavy rainfalls and storms than before. Therefore, droughts, storms and particularly floods are the major climate-related natural disaster threats in Laos. Extreme floods and, to a lesser extent, droughts increased from about once every two years before 1992 to once every year or even twice a year after 1992. Scientists expect this trend to continue and the events to become more severe.</p>	<p>Natural disasters such as droughts or floods have serious impacts on the living conditions of many people in Laos. Floods and droughts can cause crop failure and lack of drinking water. Extreme rainfall combined with floods and storms often wash away streets, damage buildings, interrupt electricity supply and sometimes cause landslides. Floods can intensify the outbreak of diseases such as diarrhea and dengue while droughts can provoke outbreaks of measles and diphtheria.</p>	<p>The Lao economy highly depends on agriculture and mining. The Lao population is small and the country is mountainous. The Lao economy is highly dependent on agriculture and mining. The Lao population is small and the country is mountainous. The Lao economy is highly dependent on agriculture and mining. The Lao population is small and the country is mountainous.</p>

## Environmental Education and Communication in Laos

In addition to the tools presented in this volume, an Inventory on Climate-related Environmental Education in Laos<sup>6</sup>, which ProCEED commissioned in 2013, contains 146 activities that have been used by more than 50 organizations. The activities are categorized under seven thematic headings: 1-General environment & water, 2-Air and water pollution, 3-Recycling & resource saving, 4-Forestry & eco-tourism, 5-Climate change, 6-Rural development, food security & nutrition, and 7-Other. The digital inventory can be browsed for 19 different types of activities, from trainings and workshops to community learning or drama. You can also search the database for a variety of media and materials, from text books or posters to theater plays and cartoons. Another option is to look for activities of the inventory under 10 categories of target groups and 18 geographic areas in Laos.

Also, the ProCEED website<sup>7</sup> offers useful links to multi-media and educational material related to environmental and biodiversity protection and climate change.

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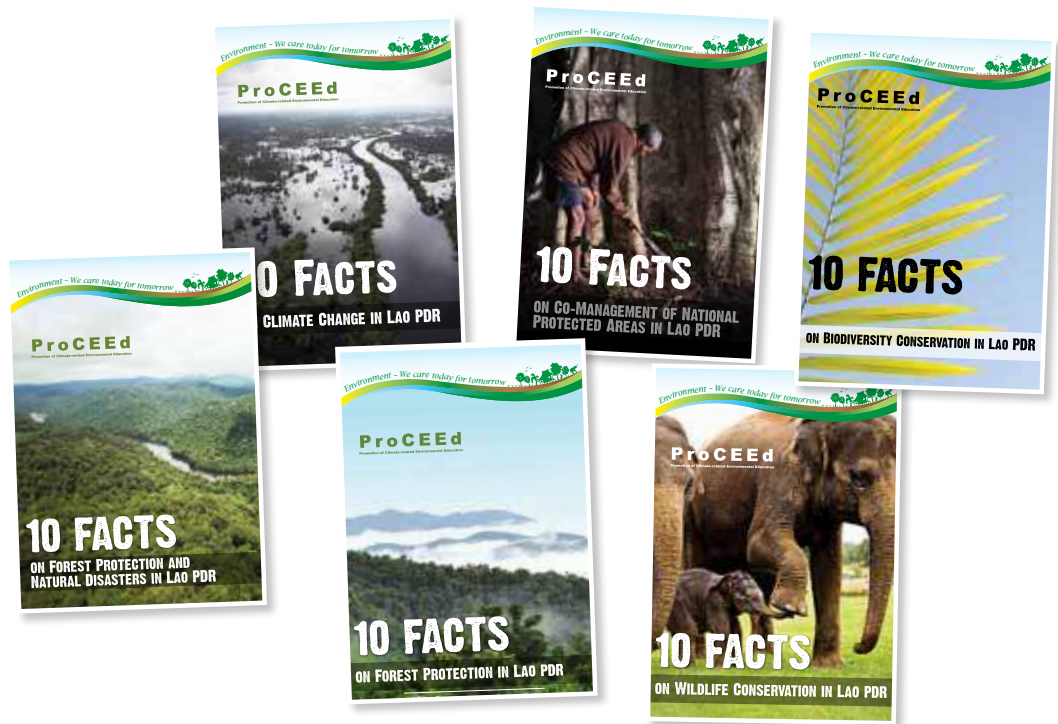
<http://www.laos-proceed.com/materials> under Environmental Education Inventory

7

<http://www.laos-proceed.com/materials> under Links on environmental education

<p><b>Lao economy suffers from natural disaster impacts</b></p> <p>Laos depends on natural resources. Most people are small-scale farmers, who suffer directly from natural disasters related to hydropower, forestry, and agriculture. On land, appropriate temperature and humidity are affected by natural disasters, which in turn affect livelihood, food insecurity and health.</p>	<p><b>4 Forests absorb many effects of natural disasters</b></p> <p>Forests provide erosion protection, flood control, and water filtration. Forest can store water. This keeps rivers from rising too fast during heavy rain, which helps prevent floods. Tree roots hold the soil in place, which controls erosion and reduces the risks of landslides. The water stored in forest soil is filtered down into the ground. This forms ground water that can be used during dry periods. Intact forests ensure that people still have a place to rely on for food and housing when crops and buildings are destroyed by floods or storms.</p>	<p><b>5 Lao forests offer many resources</b></p> <p>Forests are home to many animals and plants which live interacting with each other and depend on one another. Due to this diversity of species, healthy forests are very resistant against disasters and adapt to changes in climate such as too much rain or drought. Forests offer a great variety of resources for people such as food, material for shelter and medicines. Forest help regulate the temperature, store water and keep our air clean. Forests are not just very important for biodiversity but also for people's recreational activities, and they have cultural value</p>	<p><b>6 Forests contribute to the economy and people's livelihood</b></p> <p>Almost two thirds of the Lao population live in rural areas and 80% of the people there are subsistence farmers. Their livelihood highly depends on forest products. Forests provide timber, firewood, food, and medicines. Mushrooms, bamboo shoots, animals and insects etc. provide up to 50% of cash income in rural areas. The forest sector, including wood processing, is an important economic sector in Laos that provides materials, jobs, and revenue for the public and the private sector. Forests are also an important resource for the growing ecotourism sector.</p>
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## Introduction



**The second aspect** to ensure successful learning experiences relates to the **content**. While many tools and exercises can be used for different topics and group situations, the focus of this manual is environmental education and communication.

As moderator, you need fundamental knowledge about the topics that workshops and trainings deal with so that you are able to provide correct information to participants and ensure good debriefing discussions. Also, if you work in a team of moderators it is very important that all team members have approximately the same knowledge, so that the messages are consistent and people do not contradict each other.

One of the most valuable resources in this regard are the 10 FACTs flyers, which ProCEED developed for the following five environmental themes: forest protection, wildlife conservation, biodiversity conservation, co-management of national protected areas, and climate change. The sixth one on Forest Protection & Natural Disasters presented below is a combination of the forest protection and the climate change flyers. In a summarized form, the flyers contain the most important information about each of these five themes in Laos, based on research by the project and input from experts.

The 10 FACTs flyers can be downloaded from the ProCEED website<sup>8</sup>.

<sup>8</sup> <http://www.laos-proceed.com/materials>  
under Flyers



# Tools





# Photo language



## Purpose

- Introduce participants to each other in an event
- Add a human touch to personal introductions



## Participants

- Adults, teenagers, children



## Materials

- 80-100 photos with a variety of motifs (size 13x18 cm)
- Pinboards, cards, markers, pins, etc.



## Time

30-40 min for 20 participants







## Process

1. Put 5 color cards on a board next to each other, which read:  
Name | Institution | Educational Background | Position in Institution | Photo
2. Distribute white cards and black markers to all participants.
3. Spread the 80-100 photos on the ground in front of the participants.
4. Ask participants to each pick one photo that represents their personal feelings.
5. Ask them to write their name, institution, educational background, and position in the institution on white cards. Give them 5-10 minutes for this.
6. When participants are ready, ask them to pin their cards and their photo on the board, under the respective color cards you put there.
7. Ask participants to introduce themselves one by one, by reading the four cards and explaining briefly why they chose the photo.
8. Make sure they only read the cards aloud and don't give lengthy information about themselves.



## Conclusion & Remarks

- Finish the exercise by summarizing the diversity of educational backgrounds, roles and responsibilities, and individual motivations that go along with selecting a photo.

This tool is best used at the beginning of a training or planning event in which participants will work closely with each other, so that they can get to know each other well.

Instead of asking participants to pick a photo that represents their personal feelings, you can also ask them to pick one that represents their idea of the topic of the event, or their idea of sustainable development.

As an alternative to photos, you can use the question "Which part of a bicycle would you like to be?" and ask participants to draw the part chosen, for example a wheel, the brakes, the lights, etc. During the conclusion, you can then compare a bike with a team: A bike is more than the sum of its parts. And a team is more than the sum of its members, because the strengths of the different people complement each other, while their weaknesses are balanced out.

# Pair-wise interview



## Purpose

- Introduce participants to each other in an event
- Add a human touch to personal introductions



## Participants

- Adults, teenagers, children



## Materials

- Pinboard, cards, markers, pins etc.
- 1 sheet of flipchart or other paper per person



## Time

30-40 min for 20 participants



## Process

1. Ask the participants to build pairs of two people, ideally with somebody they don't know yet.
2. Explain the instructions and make them visible to all participants.
3. Hand out sheets of flipchart or other paper and markers to write with.
4. Allow 15 minutes for the pairs to complete their task.
5. Invite each pair to take 3 minutes to present in plenary, showing the pictures and mentioning the information they found out about each other.
6. Keep a strict time management.
7. Proceed to the conclusions.

## Instructions

- In your pair, ask each other questions to find out the following information:
  - Name of the other person
  - Institution
  - Professional background
  - Position or function in the institution
  - Which part of a bicycle the other person would like to be
- Use the paper to draw a picture of the other person.
- You have 15 minutes for this exercise.
- After that, each pair will have 3 minutes to present their results to the other participants.



## Conclusion & Remarks

- Finish the exercise by summarizing the diversity of different backgrounds and experiences the participants bring to the event.
- Based on the parts of bicycles that different people would like to be, you can compare a bike with a team: A bike is more than the sum of its parts. And a team is more than the sum of its members, because the strengths of the different people complement each other, while their weaknesses are balanced out.

This tool is best used at the beginning of a training or planning event in which participants will work closely with each other, so that they can get to know each other well.

As an alternative to the bicycle aspect, you can instead ask them to reveal one of their secrets.

# 1-2-3 Go!



## Purpose

- Demonstrate that action speaks louder than words
- Introduce the method of Learning by Doing



## Participants

- Adults, teenagers, children
- Any group size



## Materials

- None



## Time

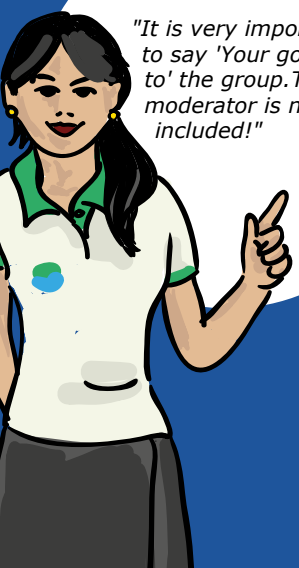
5-10 minutes



## Process

1. Memorize the instructions, so that you can provide them verbally during the exercise.
2. Ask all participants to stand up and make sure they can see you.
3. Standing in front of everyone, hold your hands as if you were going to clap.  
Ask participants to take the same position.
4. Tell the participants: "Your goal is to all clap your hands at the same time. It should sound as if it were only one clap. I will count slowly to three and then say: Go! When I say: Go!, you will all clap your hands."
5. Ask whether everybody understood the objective and the instructions.
6. Count slowly to three.
7. Clap your own hands. Most participants will follow you.
8. Wait for one second, then say: Go! Some remaining participants might now clap their hands.
9. Look at the group as if you were a little surprised, then laugh with them and proceed to the conclusions.

*"It is very important to say 'Your goal to' the group. The moderator is not included!"*





## Conclusion & Remarks

- Discuss observations with the participants, using the following questions:
  - What happened?
  - Why do you think this happened?
  - What conclusions can you draw?

Although the goal for the participants is to clap when you say Go!, most people will not follow your words, but clap their hands when you do. This happens in almost all groups, because humans tend to follow action rather than words.

There are at least three interesting conclusions from this exercise: First of all, we need to learn and practice our listening skill. Secondly, if we want people to do something, we should lead by good example rather than just telling them. And thirdly, this exercise shows nicely why we use learning by doing for environmental education: because people learn much more by doing than just by listening.



# Participants' expectations



## Purpose

- Allow participants to express their expectations regarding the workshop or event.
- Find out whether your planned program matches the expectations of the participants.



## Participants

- Adults, teenagers



## Materials

- Pinboard, cards, markers, pins



## Time

30-45 min



## Process

1. Divide the plenary into 3 buzz groups and ask them to discuss the following question for a max. of 15 min: "What are your expectations regarding this workshop?" Buzz groups have only 10-20 min for discussion and the cards are collected, pinned and clustered by the moderator while working groups may have a lot more time for discussion and organize the management of cards by themselves.
2. Each group has a maximum of 10 white cards to write their expectations on. Tell the groups that you will collect the cards from them.
3. After 15 minutes, collect all the cards from the 3 groups and shuffle them so they are in a random order.
4. Read each of the 30 card aloud, for everyone to hear, and then pin the cards on the board in a random order.
5. Ask participants to look for cards that state the same or similar ideas and put these cards next to each other on the board so that they form a cluster.
6. If participants cannot make up their mind which cluster a specific card should go to, ask them to write a second card with the same expectation and put the cards in both the preferred clusters.
7. Once all participants are happy with all clusters, put a red border line around the cluster which looks like a cloud. Make sure that the cards within each cluster are in a random order and not in a structured or sequential order.

8. Ask the participants what label each cluster should have and write the label on an oval or round card that has a green or yellow color.
9. Tell the participants that their expectations will serve as basis for an evaluation at the end of the event, to see whether their expectations were met.



## Conclusion & Remarks

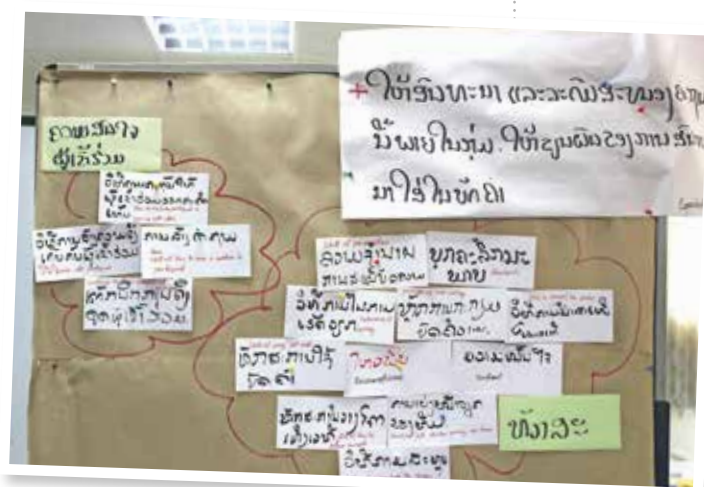
- Speaking to the participants, compare the expectations to your planned program, pointing out:
  - Which expectations your program will meet, and how.
  - Which expectations your program may not be able to meet.
  - Where you can make adjustments to your program, to meet more expectations.

This exercise is one of the first steps in any workshop. It should come immediately before or after you present the planned program. It also serves as a first example for brainstorming processes, clustering and labeling ideas as well as writing legibly on cards.

You may tell participants that you deliberately limited the number of cards to 10 per group because experience tells you that a total of 30 cards can be moved around on a board with enough space in between cards so that you keep an overview.

You may also tell them that the difference between a buzz group and a working group.

If the participants cannot read or write, you can do this exercise without cards, by just asking and taking their answers in plenary. In this case, you should still take notes of the answers for yourself. This will help you remember their answers for the evaluation at the end of the event.



# Paper tear



## Purpose

- Demonstrate reasons of communication problems.
- Show that different people may understand different things by the same words.



## Participants

- Adults, teenagers, children



## Materials

- 1 sheet of paper per participant (A4 or letter format)



## Time

30 min



## Process

1. Ask all participants to sit in their chairs, with nothing in their hands.
2. Tell them that this exercise will show how easy communication can be.  
All they have to do is to follow your instructions carefully.
3. Hand out one sheet of paper to each participant.
4. Tell them that the goal of the exercise is for everyone to produce exactly the same paper design, and that participants will achieve this goal by following your clear instructions.
5. Ask all participants to close their eyes, to remain silent and to follow your instructions.
6. Read the following instructions aloud from a piece of paper that you have prepared in advance. Read the text slowly and precisely, and read every step twice:
  - Please keep your eyes shut during the whole exercise. Questions are not allowed.
  - Hold the paper in front of you.
  - Fold the paper in half.
  - Tear off the upper right corner of the paper.
  - Fold the paper in half again.
  - Tear off the lower left corner of the paper.
  - Unfold the paper completely.
  - Hold the paper up so that everybody can see it.
  - Open your eyes.
  - Compare your result with the results of the other participants.
7. If participants open their eyes or speak, remind them that this is not allowed.

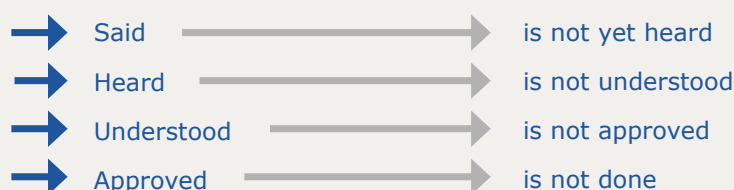


## Conclusion & Remarks

- Count the number of different paper designs that have been produced by the participants. Usually there are at least 4-5 different ones.
- Pretend that you are astonished because they did not achieve the goal of the exercise, which was for everybody to produce exactly the same paper design, although you gave clear instructions.
- Form groups of 3-5 participants and ask them to discuss and visualize the following questions:
  - What went wrong in this exercise?
  - How can communication be made more effective?
  - Describe a situation at work or in real life where you experienced similar problems.
- Let the groups present their results in plenary.
- Make sure they mention that one-way communication is not effective, but that you need two-way communication to make sure that everybody understands the same by folding in half or tearing off.
- If participants do not mention this conclusion by themselves, you may explain it.

Instead of discussing the above questions in small working groups, you can also ask them in plenary.

You can follow up by using the Said – Done! sequence:





## But why?



### Purpose

- Identify root causes of environmental problems or community issues.
- Examine a problem by asking questions to reveal root causes.



### Participants

- Adults, teenagers



### Materials

- Flipchart to record answers



### Time

30 min



### Process

The "But why?" technique examines a problem by asking questions to find out what caused it. Each time an answer is given, a follow-up "But why?" is asked.

1. Start with a statement from participants about an environmental problem or community issue.
2. Respond to that statement by asking "But why?", and write down the participants' answer. Accept only one answer at a time.
3. Probe each answer with another "But why?" question, and write down all the answers.
4. Continue until you reach the root of the problem, the root cause.
5. When you have reached the root cause, look for solutions by asking "How can you solve that problem?"
6. For the proposed solutions, too, dig deeper by repeatedly asking "But why?".

*"Check out the example to see how it works."*



## Example

- Villager: "I cannot get medicine for my sick child."  
You: "But why?"
- Villager: "The road to town is blocked."  
You: "But why?"
- Villager: "There is a flood."  
You: "But why?"
- Villager: "There was heavy rain running off the hills above the road."  
You: "But why?"
- Villager: "The forest on the hills was cut down to have space for agricultural land".  
You: "How can you solve that problem?"
- Villager: "We should have preserved part of the forest."  
You: "But why?"
- Villager: "The remaining forest can retain water in the soil."  
You: "But why?"
- Villager: "In case of heavy rainfall, the forest keeps the water in the soil and prevents the area from flooding, soil erosion and mud slides."

**Other statements that you could probe using the "But why?" technique are, for example:**

- Villager: "I cannot sell the harvest from my field at the market"  
(drought situation)
- Villager: "Our garden was destroyed so that we have nothing to eat"  
(flood situation)



## Conclusion & Remarks

Root causes are the basic reasons behind environmental problems or other issues observed in a community. Figuring out why problems have developed is an essential part of the problem solving process. It helps participants and villagers alike find the right response and identify with the solution they found.

You can start "But why?" dialogues within a team or with villagers.

# Horse trader



## Purpose

- Show why groups sometimes have difficulties to find a consensus.
- Show that people have different ways to look at a problem, so that using logical arguments is not enough.



## Participants

- Adults, teenagers



## Materials

- Blank paper and pens for all participants
- Cards and markers



## Time

60 min



## Process

1. Make sure that every participant has a sheet of blank paper and a pen.
2. Form groups of 3 persons.
3. Tell the participants that you will give them a calculating exercise.
4. Tell them that in the first part of the exercise, every participant will work individually. They are not allowed to speak to each other.
5. Read the following case slowly and aloud:
  - A horse trader goes to a market. He buys a horse for US\$ 50. After a while he sells it for US\$ 60. He looks for other horses to buy but realizes his one was better. Therefore, he buys it back for US\$ 80. However, when he is offered US\$ 90 for his horse, he sells it again.
6. Tell and show them the instruction for each participant.
7. After 3 minutes, tell and show them the instruction for each group.
8. After another 15 minutes, ask the groups to hold the their card up, so that all groups can see all results.
9. Briefly compare all results and then proceed to the conclusions.





## Instructions

### Instruction for each participant

- Calculate how much loss or profit the horse trader has made that day.
- Write the result down and keep it to yourself. You have 3 min for this task.

### Instruction for each group

- Show your individual results to the other group members.
- Discuss the case in your group.
- Agree on one single result and write it on a card.
- You have 15 min for this task.

Handwritten calculations on grid paper:

$$+60$$

$$60 - 80 = -20$$

$$90 - 80 = 10$$

The result  $\$+10$  is circled.

+	-
60	80
90	
150	-80



## Conclusion & Remarks

- Ask all groups to discuss the following questions, write their answers on cards and present in plenary.
  - What happened in the group?
  - How did you feel?
  - What conclusion do you draw?
- Conclude by pointing out the groups' difficulties to reach consensus, although this was a rather simple task. It can be even more difficult with complex problems that have a moral, ethical, cultural or social dimension, for example the environment, resource management, or sustainable development.

# Drawing bricks



## Purpose

- Demonstrate reasons for communication problems.
- Show that what one person says is not always the same as what other people hear or understand.



## Participants

- Adults, teenagers, children



## Materials

- Paper and pens for all participants
- 2 copies of the original bricks figure per group
- Boards and cards



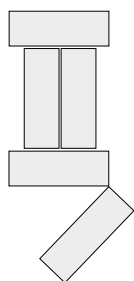
## Time

90 min



## Process

1. Form groups of 3-5 participants.
2. Read the instructions from the flipchart to them.
3. When all groups are ready, hand out one copy of the bricks figure to each of the group volunteers.
4. After 20 min, when the groups have finalized their drawings, collect all drawings from the groups and post them on a board, so that everyone can see the results.
5. Make a few comments on the differences in shapes and designs.
6. Hand out the second copy of the bricks figure to each of the group volunteers. Do NOT tell the groups that it is the same image as before, so they will not know this!
7. Repeat the same exercise as before, only with one exception: This time the group members ARE allowed to ask questions and to talk to each other. The image itself may still NOT be shown!
8. After the second round, all drawings are posted on a board and compared with the drawings from the first round, and with the original.



Figure

## Instructions

- Choose one volunteer per group who turns around and sits with the back to the other group members.
- The volunteer is given a sheet with a figure on it. The other group members are NOT allowed to see the figure!
- The volunteer explains to the group what the figure looks like.
- The other group members draw what the volunteer tells them. NO questions from the group and NO talk between group members are allowed!
- You have 20 minutes for this task.

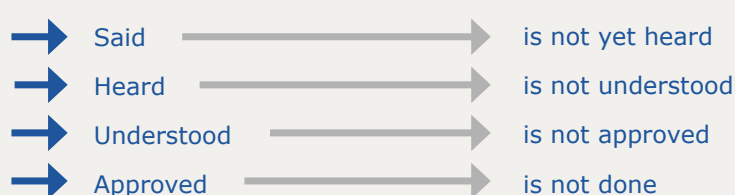


## Conclusion & Remarks

- Ask all groups to reflect on the exercise by discussing and noting their results down on cards to present:
  - What assumptions did the group volunteer make?
  - What made it so hard for the group to understand the instructions?
  - What was the main difference between round 1 and round 2?

Although the figure is quite structured and seems easy to explain, the groups usually have great difficulties to draw it. Mostly, the problems come from different perceptions, technical expressions and wording that are different between the volunteer and the group members. This is hard to overcome when only one-way communication is allowed. When two-way communication is possible, questions and answers as well as feedback lead to shared meaning, the essence of communication.

You can wrap up the conclusions by using the Said – Done! sequence:





# Asking questions



## Purpose

- Encourage two-way communication among the participants, and between moderators and participants.
- Invite participants to contribute their knowledge and experience.
- Promote exchange of experiences and views among the participants.



## Participants

- Adults, teenagers, children



## Materials

Depending on the situation:

- Flipchart and marker
- Pinboards, markers, cards and pins
- None



## Time

Variable





## Process

Asking good questions is not a step-by-step process. It is an art that moderators need to train and develop. Understanding different types of questions and their effects will help you get started in developing your art as moderator. The most important difference is between open and closed questions.

**Closed** questions have only two possible answers: Yes or No. They do not invite further comment.

- Examples:
  - "Do you know anything about climate change?"
  - "Has your village suffered from natural disasters?"
  - "Would you like to participate in this project?"
- All these examples are closed questions, as the direct answer to all of them can only be Yes or No.
- Closed questions are good if you only need brief confirmation of something. For example: "Did you all receive the program for this workshop?", or "Can you make it to our meeting next Sunday?"

**Open** questions, in contrast, invite further comment and explanation and can have a variety of answers.

- Open questions typically begin with one of the following six words: What, Who, When, Where, Why, and How. In English, five of them begin with W, which is why they are also known as 5Ws or 5W1H.
- Examples:
  - "What happened in your village after the rainfall last month?"
  - "Who is most affected by this situation?"
  - "Where do you keep your animals?"
  - "When did you observe this problem?"
  - "Why did the forest disappear?"
  - "How did your community deal with the situation?"
- All these examples are open questions, as they provide ample opportunity for participants to explain their situation and also their views.
- Open questions are great if you want to explore a situation or ideas together with people, or if you want to give an opportunity for participants to exchange experiences and views.

## Asking questions

### **Instructions**

#### **Good questions**

- are open, producing curiosity to learn more
- stimulate further dialogue
- promote group understanding instead of isolating individuals
- touch common interests
- advance the group process through personal involvement
- help reveal aims and aspirations, or intentions and actions
- bring out the positive qualities of a group and its achievements
- may be provocative or challenging, if this seems necessary or useful

#### **Bad questions**

- are closed, leading to simple yes/no or obvious answers
- are vague, bringing out only general answers
- can only be answered by an absent expert
- require evidence that is not available
- threaten to invade a person's privacy or culture
- are paternalistic or suggestive
- demonstrate someone's incompetence
- do not focus on the problem that is being investigated



## Conclusion & Remarks

Asking good questions, especially good open questions, is key to promote interaction in a workshop or event. They are also very important whenever you are analyzing problems or developing solutions together with a community, for example with the help of tools like the Wisdom box, the Transect walk or other tools for working with communities. Because good questions are so important, it can be very useful for the moderation team to test any key questions and potential answers before using them in an event or with a community.

There are different possibilities of collecting answers to questions, from free dialogue to written methods, such as working with flipcharts or pinboards and cards. The important thing is to make sure that everybody can participate.

Finally, remember that asking good questions also requires good listening to the answers, so that you really understand what the person is telling you. The best start is to ask questions with an open heart and mind. And the best remedy in case you didn't fully understand an answer is – guess what – to ask another good question!





# Chairs in the corner



## Purpose

- Demonstrate that cooperation and communication are more efficient than competition and conflict.
- Show how dialogue between groups can solve a task that cannot be solved in one single group alone.



## Participants

- Adults, teenagers, children



## Materials

- 4 chairs
- Donkey poster



## Time

60 min



## Process

### Preparation:

1. Mark each of the 4 corners of the room with a label, for example 1, 2, 3, 4.
2. Remove all chairs from the room, except for 4 chairs.
3. Put 1 chair in each corner of the room.

### During the session:

4. Form 4 groups of equal size and ask them to meet in the 4 corners of the room.
5. Read the instructions aloud, for everyone to hear.
6. Start the game and moderate the first 5 rounds.
7. After round 5, allow for 5 minutes of negotiations between the groups.
8. Moderate the next 5 rounds.
9. Depending on how the game is going, allow another 5 minutes for negotiations between the groups after round 10.
10. Moderate a maximum of 4 more rounds.
11. After a maximum of 15 rounds, end the game and proceed to the conclusions.



## Instructions

- There are 4 chairs in the room, one in each of the 4 corners of the room.
- Each group meets in one corner, which is their home corner.
- Your goal as a group is to collect the 4 chairs in your home corner.
- The exercise will be played for a maximum of 15 rounds.
- In each round, only one group will be allowed to move a maximum of 3 chairs. Then, the next group will follow. That means: group 1 will start in round 1, group 2 will continue in round 2, etc.
- Generally, the groups are NOT allowed to communicate with each other.
- Only at the moderator's sign, negotiations between the groups may occur after round 5 and round 10, for a max. of 5 min each time.



## Conclusion & Remarks

- Ask the groups to discuss and visualize the following questions, to be presented in plenary:
  1. What happened during this exercise?
  2. How could a strategy be developed so that ALL groups achieve their goal?
  3. What conclusions can you draw in daily life?
- Make sure they mention that if they share the limited resources among all groups, the goal of each individual group can still be achieved. In this case, the 4 chairs are the limited resource. These can be collected in each of the 4 corners one after the other, so that each group has collected the 4 chairs for some time. Note that the instructions did not say that a group should own the chairs forever!

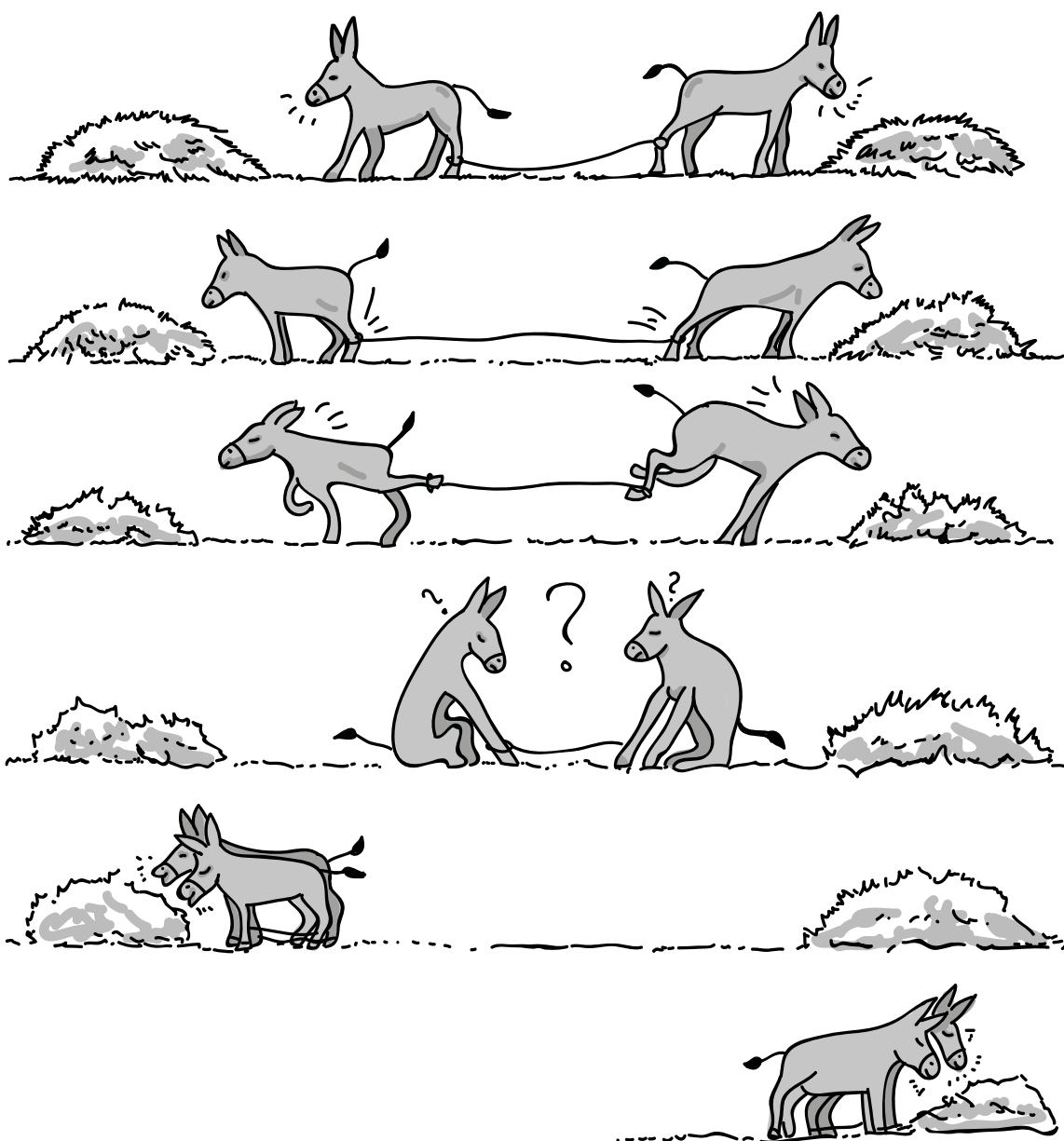
#### Chairs in the corner

- Solution:
  - In the first round, group 1 moves its own chair and the chairs of group 3 and 4 NOT in their own corner, but in the corner of group 2. Now group 2 has all four chairs.
  - In the second round, group 2 moves three of its chairs into the corner of group 3.
  - In the third round, group 3 takes the remaining chair from group 2, and moves two chairs to group 4.
  - In the fourth round, group 4 takes the two remaining chairs from group 3, and moves one chair back to group 1.
  - In the fifth round, group 1 moves the three remaining chairs from group 4 into its own corner.
  - This way, all groups have reached the goal for a while.
- Often, the groups do not find this out by themselves. In this case, you can explain it to them.
- Use the donkey poster to explain the cooperative approach.

*"You should try this for yourself in theory, for example, with objects on a table, to understand how it works."*



## Donkey Poster





## Guiding the blind



### Purpose

- Help participants feel what power means as compared to dependence.
- Build trust among team members, especially before engaging in field work.



### Participants

- Adults, teenagers, children



### Materials

- Scarves or large napkins for blindfolding. Number required: 50% of the group size.



### Time

30-45 min



### Process

1. Form pairs of 2 participants.
2. Read the instructions aloud for everyone to hear.
3. Allow 3-5 minutes for the first round.
4. After that, announce that roles should be swapped.
5. Finish the exercise after a total of 10 minutes and proceed to the conclusions.



## Instructions

- In your pair, decide who of you will start guiding, and who will be guided.
- The person to be guided will be blindfolded.
- The guide will put one hand on the follower's shoulder and guide the other person around. Directions may only be given by the guide's hand on the guided person's shoulder.
- After a few minutes, the moderator will ask you to swap roles: the original guide will be then be blindfolded and be guided, while the original guided person will become the guide.
- Remain absolutely silent during the entire exercise.



## Conclusion & Remarks

- Ask each pair to discuss, write on cards and present in plenary:
  - What happened during this exercise?
  - How did you feel?
  - What conclusions do you draw?

Often, participants will state that, as guides, they felt self-confident, responsible, in command, with authority, power or leadership, or in partnership. As a guided person, they often feel insecure, anxious, confused, exploited or dependent. The conclusions drawn from the exercise can be summarized as a Code of Conduct that may later be used as a guideline for behavior in real-life situations, such as field work.

This game can be done in-class or outdoors. When played in a room, be careful with tables, chairs or other objects that may be in the way!

## Egg drop



### Purpose

- Create a good team spirit at the beginning of a workshop or training.
- Help participants learn about each other's strengths and weaknesses.
- Highlight different roles that individuals take over in teamwork.



### Participants

- Adults, teenagers, children
- Max. 5 groups with max. 7 participants per group



### Materials

Materials per group

- 1 raw egg
- 20 plastic straws
- 1 m of masking tape
- 1 flipchart paper sheet

Other material

- 3 extra eggs as a reserve
- 1 table + 1 chair
- Scrap paper to cover the floor



### Time

Max. 90 min





## Process

1. Form 3-5 groups with 5-7 participants in each group.
2. Provide each group with its materials.
3. Read the instructions from the flipchart.
4. The groups have a maximum of 20 min to solve the task.
5. Keep a strict time management.

### Instructions

- In 20 minutes the moderator will drop the egg given to your group from a table.
- Your task is to protect the egg from breaking.
- You have the following materials available for your task:
  - 1 egg
  - 20 straws
  - 1 m of masking tape
  - 1 flipchart paper
- Do not use any other material!
- If the eggs of more than one group do not break when dropped from the table, the moderator will drop the eggs again from a higher altitude.
- The team which achieves the highest altitude is declared the winner.



## Conclusion & Remarks

- Ask each group to discuss the following questions for 10 min and then present the results within 5 min:
  - What happened during group work?
  - How did you feel?
  - What conclusions can you draw?

This exercise shows how participants deal with stress. It also shows that different people have different strengths: Some are good thinkers and planners, others are good at engineering, managing, handcrafting or time keeping. All these different roles are equally important and necessary for teamwork and success.



# Spaghetti tower



## Purpose

- Create a good team spirit at the beginning of a workshop or training.
- Help participants to learn about each other's strengths and weaknesses.
- Highlight different roles that individuals take over in teamwork.



## Participants

- Adults, teenagers, children
- Max. 5 groups with max. 7 participants per group



## Materials

Materials per group

- 20 sticks of spaghetti
- 1 m of masking tape
- 1 m of string
- 1 marshmallow



## Time

Max. 90 min

## Instructions

- You have 20 minutes to build a free-standing tower from the following materials:
  - 20 sticks of spaghetti
  - 1 m of masking tape
  - 1 m of string
  - 1 marshmallow
- Do not use any other material!
- The marshmallow has to be attached to the highest point of the tower.
- The team that builds the highest tower is declared the winner.



## Process

1. Form 3-5 groups with 5-7 participants in each group.
2. Provide each group with its materials.
3. Read the instructions from the flipchart.
4. The groups have a maximum of 20 min to solve the task.
5. Keep a strict time management



## Conclusion & Remarks

- Ask each group to discuss the following questions for 10 min and then present the results within 5 min:
  - What happened during group work?
  - How did you feel?
  - What conclusions can you draw?

This exercise shows how participants deal with stress. It also shows that different people have different strengths: Some are good thinkers and planners, others are good at engineering, managing, handcrafting, or time keeping. All these different roles are equally important and necessary for good teamwork and success.

# Thumb wrestling



## Purpose

- Show how cooperation leads to much better results than competition.
- Demonstrate how our implicit assumptions often let us fall into the trap of competition.
- Provide an opportunity for participants to experience the benefits of a Win-Win solution.



## Participants

- Adults, teenagers
- Any group size (even number to build pairs)



## Materials

- None



## Time

10 min



## Process

1. Ask the participants to form pairs so that each of them has an adversary for this exercise.
2. Read the instructions to them.
3. Together with another volunteer from the team, demonstrate how to start and how to make a point. In the demonstration, do as if you were competing, but do NOT use the word competition.
4. Ask whether everybody understood the goal and the rules.
5. Have participants get into the starting position.
6. Give the start signal and check your watch.
7. After 15 seconds, give the stop signal and make sure everybody stops playing.
8. Ask how many points participants have been able to collect: "Who has less than 2 points? Who has 3-5 points? Who has 6-10 points? Who has more than 10 points?" Usually, most participants have less than 5 points.
9. If anybody has more than 10 points, ask how many exactly, and let them demonstrate how they did it.

## Instructions

- Your goal is to collect as many points for yourself as possible.
- You win a point by pinning your thumb on the thumb of the other person.
- When the moderator gives the start signal, you have 15 seconds to complete the game.
- Each of you count your points while playing.
- Stop when the moderator gives the stop signal.

10. Explain to the whole group that it is easy to collect 50 or even 100 points.
11. Together with another volunteer from the team, demonstrate 3 different options to make many points:
  - The two can agree to go one-by-one: one point for you, one for me, one for you etc.
  - The two can agree to split the time: 7.5 seconds for you to make points, then 7.5 seconds for me.
  - The two can agree to use both of their hands and make points simultaneously.
12. Proceed to the conclusions.





## Thumb wrestling



### Conclusion & Remarks

- After having demonstrated how to make many points, evaluate the game by asking the following questions.
  - What happened during the game, what did you observe?
  - How come that you took the game as competition, what were the reasons?
  - Where do you observe similar situations in your real life?
  - What could you do to get better results, in the game and in especially in real life?
- When asked about their observations, participants will often say things like: "We were in competition", or "We tried to beat one another", etc.
- Among the reasons for this behavior, you should make sure the answers cover factors like:
  - Use of words, such as 'wrestling' and 'adversary'.
  - Bad example by moderators who looked like they were competing.
  - Lack of time to agree on cooperation.
  - Implicit but wrong assumption that winning most points for yourself means winning more points than the other person.
  - In real life, we can observe similar situations, for example, competitive use of natural resources, competition and time pressure coming from markets, lack of trust, etc.
  - We can solve these situations, in the game and in real life, by taking time to agree on a good strategy, building trust, not just following examples but thinking about them first, etc.

Note that this game is designed to lead participants into a situation of failure, where they make far less points than are possible. However, this is NOT the fault of the participants! It is very important for the moderator to stress that their behavior in this game is very typical for all groups, and that it happens in many real-life situations. This is because of structures, such as lack of time, bad examples, lack of trust, etc., as well as because of wrong assumptions, such as the idea that winning for yourself means winning over another person.

To ensure that participants leave with a positive feeling from this exercise, you may want to repeat the same game at a later point of the event. Since they now know the solution, they will make many points, thus proving to themselves that they have learned the lesson.

Starting  
position >



< Left side just  
made a point

Right side  
just made a  
point >



# Mood barometer



## Purpose

- Indicate the atmosphere which prevailed at the end of every day, in events of several days.



## Participants

- Adults, teenagers
- Especially useful for teams that work together over several days or weeks



## Materials

- Large piece of brown paper that covers a pinboard
- Pinboards or wall
- Sticky dots or markers



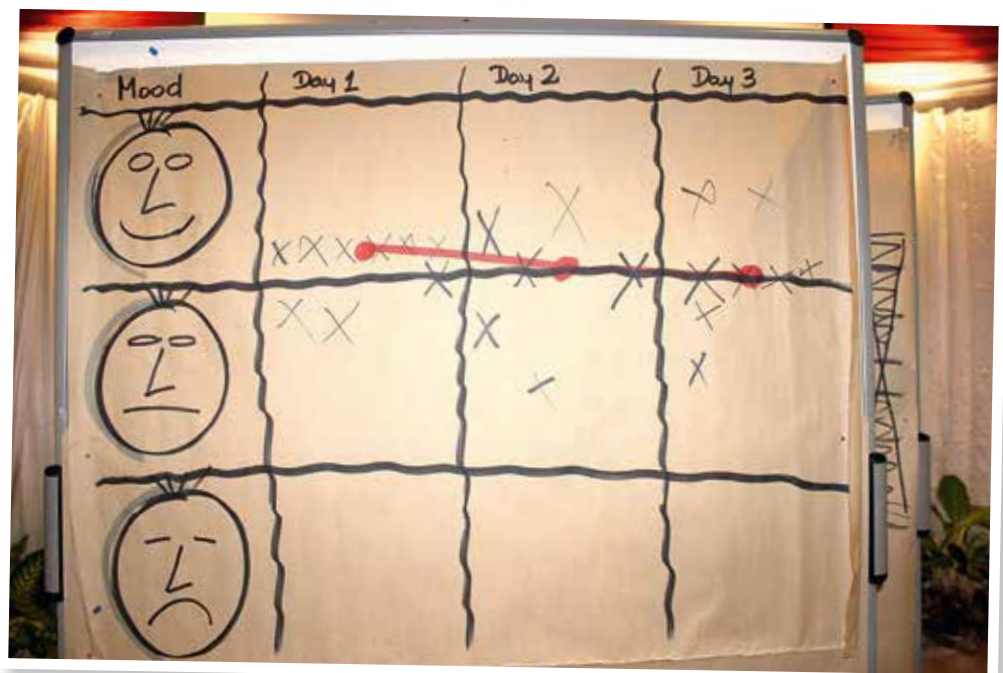
## Time

10 min per day



## Process

1. Use markers to draw a matrix on the brown paper.
  - Four rows: one for the titles and three for different moods.
  - As many columns as the number of days of the event or tour, plus one for the mood icons.



"Check the picture to see what it should look like."



2. In the title row, write all the days of the event; one column per day.
3. In the title columns, draw one smiling face, one indifferent face, and one unhappy face; one row per face.

During the session, at the end of each day:

4. Give one sticky dot to every participant or hand out markers.
5. Ask them to put their dot or mark in the field of the icon that represents their individual mood on that day.
6. After they have all put their dots or marks on the board, take a joint look with the participants at the result.
7. Ask whether anybody would like to make any comment.



## Conclusion & Remarks

- Starting on the second day, draw a line that connects the approximate average for every day.
- Continue the line during the rest of the event, so that the barometer shows the ups and downs of the participants' emotional status.
- If you observe any particular ups and downs, try to find out the reason. This will allow you to make adjustments to your program, or to your dealing with the group, where necessary.
  - One option is to just ask the participants what made them feel good or bad on a particular day.
  - Another option is to ask the participants' feedback committee for their take on the situation. This can help bring out issues, especially if one sub-group feels happy and another does not. This may mean that there is a sub-group that feels left behind or does not like some elements of the event.

The mood barometer is only useful if the participants take it seriously. Make sure that they update it regularly. As a first thing in every first morning session, after the feedback committee has delivered its report of the previous day, the moderator should present the previous day's mood on the mood barometer.



# Participatory evaluation



## Purpose

- Assess different aspects of quality and success at the end of a workshop or event.
- Receive feedback from the participants about these different aspects.
- Allow participants to jointly reflect on their learning experience.



## Participants

- Adults, teenagers



## Materials

- Pinboards or flipcharts that are prepared for different evaluation formats
- Sticky dots or markers



## Time

30-60 min



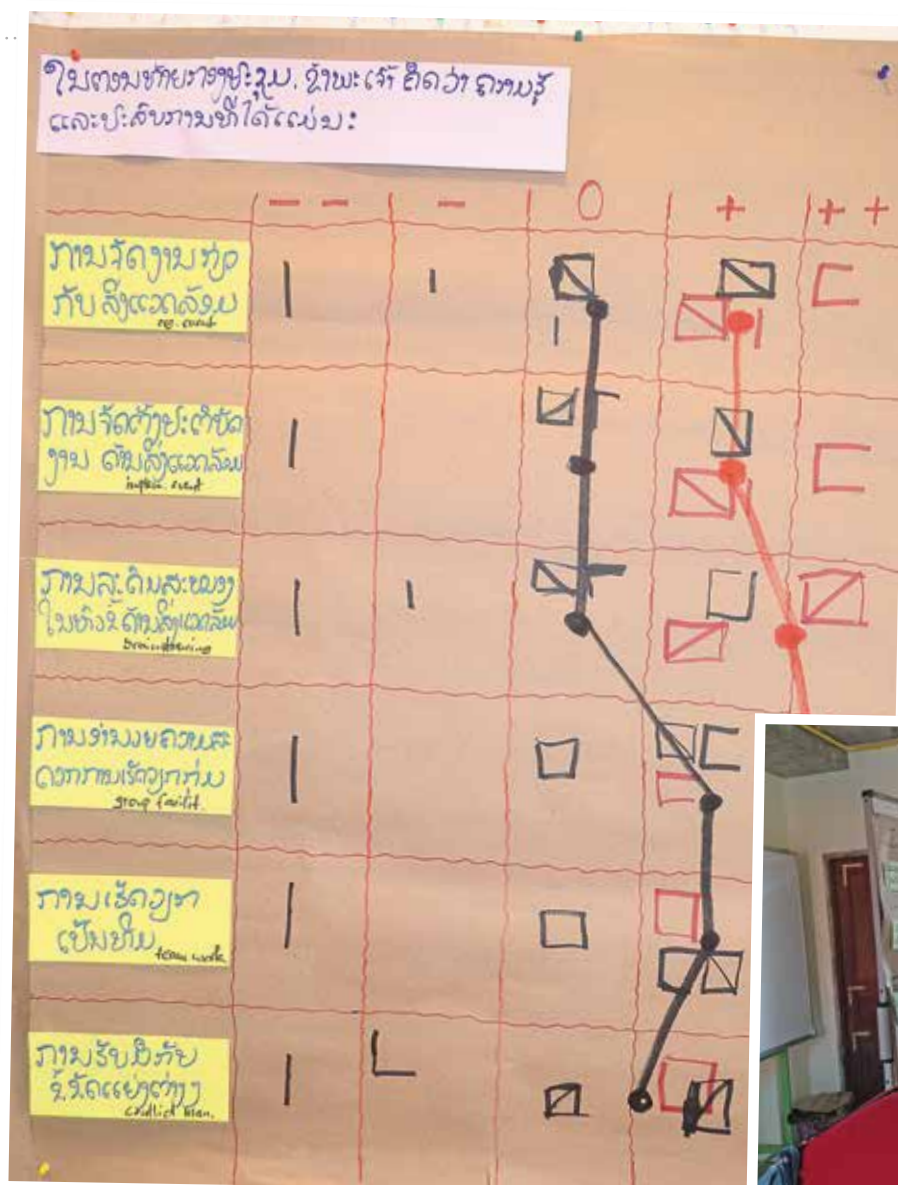
## Process

### Preparation

1. Decide which of the following evaluation formats you are going to use:
  - Evaluation of workshop or event objectives
  - Evaluation of participants' expectations
  - Participatory Rapid Evaluation (PRE) of different aspects related to the event
  - Evaluation of overall fun and success
2. Prepare flipcharts or boards for each format that you are going to use, as shown on the images on the next page.

### During the session

3. Do one evaluation format after the next, ideally in the order given above.
4. For each format, explain to the participants what it is about.
5. For each format, hand out sticky dots or markers to the participants, and ask them to use one dot or one mark for each aspect.
6. After all participants have put their dots or marks on all the formats you are using, have a joint look at the results.
7. If you observe anything special, for example, broad divergence of evaluations for one aspect, or something particularly negative, ask the participants whether anybody would like to comment.
8. You may also ask whether the participants would like to make any suggestions how things could be improved at a future event.



## Conclusion & Remarks

- After the workshop, the entire team of moderators should look again at all evaluation results and discuss what conclusions can be drawn for future events.

Sometimes, participants are shy to evaluate negatively. You can encourage them to give their honest opinion, whether good or bad, by explaining that the result is very important and that the dots or marks are anonymous. In fact, it is the main way for moderators and organizers to learn what they are already doing well, and where they can still improve.

# Letter to myself



## Purpose

- Support learning transfer from a workshop or event to participants' everyday life.
- Motivate participants to implement what they have learned at a workshop or event.



## Participants

- Adults, teenagers



## Materials

- 1 sheet of paper, 1 envelope and 1 pen for each participant
- Stamps for all letters



## Time

10-15 min



## Process

1. Announce this exercise as the last step of the workshop or event.
2. Tell the participants that this is an individual exercise, which is exclusively for themselves.
3. Read the Instructions to them from a flipchart.
4. Add the promise that nobody except themselves will read their letters.
5. Give them about 10 minutes to complete the task, then collect all the envelopes.
6. Make sure to send out all the letters after four weeks!

### Instructions

- Write a letter to yourself:  
"Dear ... (your name)"
- In the letter, list the 3 most valuable things that you've learned here, and what you plan to do as a result of your new insights.
- Put the letter in the envelope, seal it and write your home address on it.
- Hand the sealed envelope to the moderator.
- In four weeks, you will receive your letter in the mail!



## Conclusion & Remarks

- The exercise itself will not be evaluated or discussed. However, after you have collected all the letters, you may ask whether anybody would like to say or share anything before you close the workshop. Sometimes, participants wish to say thank you to the organizers, and this provides a nice moment for them.

This exercise is best used after the group evaluation of a workshop event, just before the official closing.

It is important that you make absolutely sure to send out the letters after four weeks! Make a note in your calendar to remind yourself. It would be extremely disappointing for the participants if they did not receive their letters.





# 10 FACTs information boards



## Purpose

- Introduce the 10 most important facts about a specific environmental topic, using text-based posters.
- Engage participants in a discussion about that topic, so that they learn the most important facts.



## Participants

- Adults, teenagers
- Group size: 15-30 participants



## Materials

- 5 large-size Information boards, each one containing 2 facts about the topic. Min size: 40x60 cm, better 80x120 cm.
- Wall, poster stand or similar to put up the illustration posters
- Pinboards, cards, markers, pins etc.
- 10 FACTs flyer about the topic, for the presenters to learn and become familiar key information
- Additional 10 FACTs flyers for government authorities, as giveaway at the end of the session



## Time

30-60 min

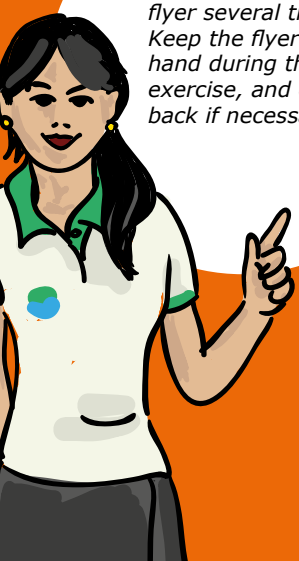


## Process

### Preparation:

1. Make yourself thoroughly familiar with the 10 facts about the topic, so that you can explain them to others. Make sure you understand every fact and also how they are related.
2. Prepare the place for presenting the posters.
  - Ideally, attach all the boards side by side to a wall or on boards, so that you can walk back and forth in front of them and point out interrelated facts.
  - If this is not possible, use a poster stand to present the 5 boards one after the other.

"Read the 10 FACTs flyer several times. Keep the flyer at hand during the exercise, and check back if necessary."



**During the session:**

3. Organize the group in a half-circle around the place with the boards.
4. Tell them that they will learn about the environmental topic by following a series of 5 information boards.
5. Show board 1 and read the text for fact 1. Make sure that everybody can see the board.
6. Optionally, you can engage in a discussion with the participants:
  - Ask them what else they know about this fact.
  - Summarize and add any other information that you know about this fact from the flyer.
7. Repeat steps 5 and 6 for each of the remaining facts shown on the 5 information boards.
8. Discuss how facts shown on different posters are related to each other. Especially, point out cause-effect relations, so that the participants understand how the different facts are connected.

**Conclusion & Remarks**

- After all facts have been presented, wrap-up by asking a few questions, for example:
  - What did you learn from this presentation?
  - Why do you think this topic is important?
  - What do the information boards ask you to do?
  - Which activities could you introduce in your village or institution to improve the situation?
- You can do this in plenary, writing down all the answers on a flipchart. Or you can form groups of 5-7 participants, asking them to discuss the questions and present their results with MOVE cards on pinboards.
- At the end of the session, hand out 10 FACTs flyers about the topic to government authorities as giveaways.

The 10 FACTs Information boards and the 10 FACTs flyers are available for the following environmental topics: Biodiversity; Climate Change; Co-Management of Protected Areas; Forests; Wildlife.



You can download the 10 FACTs Information boards and the 10 FACTs flyer for this tool from <http://laos-proceed.com/materials> under Flyers and Information boards



If you need high quality prints of these materials, please contact **ProCEED project at DEQP**

## 10 FACTs illustration posters on wildlife



### Purpose

- Introduce the 10 most important facts about wildlife conservation, using illustrations only.
- Engage participants in a discussion about wildlife conservation, so that they learn the most important facts.



### Participants

- Adults, Youth
- Group size: 15-30 participants
- Especially useful for participants who are not able to read Lao



### Materials

- 10 large-size illustration posters on wildlife conservation, one for each fact. Min size: 40x60 cm, better 80x120 cm.
- Wall, poster stand or similar to put up the illustration posters
- 10 FACTs flyer about wildlife conservation, for the presenters to learn and memorize the key information
- Additional 10 FACTs flyers for government authorities, as giveaway at the end of the session



### Time

30-60 min



### Process

#### Preparation:

1. Make yourself thoroughly familiar with the 10 facts about wildlife conservation, so that you can explain them to others. Make sure you understand every fact and also how they are related.
2. Prepare the place for presenting the posters.
  - Ideally, attach all the posters side by side to a wall or on boards, so that you can walk back and forth in front of them and point out interrelated facts.
  - If this is not possible, use a poster stand to present the 10 posters one after the other.





### During the session:

3. Organize the group in a half-circle around the place with the posters.
4. Tell them that they will learn about wildlife conservation by following a series of 10 illustrations.
5. Show poster 1 and read its title. Make sure that everybody can see the poster.
6. Engage in a discussion with the participants:
  - Ask them what they see in the illustration.
  - Repeat all their main answers.
  - Ask them what they think about these observations.
  - Use 'Why' questions to bring out the cause-effect relations that are shown in the illustration.
  - Summarize and add any other important information that you know from the 10 FACTs flyer.
7. Repeat steps 5 and 6 for each of the remaining posters.
8. Discuss how facts shown on different posters are related to each other. Especially, point out cause-effect relations, so that the participants understand how the different facts are connected. You can use the "But why?" technique on page 34).



### Conclusion & Remarks

- After all posters have been discussed, summarize and wrap-up by asking a few questions, for example:
  - What did you learn from this presentation?
  - Why do you think wildlife conservation is important?
  - What do the 10 illustrations ask you to do?
  - Which activities could you introduce in your village or institution to improve the situation?

If participants can read and write Lao, you can ask them to discuss these questions in small groups and present to the plenary. In this case, you may also need MOVE materials (cards, pens, pins, boards etc.) for this exercise.



You can download the 10 FACTs Information boards and the 10 FACTs flyer for this tool from <http://laos-proceed.com/materials> under Flyers and Information boards



If you need high quality prints of these materials, please contact ProCEED project at DEQP



# Learning boards



## Purpose

- Introduce key facts about a specific environmental topic by using illustrations that show how things in nature are connected and/or differences between positive and negative environmental practices.
- Engage participants in a playful discussion about that topic, so that they learn the most important facts.



## Participants

- Adults, teenagers, children
- Group size: 15-30 participants



## Materials

- Large-size learning boards about the topic that show how things in nature are connected and/or differences between positive and negative environmental practices
- Wall, poster stand or similar to put up the learning boards
- 10 FACTs flyer about the topic, for the presenters to learn and become familiar the key information
- If participants can read Lao, additional 10 FACTs flyers as giveaway at the end of the session
- Optional if participants are children: black-and-white sheets of the learning boards and coloring pencils



"Read the 10 FACTs flyer several times. Keep the flyer at hand during the exercise, and check back if necessary."



## Time

30-60 min





## Process

### Preparation:

1. Make yourself thoroughly familiar with the 10 facts about the environmental topic you intend to explain. Make sure you understand every fact and also how they are related.
2. Prepare the place by attaching the learning boards next to each other to a wall or board.

### During the session:

3. Organize the group in a half-circle around the place with the learning boards.
4. Tell them that they will learn about the environmental topic by looking at a good and a bad situation.
5. Optional for children: Sing a song with them that is related to the topic, and discuss briefly what the song means.
6. Show the learning boards and mention the topic. Make sure that everybody can see the boards.
7. Engage in a discussion with the participants by asking them questions such as:
  - Which elements do you see in the boards?
  - Can you explain how things presented in the boards are connected in nature?
  - Which differences can you see when you compare the positive and negative environmental practices?
  - What do you think could be reasons for these differences?
  - Which aspects from the learning boards have you also seen your own town, village or school?
8. Add any important information that you know from the 10 FACTs flyer.
9. Optional: If there are children, you can use small-size black-and-white copies of the learning boards for coloring activities.



## Conclusion & Remarks

- At the end of the exercise, summarize and wrap-up by asking a few questions, for example:
  - Why do you think this topic is important?
  - What are the most important things in nature that are connected in relation with the topic?
  - What could you do in your town, village or school to improve the situation?

The learning boards are available for the following environmental topics: Forests and Natural Disasters; Waste Management. The black-and-white sheets for coloring activities are available for Waste Management.



If you need high quality prints of these materials, please contact [ProCEEd project at DEQP](#)

# Using films



## Purpose

- Convey key messages about a specific environmental topic by showing and discussing a film.
- Show aspects of environmental topics in the context of a story provided by the film.
- Use the film's story to stimulate a discussion among community members about how the shown topic relates to their own life.



## Participants

- Adults, teenagers, children
- All members of a community



## Materials

- Environmental film of about 15 min length on DVD or computer
- Projector
- Screen
- Speakers



## Time

45 min







## Process

1. Set up the equipment at the venue, and make sure everything functions properly.
2. Gather the participants and introduce the overall topic of the session.
3. Announce the title of the film, and give a short summary of what the participants are going to see in the film.
4. Start screening the film.



## Conclusion & Remarks

- After showing the film, moderate a discussion about the content and how it relates to the audience's own life. Use questions such as:
  - What did you observe in the film?
  - What were the main problems shown in the film?
  - What type of solutions did the film suggest?
  - Which similar situations or problems do you have in your own community?
  - How does your community deal with these situations or problems.
  - Which solutions shown in the film may be implemented in your community?
  - Which other solutions may be implemented in your community?

Films may be used as part of the evening program in a community. They are also a valuable tool for schools, workshops, trainings, etc., provided the technical equipment is available.



You can find a broad variety of environmental films on the internet. A great source are the films produced by ProCEED, as they relate directly to the situation in Laos, and many of them are available in Lao language. You can find them at <http://www.laos-proceed.com/materials> under TV & feature films



# School of your dreams



## Purpose

- Allow students to deepen their understanding of one or more environmental topics.
- Help participants apply what they have learned about that topic to their own situation.



## Participants

- Teenagers, children



## Materials

- Paper
- Pencils and color pens
- Pinboard and pins, or wall and tape
- Flipchart



## Time

30-40 min



## Process

1. Choose an environmental topic that is relevant for the students in the school that you will work with.
  - For example: Waste management, wildlife protection, or biodiversity.
2. Introduce the chosen topic or topics by giving some information about it.
  - You may want to use other tools for this, such as 10 FACTs Illustration posters (page 66), Learning boards (page 68) or the Comic on wildlife protection (page 78).
3. After you have finished the introduction, distribute paper, pencils and colors pens to all students.
4. Ask them to draw the school and environment of their dream, thinking of the topic you just discussed:
  - What do they want their school to look like in the best situation?
5. Give them 15-20 minutes to complete this task.
6. When they have finished, ask everybody to put their pictures on the pinboard or wall.
7. Let everybody look at all the pictures, then let them vote for the most beautiful one.



8. Ask the owner of the most beautiful picture explain:
  - What does your picture represent?
  - Why did you draw it like this?
9. Facilitate a discussion with the other students:
  - Do they agree or not ?
  - Is anything important still missing on the most beautiful picture?
10. Proceed to the conclusions.



## Conclusion & Remarks

- After the students have agreed what the school of their dreams should look like, ask them what they will do about it.
- Write each activity that they mention on a flipchart.
- Then develop a class plan together with the students, so that they will achieve the school of their dreams.
- At the end, give the plan to the teacher and ask everyone to keep it and follow up on the activities.

### Example for a class plan:

Activity	How many?	When?	Who is responsible?
Cleaning school yard	1 x per week	Every Monday	Class A
Planting trees	20	1st of April	Class B

# Telling a story



## Purpose

- Help primary school children understand how many benefits people get from the forest.
- Promote children's appreciation for nature as a source for human well-being.



## Participants

- Children



## Materials

- Picture book with a story about a forest



## Time

15 min



## Process

1. Gather the students and organize their seats so that all can see the book clearly.
2. Introduce yourself and the title of the story.
3. Read the book to them, or tell the story from the pictures.
4. When you have finished telling story, ask the students what they remember from it.
5. Take a few answers and proceed to the conclusions.





## Conclusion & Remarks

- To conclude this exercise, ask the children why they think trees and forests are important for people. Ask what they heard in the story, and also what they know from their own lives.
- Repeat or summarize their answers, so that they feel reconfirmed.
- Add any other information that they did not mention:
  - Food: there is a lot of food that we get from the forest, for example vegetable, fish, meat or spices.
  - Clothes: some plants can be used to make clothes, for example cotton, silk, or the bark of a tree.
  - Housing: we can take a wood from the forest to build our house.
  - Medicine: there are a lot of herbs in the forest that can help us when we are ill.
- Finally, summarize by telling the children that forests are really our treasure: They satisfy our basic needs by providing food, clothes, medicine and homes, and they are also a source of income for many people.

Instead of a picture book that comes with a story, you can also use a large picture of forest life and invent your own story. In this case, you should choose a large picture or illustration that shows many different aspects of the forest. Also, try to invent a story that is interesting for the children and that relates aspects of their own lives to the forest.



# FlexiFlan stories



## Purpose

- Explore facts and ideas using a flexible storytelling approach with figures and objects.
- Use a playful way to help people understand important information and its context.
- Allow people to explain their own perspectives or solutions.



## Participants

- Adults, teenagers, children
- Especially useful for rural communities, and for children or teenagers



## Materials

- 1 board covered with thick soft cloth, such as flannel.
- 1 stable stand for the board
- A variety of figures and objects from rural life, made of cardboard or plywood
- Velcro tape or glue mixed with saw dust



## Time

30-90 min



## Process

### Preparation: Producing a FlexiFlan set

1. Create a board of size 100 x 75 cm and cover it with thick soft cloth such as flannel.
2. Use cardboard or plywood to cut out a variety of different figures and objects that are related to village life, and natural resources: men, women, young, old, trees, crops, rivers, mountains, houses, schools, etc.
3. Make them big enough to be seen from a distance of 8 meters; the minimum should be 15-20 cm in height.
4. The figures and objects should be familiar to the participants' daily life and problems.
5. Color the figures and objects with water-resistant paint.
6. Put Velcro tape or glue mixed with sawdust on the back of the figures and objects, so you can stick them on the flannel.
7. Store the figures and objects in a safe place.

*"You should study  
the 10 FACTs flyer  
for the topic, so  
that you can  
explain all the  
key informati-  
on."*



**During the session:**

8. Introduce the topic to be explored in this session, for example wildlife protection or forest conservation.
9. You can either start telling a story about this topic, or you can let participants present their own perspectives or solutions.
10. If you present the story, illustrate it step by step, by putting figures and objects on the flannel board, and later moving them around to show what happens in the story. Make sure your story contains key facts about the topic, so that participants learn something new.

**Conclusion & Remarks**

- Conclude the session by a brief summary discussion, asking questions such as:
  - What have you learned from this story that we developed together?
  - Why is it important for your village to take care of the situation? How could you improve it?

Flexiflan means using **flexible** figures and objects on a **flannel** board = FlexiFlan. By moving the figures and objects around on the board while telling a story, different aspects of a situation can be portrayed. As an alternative to telling a story by yourself, you can let participants present their own perspectives or solutions. In this case, set up groups of 5-7 participants and let them discuss for 30 min a question like

- What should your dream village look like?
- Why should your village protect wildlife / the forest?

The groups should then develop a story to explain their ideas using the FlexiFlan figures and objects. Ask the groups to start with a situation as it exists in their community at the moment, and then to develop a situation that shows their ideas for future solutions.

Finally, up to 3 presenters per group should come forward and tell their story by moving the figures and objects around on the board or by adding new ones.



# Comic on wildlife protection



## Purpose

- Introduce the 10 most important facts about wildlife conservation.
- Engage participants in a discussion about wildlife conservation, so that they learn the most important facts.



## Participants

- Adults, teenagers, children
- Group size: 15-30 participants
- Especially useful for participants who are not able to read Lao



## Materials

- One comic book "My Little Deer Friend. A story about wildlife protection in Laos" for every participant
- 10 FACTs flyer about wildlife conservation, for the facilitators to learn and memorize the key information



## Time

45-90 min



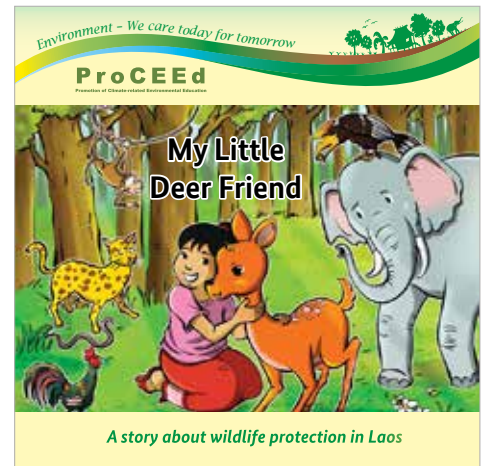
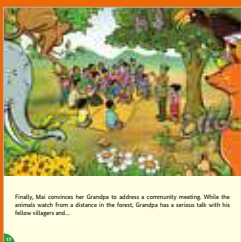
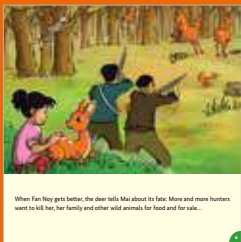
## Process

### Preparation:

1. Make yourself thoroughly familiar with the comic, and also with the 10 facts about wildlife conservation, so you can explain them to others. Make sure you understand every fact and also how they are related.

### During the session:

2. Organize the group in a half-circle around the place where you sit.
3. Tell them that they will learn about wildlife conservation by following a story about Mai, a village girl, who makes friends with a little deer in the forest.
4. Hand out one copy of the comic book to each participant.
5. If the participants can read, give them some time to read the comic by themselves.
6. Ask them to open page 1 and 2 of the comic, and read the text to them aloud.
7. Engage in a discussion with the participants:
  - Ask them what **they** see in the illustrations.
  - Ask them if there is anything they don't understand. If so, explain it to them in your own words.



- Ask them what kind of new information they learn from this illustration.
- Use 'Why' questions to bring out the cause-effect relations that are shown in the illustrations.
- Summarize and add any other important information that you know from the 10 FACTs flyer.

8. Repeat steps 6 and 7 for the following double pages: 3+4, 5+6, etc.

9. Discuss how different pieces of information that are contained in the story and shown on different double pages are related to each other. Especially, point out cause-effect relations, so that the participants understand how the different facts are connected.



## Conclusion & Remarks

- After you have told the entire story and discussed all the illustrations with the participants, summarize and wrap-up by asking a few questions, for example:
  - What, in your own words, is this story all about?
  - What does Mai learn from Noy and the other animals?
  - What does Mai learn from her grandfather?
  - Why is it important to protect wildlife?
  - What does the comic ask you to do?
  - Which activities are included in the villagers' pledge to conserve forests and wildlife.
  - Which additional activities could you introduce in your village to conserve forests and wildlife?

If participants can read and write Lao, you can ask them to discuss these questions in small groups and present to the plenary. In this case, you will also need MOVE materials (cards, pens, pins, boards etc.) for this exercise.

You can also make a summary by using the recommendations for 'Protecting Wildlife Means Protecting Ourselves' on page 22 of the comic book.

While you should study the 10 FACTs Flyer on Wildlife conservation before starting the session, you can also find a very short summary of the 10 facts on page 21 of the comic book.



You can download the comic book "My Little Deer Friend. A story about wildlife protection in Laos" and the 10 FACTs flyer for this tool from <http://www.laos-proceed.com/Manual/wildlife-comic> and under Flyers



If you need high quality prints of these materials, please contact [ProCEED project at DEQP](#)



# Songs and dance



## Purpose

- Make children aware of the beauty and importance of nature.
- Teach names of plants or animals, and some of their characteristics, in a playful way.
- Use songs and dance to introduce other exercises about nature and the environment.



## Participants

- Children, teenagers



## Materials

- Text of a song about plants or animals in nature
- Plastic sheets, or in dry weather paper sheets, for each participant to stand on



## Time

10-15 min





## Process

### Preparation:

1. Write the text of the song on a flipchart or blackboard.
2. Think about different actions that fit the song, for example, lifting and moving the arms like a bird, or making sounds of a specific animal.

### During the session:

3. Gather the students in a circle and introduce the name of the song.
4. Distribute plastic or paper sheets over the floor, each of them representing a plant or animal: One sheet less than the number of participants.
5. Sing the song 1 or 2 times, while the participants listen.
6. Then ask them to sing along with you, line by line, until they remember the full text and melody.
7. Introduce the dance action for each line of the song, then sing and do the dance action together.
8. Explain the game: Participants should now sing the song and dance around in the circle, until you give a sign. When you give the sign, everybody stops singing and has to find a plastic or paper sheet to stand on.
9. As there is one sheet less than the number of participants, one student will not find a place to stand. This person will leave the circle, and with him or her the plant or animal that the sheet represents disappears.
10. Take another sheet away from the floor, so there is again one sheet less than the number of participants still in the circle. This means that another plant or animal is lost from the circle.
11. Continue the game as before, until there is only one person left, who will be the winner.



## Conclusion & Remarks

- Close the session by asking how the students feel, and what they have learned from the song and game.
- You can also compare the game to the loss of happiness and wellbeing when we lose plants or animals in nature, just as we are unhappy when we lose a human being from our own community.

# Theater



## Purpose

- Wrap up an environmental education day by presenting a theater play about its main topic.
- Allow a community to reflect on the topic of that day by watching emotionally touching, dramatic events in a theater presentation that relates to socio-cultural traditions in the region.
- Use the theater play to connect different activities from the environmental education day's program.



## Participants

- Adults, teenagers
- All members of a community



## Materials

- Stage and background
- Costumes and other props for all actors
- Microphones, amplifier and speakers
- Stage lighting if performance takes place at night



## Time

10-30 days for developing, scripting and rehearsing the theater play  
30-45 min for performance and reflection







See the theater outline and script on forest protection as well as the program for a theater workshop in Vol. 2



## Process

### Preparation:

- Assemble a team of 10-15 people to develop, script and rehearse the theater play.
- Ensure a gender balance of women and men, and be careful not to assign more roles than the number of actors can take.
- The performance of the play should take a maximum of 20 minutes. It should, therefore, have no more than three acts, possibly with short interludes between the acts.
- The story line should be simple and easy to understand, and it should mirror village life and typical village characters, situations, problems and conflicts.
- The story should culminate in conclusions or solutions, which present positive behavior and practices, and are related to the topic of the environmental education event.
- Identify adult and teenage actors for 4-8 roles to be played out.
- Select a topic for the play that relates to the topic of the environmental education event, for example forest protection or wildlife conservation.



### Theater

- Develop, edit and rehearse the script with the team, in one or several workshops of 3-5 days.
- If possible, work with professional theater experts who are able to train and coach the team members.
- Be sure to buy and/or produce by costumes and props for all actors on time for both the rehearsals and the actual performance.
- It is also a good idea to include a few funny moments in the script, so that the play has moments of both reflection and entertainment. If possible, use proverbs, metaphores or myths that are embedded in the socio-cultural traditions of the region.

#### During the event:

- Set up the stage, including backstage, lighting, microphones, amplifier and speakers.
- Gather the community for the theater program.
- Ask a local authority to give some opening remarks.
- Introduce the program, then announce the play and ask the team of actors on stage.
- Let the actors perform the play.





## Conclusion & Remarks

- After the play, wrap up by moderating a brief reflection among the participants, using questions such as:
  - What do you feel after watching the theater play?
  - Which action or statements in the play were most special for you?
  - Are there any thoughts or ideas about these actions or statements you would like to share?

In a relaxed and entertaining way, theater plays allow reflection of emotions and perspectives on the main topic of an environmental education event.

Theater plays have always been part of ProCEED's environmental bus tours' daily village program, which is described in more detail in Vol. 1 and Vol. 2. In addition to drama played out by human actors, ProCEED has also used other forms, e.g., shadow play, and puppet theater with small hand puppets or large marionettes, the hands or legs of which are sometimes integrated with the puppeteer's hands or legs.



# Village radio show



## Purpose

- Wrap up focus group discussions from an environmental education day in a village by presenting a simulated radio show.
- Allow the community to reflect on that day, by listening to selected statements in simulated radio interviews.
- Use the simulated radio show to bridge the day's program with other activities in the evening.



## Participants

- Adults, teenagers
- All members of a community



## Materials

- Audio recorder or other recording device, e.g., smartphone
- Microphone
- Amplifier and speakers



## Time

90 min for scripting and rehearsing the simulated radio show  
20-30 min for performing and reflecting the show



## Process

### During the day:

1. Assign 1-2 team members to be responsible for scripting and rehearsing the simulated radio show during the afternoon of an environmental education day.
2. Identify a few adults and teenagers from the community who are willing to play out 4-6 roles in a simulated radio show. One role is the radio reporter, the other roles are community members to be interviewed. Ensure a gender balance of women and men.
3. Explain to them that they will perform simulated radio interviews, which will be part of the evening program in the community to conclude the environmental education day.
4. Together with the group, select a topic that relates to the main theme of the day.
5. Develop and rehearse a script for the simulated radio interviews at one of the community member's house, an office or the community hall.

6. The show should capture main points raised during the focus group discussions that took place in the afternoon.
7. It is also a good idea to capture a few funny moments, so that the performance in the evening becomes a moment of both reflection and relaxation.

#### **In the evening:**

8. Set up the audio recorder, microphone, amplifier and speakers.
9. Gather the community for the evening program.
10. Ask a local authority to give some opening remarks.
11. Introduce the evening program, then announce the radio show and ask the radio reporter and the community members to be interviewed on stage.
12. Let the reporter and the community members perform their simulated radio show.



## **Conclusion & Remarks**

- After the show, wrap up by facilitating a brief reflection among the participants, using questions such as:
  - What do you feel after listening to the radio show?
  - Which statements in the interviews were most special for you?
  - Are there any thoughts or ideas about these statements you would like to share?

The simulated radio show should be one of the first activity of the evening program. In a relaxed and entertaining way, it allows reflection of different statements and opinions raised during the day, and builds a bridge to other elements of the evening program, such as a theater performance or other activities.

The simulated radio show is often part of the environmental bus tours' daily village program described in more detail in Vol. 1 and Vol. 2. It is an alternative to the tool called Village video recording and screening.

An additional option is to actually record the simulated show. However, this should be discussed with and decided by the community members. Communities often do not want any recordings, simulated or not, because they feel they can speak out more openly if their discussions are off-record.

In case you do record the show, you can use its discussion and statements for further environmental education activities, e.g., opening a workshop discussion on the same topic with teasers or statements taken from it.



## Village video recording and screening



### Purpose

- Wrap up an environmental education day in a village by screening activities and discussions that occurred during the day.
- Allow a community to reflect on that day, by observing themselves and their discussions in a video.
- Use the video to bridge that day's program with other activities in the evening program.



### Participants

- Adults, teenagers, children
- All members of a community



### Materials

- Video camera
- Projector and screen
- Speakers



### Time

All day for recording the video  
45 min for screening and reflection



### Process

#### During the day:

1. Assign 1-2 team members to be responsible for video recording during an environmental education day.
2. Their task is to record sequences of all activities that occur during that day: the children's' activities in the morning, and the community discussions in the afternoon.
3. The sequences of video should show a broad variety of activities and discussions, and capture special moments such as the reactions of children to games and exercises, walks through the village, production of maps, and the community's focus group discussions of different topics, etc.
4. It is also a good idea to capture a few funny moments, so that the screening in the evening becomes a moment of both reflection and relaxation.

#### In the evening:

5. Set up the projector, the screen and the speakers.
6. Gather the community for the evening program.
7. Ask a local authority to give some opening remarks.
8. Introduce the evening program, then announce and screen the video.





## Conclusion & Remarks

- After the show, wrap up by facilitating a brief reflection among the participants, using questions such as:
  - What do you feel after watching the video?
  - Which moments of today were most special for you?
  - Are there any thoughts or ideas about this day that you would like to share?

The video screening should be one of the first activities of the evening program. In a relaxed and entertaining way, it allows reflection of what happened during that day, and builds a bridge to other elements of the evening program, such as a theater performance or other activities.

Please note that, whether or not you can use this tool should be discussed with and decided by the community members. Communities often do not want any recordings, because they feel they can speak out more openly if their discussions are off-record.

Village video recording and screening have often been part of the environmental bus tours' daily village program, as described in more detail in Vol. 1 and Vol. 2. It is an alternative to the tool "Village radio show".



# Find the treasure



## Purpose

- Help students discover and learn about the diversity and the potential of plants in their environment.
- Promote understanding of the many benefits that plants provide for human beings.



## Participants

- Teenagers, children



## Materials

- Boards and pins or tape
- Scissors
- Paper and markers



## Time

45-90 min



## Process

1. Form 2-3 groups of about equal size.
2. Ask each group to spread out around the school and collect pieces of at least 10 different plants, for example leaves, seeds, a piece of bark, etc. Tell them that they have 20 minutes for this task.
3. When they are back, give each group one set of materials: board with pins or tape, scissors, paper and marker.
4. Ask each group to create an information board, presenting the pieces of the 10 plants that they found.
5. Ask each group to present its board to the other participants, telling the names of the plants and what they know about the potential and benefits of this plant.
6. While each group is presenting, ask the other groups what they know about the different plants, and give any other information that you have and which the students may not have mentioned.



## Conclusions & Remarks

- After all groups have presented their boards, wrap up and summarize by asking questions such as:
  - What have you learned from this exercise?
  - What did you find surprising?
  - What conclusions do you draw?

Students often find it surprising that there are a lot of different plant species, even within the limited area around their school. Each plant has a different potential for us humans: some are herbs, some are food, some serve as decoration. Therefore, all plants should be regarded our treasure, which should stay with us forever.

As an alternative to plants, you can run this game with small wild animals. Students may find spiders, insects, beetles, etc. in the school yard and garden. This will bring out information on how small wild animals support the balance in nature, and also how they have potential for humans, especially regarding food. Of course, the students will only collect the animals, for example in boxes, and set them free again afterwards!

'Find the treasure' can be used as an introduction to more comprehensive discussions on the life-supporting treasures that a healthy environment and especially forests provide to humans: food, medicine, material for clothes and house construction, water storage, fresh air etc.



# Mini booklet on plants



## Purpose

- Let participants discover plants or other natural resources from their own environment.
- Stimulate a discussion about these plants or other natural resources.



## Participants

- Teenagers, children



## Materials

- One A4-print of the template on the next double page, which shows pictures of nuts.
- Small drawings of 14 plants of your choice. Maximum size per drawing: 6 x 4 cm.
- Sheets of A4-size paper to make further copies (1 for each participant)
- All-purpose glue
- Scissors



## Time

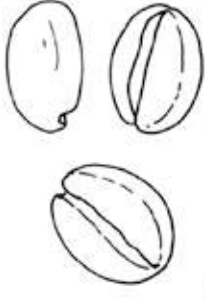
60 min for producing the booklets, provided all materials are readily available  
30-45 min to discuss the booklet



## Process

### Preparation:

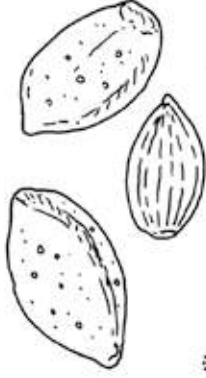
1. Choose a main topic for your booklet, for example "Flowers in my area".
2. Select 14 different flowers to be shown in your booklet.
3. Produce small drawings (max 6 x 4 cm) of each of the 14 flowers, or get the illustrations from elsewhere. For a coloring activity with children, the illustrations should be line-drawings.
4. Add the Lao name for each flower, in the same position as shown in the template. Also, be sure to keep the numbers in the same position and order!
5. Produce a nice cover and back page for your booklet, 14,5 x 5 cm in size.
6. Cut your 14 drawings out and glue them on top of the nuts illustrations in the template.
7. Cut your cover and back pages out and glue them on top of the striped cover/back fields in the middle of the template.
8. When your page is complete with all drawings, names and numbers, make as many photocopies of the page as you will have participants.
9. Follow the folding and gluing instructions on page 94.



Nut 5



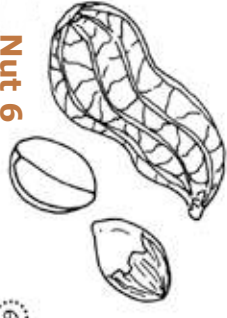
Nut 4



Nut 11



Nut 10



Nut 6



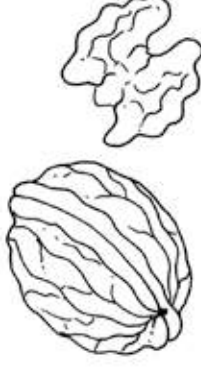
Nut 7



Nut 8



Nut 9



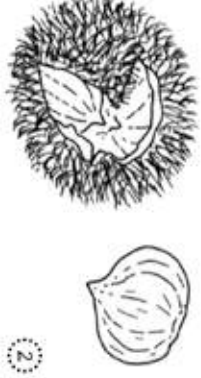
Nut 1

Title

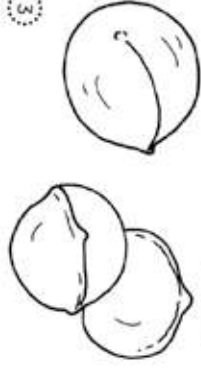
Imprint



Nut 14



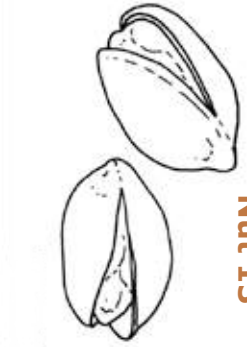
Nut 2



Nut 3



Nut 12

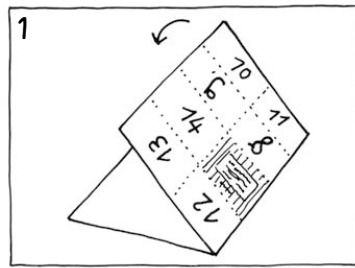


Nut 13

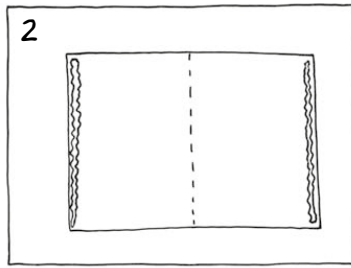
# Understanding the environment

## Discovering nature

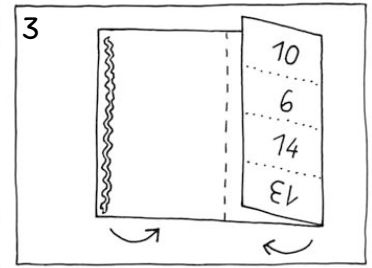
### Mini booklet on plants



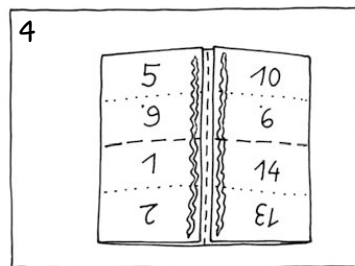
Copy the template page overleaf, which shows nuts. Observing the numbers on the page, fold it in the middle as shown on the picture above. Reinforce the fold with your fingernails, and open the page again.



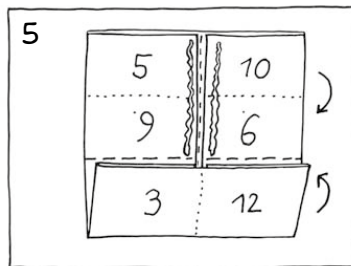
Turn the page, so that the illustrations are now facing below, and put a thin line of all-purpose glue (approx. 2 mm) on the outer edges of the two short sides of the paper.



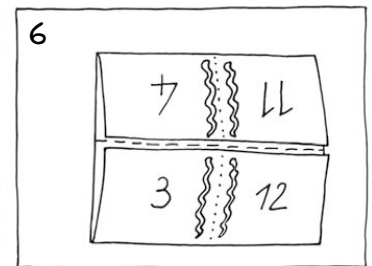
Fold both short sides towards the middle, as shown in the picture. Leave a space of about 2 mm between them, so that you can still see the folded in the middle.



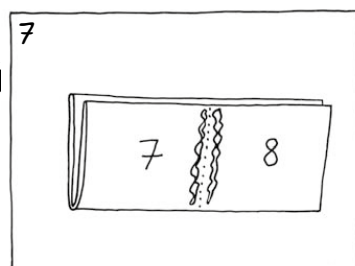
Fold the booklet along the dashed line shown above between 9/1, and 6/14, reinforce the fold with your fingernails, and open it again. Put a thin line of glue on the inner edges of the page.



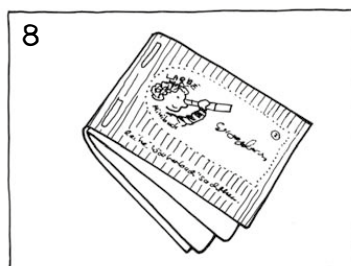
Fold the booklet again as in step 4, leaving a space of about 2 mm in the middle so that you can still see the folded in the middle.



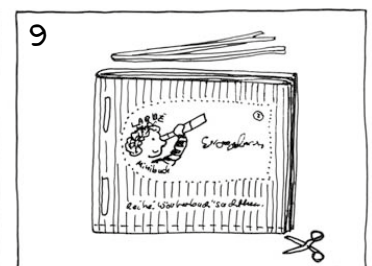
Your booklet should now look like this, with a space of 2 mm in the middle. Put thin lines of glue to the right and left of the folded line between page 4 and 11, and between page 3 and 12.



Now fold pages 3 and 12 onto pages 4 and 11. You should now see pages 7 and 8 from above. One final time, put thin lines of glue to the right and left of the fold in the middle.



Fold the booklet one last time, compress all the edges and reinforce them with your fingernails. Allow minimum 10 minutes for the glue to dry.



Finally, cut approx. 1 mm from the upper and lower edges (NOT the sides!), and open the booklet. Done!

"Check the link below under < Remarks > for sources."



### During the session:

10. Gather the children in a comfortable setting, preferably in a circle on the ground or around a table.
11. Hand out the mini booklet and colored pens.
12. Ask the children whether they recognize any of the plants, and whether they can name them.
13. Ask them how each plant is colored. If the children know, they can color the plant. If not, you can show them a colored image of the plant and ask them to color the plant in their booklet accordingly.
14. Ask them whether they know anything else about the plant, for example where it grows, how much sunlight it needs, what plants are its neighbors, etc.



### Conclusions & Remarks

- To conclude the session, suggest that the children take the booklet home to their families and ask their parents and siblings what they know about the plants shown in the illustrations. At a next session, for example the next day of school, you can follow-up by asking what their families said.

As very few learning aids about the environment are available in Laos, these mini booklets can be an asset for rural schools and teachers. Especially for children of grade 1-4, the booklets may provide a first opportunity to discover plants or other natural resources from their own environment, learn their names, shapes and colors, and reflect about how these plants are connected to other things in nature.

There are many ways to work with this type of mini booklets, for example:

- Instead of plants, you could also produce a booklet with animals or, more specifically, endangered species, birds, insects, fish etc. in your area.
- Instead of a coloring activity for children, you can use colored pictures and just discuss the plants or animals with the participants.
- Instead of yourself producing the booklets for children, you can produce them together with others, for example teachers, trainers or moderators, who will later use them with their own group of participants.
- Instead of drawing the illustrations, you can get them from elsewhere. For example, you will find a lot of illustrations of plants and animals you could use at Big Brother Mouse, e.g.,

<http://www.bigbrothermouse.com/books/flowersiknow-book.html>



## Nature camera



### Purpose

- Raise awareness and sensitivity for nature and the environment.
- Make participants consciously perceive nature.
- Promote trust and teamwork among the participants.



### Participants

- Adults, teenagers, children
- Even number to form pairs of two



### Materials

- 1 blindfold per pair of two



### Time

45 min



### Process

1. Form teams of two
2. Provide blindfolds for every team
3. Read the instructions aloud from the flipchart.
4. Explain how photos will be taken:
  - The photographer leads the camera carefully to a spot of his or her choice.
  - At the spot, the photographer adjusts the camera, by softly pushing or turning the camera to the right height, angle and distance, and pointing the person's face to the object to be photographed.
  - When the position is reached, the photographer gently pulls the ear of the camera.
  - This sign triggers the shot: the camera lifts the blindfold for 5 seconds, observes carefully what is in front of him or her, and tries to remember as many details as possible.
  - After 5 seconds, the camera puts the blindfold back on, and the photographer leads the camera to the next place.
5. Start the process and allow 15 min for the first round.
6. After 15 min, make sure all pairs switch roles and start over for the second round.



## Instructions

- In the pair, one of you will be photographer, the other will be the camera.
- Decide who takes which role first.
- The person who is the camera gets blindfolded
- The photographer leads the camera to 3-4 different places to take photos, as explained by the moderator.
- In each spot, the camera has 5 seconds to see and remember as many details as possible.
- After 3-4 photos have been taken, it's time for 'developing' them.
- The photographer leads the camera back to the place of departure, where the blindfold is being removed.
- The camera then has to find back all the photographed places and objects.
- You have 15 minutes for this task.
- Afterwards, change roles and repeat.



## Conclusions & Remarks

- At the end, bring all participants together and moderate a discussion, using questions such as:
  - How did you feel, as camera and as photographer?
  - As camera, when did you feel safe or unsafe?
  - As photographer, how did you deal with the responsibility for the other person?
  - Which pictures were easy to remember or relocate, and which were difficult?
  - What was your favorite picture and why?
- If time allows, you can ask each pair to exhibit their best shots.

Participants usually have a lot of fun with this exercise, especially with the part where the cameras have to find back the photographed objects. To make the task a little more difficult, the photographers can go to very special spots, or confuse the cameras by many turns and changes of direction. To make it easier, the cameras can be asked to find back the spots after each individual photo has been taken. As an alternative to finding back the photographed spots, you can ask the cameras to draw them as precisely as possible. In this case, photographers and cameras should have changed roles already, so everyone 'develops' the photos at the same time and they can exchange them afterwards. Remember that you need paper and pencils as additional material for this version of the game.

## Small animal zoo



### Purpose

- Draw attention to the diversity of life right under our feet.
- Stimulate a discussion about the importance of small animals, mostly insects, that are often ignored.
- Make students aware that all life depends on a balance in nature, which includes small animals.



### Participants

- Children, teenagers
- Best for using in schools, for example in the schoolyard



### Materials

- A flat stone, minimum the size of a dinner plate
- Optional: 4 sticks and a string, to build a fence around the stone



### Time

20-30 min for preparation, plus a 5-7 days waiting period for the animals to come  
30 min for the session



### Process

#### Preparation:

1. Select a shady place, ideally under a bush or tree. Size approximately 1 x 1 m.
2. Slightly loosen up the soil, with a rake or similar tool.
3. Put some leaves, small twigs and pebble stones on the soil, and give it a little water.
4. Put the flat stone loosely on top of everything. Do not push or press.
5. Put some leaves around the edges of the stones, and add a little more water.
6. Optional: fence the place using 4 sticks and a string, to make it special.
7. Wait 5-7 days for the animals to inhabit the place. A rich diversity of life is going to develop under the stone, but have to be patient!  
→ In periods of draught, keep the place moist by giving it the occasional bit of water. However, do NOT keep the place too wet!

**During the session:**

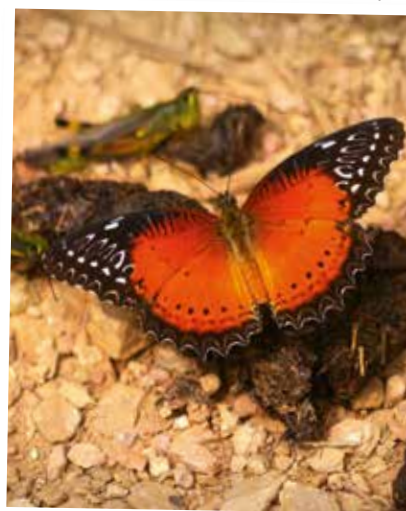
8. Announce that today will be the opening ceremony of the zoo.
9. Take the participants to the place with the stone.
10. Ceremoniously, take the stone away and, together with the participants, admire what's there.
11. Proceed to the conclusions, and at the end of the session, put the stone back in its place.

**Conclusions & Remarks**

- Moderate a discussion about all the animals that you find under the stone. There will be worms, woodlice, snails, centipedes, spiders, etc.
- Ask the students which animals they know, and what they know about them. For example: What their names are, where they usually live, or what they eat.
- The students will also have many questions. For example: Where the eyes of a snail are, how many legs a centipede really has, which animals like each other, or which animals eat other ones. Be sure to have at least basic knowledge about the most prevailing small animals in your region, so that you can answer these questions.
- Finally, point out how all these little animals are important to keep nature in balance.

Initially, some of the students may be scared looking at spiders, worms or other insects. However, in most cases, any negative feelings rapidly turn into curiosity, as they learn more about each animal. The point of this exercise is to make them aware that all life, including that of humans, depends on each and every one of these little creatures.

Putting the stone back at the end of the session allows you to follow up on this exercise, by taking the students for another visit to the the zoo after some time. With time, you might find a full 'hotel' of insects, or a completely new biotope that may have developed nearby.





# Memory game on wildlife



## Purpose

- Help participants learn the names, habitats, ecology of life, and threats to rare but hunted wild animals.
- Provide information about endangered animals that are protected by Lao law.
- Foster participants' emotional relation to wild animals.



## Participants

- Adults, teenagers, children
- Max 15 people



## Materials

- Set of 32 memory cards = 16 pairs of cards showing wild animals
- In each pair, card 1 shows only a picture of the animal, card 2 has the picture plus a detailed description
- Table or floor mat



## Time

20-30 min



## Process

1. Ask all participants to sit around a table or floor mat.
2. Mix the 32 cards and spread them upside down in the middle of table or floor mat.
3. Ask the first person to turn around two random cards in a way that everybody can see them.
4. If the cards show the same animal, the person reads the text aloud. The other participants observe the card with the big picture, so they know which animal is being described. After reading, ask the entire group what else they know about this animal.
5. If the two cards show different animals, they will be turned around again and the next person can try.
6. Each time one person finds a matching pair of cards, he or she can keep them.
7. The goal for the participants is to remember which cards hide which animals, so that in the course of the game, they can find the matching pairs of cards.
8. At the end, the person who has found most matching pairs of cards is the winner.



## Conclusion & Remarks

- At the end of the game, wrap up by moderating some discussion around the following questions:
  - What have you learned from this game?
  - Why do you think this is important?
  - What can you do to help protect wild animals in Laos?

This exercise is exciting and also a competition. However, make sure that, while having fun, participants really learn important facts about protected animals and the related Lao laws.

As some animals exist only in particular areas in Laos, you can take out any cards showing animals that do not exist in the area where you use the game. In this case, just play the game with less pairs of cards.



If you need high quality prints of these materials, please contact [ProCEED project at DEQP](#)

# Jigsaw puzzle on wildlife



## Purpose

- Introduce the 10 most important facts about wildlife conservation, using jigsaw puzzles with illustrations.
- Engage participants in a discussion about wildlife conservation, so that they learn the most important facts.



## Participants

- Teenagers, children
- 10 groups, max. 5 people per group



## Materials

- 1 set of 10 jigsaw puzzles, each showing one fact on wildlife conservation



## Time

30-45 min



## Process

### Preparation

1. Make yourself thoroughly familiar with the 10 facts about wildlife conservation, so that you can explain them to others. Make sure you understand every fact and also how they are related.

### During the session

2. Form 10 groups of max. 5 participants in each group.
3. Tell them that they will learn about wildlife conservation by playing a game.
4. Give one jigsaw puzzle to each group.
5. Tell them that, at your sign, their task is to complete the jigsaw picture as quickly as possible.
6. Give the sign and let the groups start. The group that first completes the picture is the winner.
7. Still, wait until all groups have finished, then proceed to the conclusions.







## Conclusion & Remarks

- When all groups have finished, each group shows their picture to everybody else. Make sure that all participants can see the pictures.
- One by one, read the title of each picture aloud and moderate a discussion in plenary. For each picture, ask the following questions:
  - What do you see in this illustration?
  - What do you think about it?
  - What conclusions can you draw?
- Summarize each round of answers and add any other important information that you know from the 10 FACTs flyer. Make sure that the discussion relates to the life of the participants, so that they understand the importance of the topic for themselves and their families.

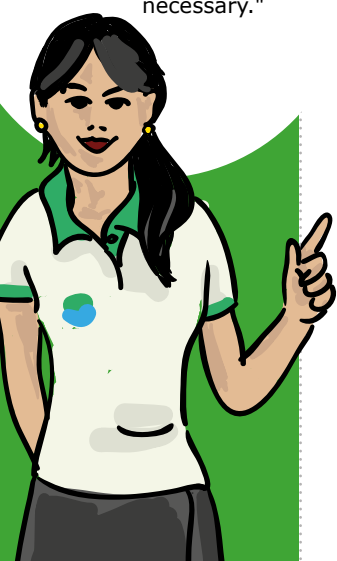
This exercise reveals the 10 most important facts on wildlife conservation in Laos and explain the threats and challenges to promote its conservation.



You can download the 10 FACTs Information boards and the 10 FACTs flyer for this tool from <http://www.laos-proceed.com/materials> under Information boards and Flyers



"Read the 10 FACTs flyer several times. Keep the flyer at hand during the exercise, and check back if necessary."



## 3D cube puzzle on forests



### Purpose

- Promote knowledge and understanding about the 10 most important facts about forest protection and natural disasters, using a playful, active way.
- Engage participants in a discussion about that topic, so that they learn the most important facts.



### Participants

- Adults, teenagers, children
- Two groups, max. 20 participants per group



### Materials

- Two mutually complementary puzzle sets of 9 cubes, one set for each group.
- 10 FACTs flyer about forest protection and natural disasters, for the presenters to learn and memorize the key information
- If participants can read Lao, additional 10 FACTs flyers as giveaway at the end of the session



### Time

30-45 min



### Process

#### Preparation:

1. Make yourself thoroughly familiar with the 10 facts about forest protection and natural disasters, so that you can explain them to others. Make sure you understand every fact and also how they are related.
2. Make yourself familiar with the cubes: Each set can be organized into 6 images, showing 5 facts in photos plus 1 title image. Together, both sets represent the 10 FACTs on forest protection and natural disasters.
3. Prepare the place for the groups to assemble the puzzles. Depending on the size of the cubes you are going to use, you need two tables or two mats on the floor, and enough space for all participants.

#### During the session:

4. Form two groups of about equal size.
5. Tell them that they will learn about forest protection and natural disasters by playing a competitive game.
6. Give each group one set of 9 cubes, making sure that you keep the right sorting:

## Instructions

- At the sign of the moderator, start to set up the puzzle.
- Group 1 starts by assembling the image for FACT 1.
- Group 2 starts by assembling the image for FACT 2.
- The group that first completes the image is the winner of this round.
- In later rounds, you will complete the other FACTs.

- Group 1 gets the cube set with FACTs number 1, 3, 5, 7 and 9, plus the title.
  - Group 1 gets the cube set with FACTs number 2, 4, 6, 8 and 10, plus the title.
7. Read the instructions for the first round aloud, then give the sign for the groups to start.
  8. When both groups have finished, declare the winner, and moderate a discussion about what they see on the images, using the questions given below in the conclusions.
  9. Start the second round. Now group 1 has to set up the image for FACT 3, and group 2 the image for FACT 4.
  10. Declare the winner of the second round, and moderate a discussion about what they see on these images.
  11. Continue for three more rounds, each time for the next pair of FACTs.
  12. At the end, the team that won most rounds is the winner of the game.



## Conclusions & Remarks

- After each round, moderate a discussion about the two FACTs that the groups have set up in this round, using questions such as:
  - What do you see in the image?
  - What do you think about it?
  - Which questions do you have about it?
- At the end of the game, moderate a discussion to relate the 10 FACTs to the participant's own reality. Use questions such as:
  - What have you learned from this game?
  - Which aspects of this do you know from life in your own community?
  - What conclusions can you draw?



You can either produce a cube set of your own, or you can get the materials, or the cube sets themselves, from the ProCEED office. Please contact [ProCEED project at DEQP](#) for more information.

## Dis / Agree quiz



### Purpose

- Repeat and reinforce knowledge that was covered in an earlier session.
- Help a participants relax after receiving input or hear presentations.
- Wrap up and close a session.



### Participants

- Adults, teenagers, children
- Min. 4, max. 30 participants



### Materials

- 10 quiz statements that relate to a topic covered in an earlier session
- Clothespins (10 x the number of participants)



### Time

20 min



### Process

#### Preparation:

1. Formulate 10 statements about a specific topic, for example, biodiversity or wildlife conservation.
  - Approximately half of the statements should be right, the other half should be wrong.
2. Mix the questions so that they are in random order.

#### During the session:

3. Ask participants to gather in the middle of the room.
4. Read the instructions to them.
5. Read the first statement and wait until all participants have made their choice.



## Instructions

- You will hear 10 different statements, which may be right or wrong.
- If you think a statement is right ("Yes"), move to the right side of the room.
- If you think a statement is wrong ("No"), move to the left side of the room.
- Those who go to the correct side of the room will receive a clothespin as reward.
- The person with the most clothespins at the end of the game is declared the winner.

6. Reveal whether the statement was right or wrong.
7. Give a clothespin as reward to all participants who chose the correct side of the room.
8. Repeat steps 5-7 for the remaining questions.
9. After finishing all questions, determine which person collected the most clothespins.



## Conclusion & Remarks

- This is a simple competitive quiz with some active elements. It is perfect to help participants relax, and a good method to repeat content that was covered earlier, for example, at the end of a longer session.





## Board game on energy flows in nature



### Purpose

- Help people understand how different elements in nature are connected, and how energies flow between these elements.
- Promote understanding of how human well-being depends on positive, uninterrupted energy flows.
- Show the impact on people's quality of life when energy flows are interrupted or disturbed.
- Use a playful way to introduce a discussion about biodiversity and its importance for human well-being.



### Participants

- Adults, teenagers, children
- Especially useful for village communities and government officials
- 24-40 participants, to form 8 groups of 3-5 participants in each group



### Materials

- Set of 8 game boards: size A1, landscape format, full color
- Set of 36 square element cards: size A6
- Set of 32 round impact cards: size 15 cm diameter
- Set of 2 round images: size 30-40 cm diameter



### Time

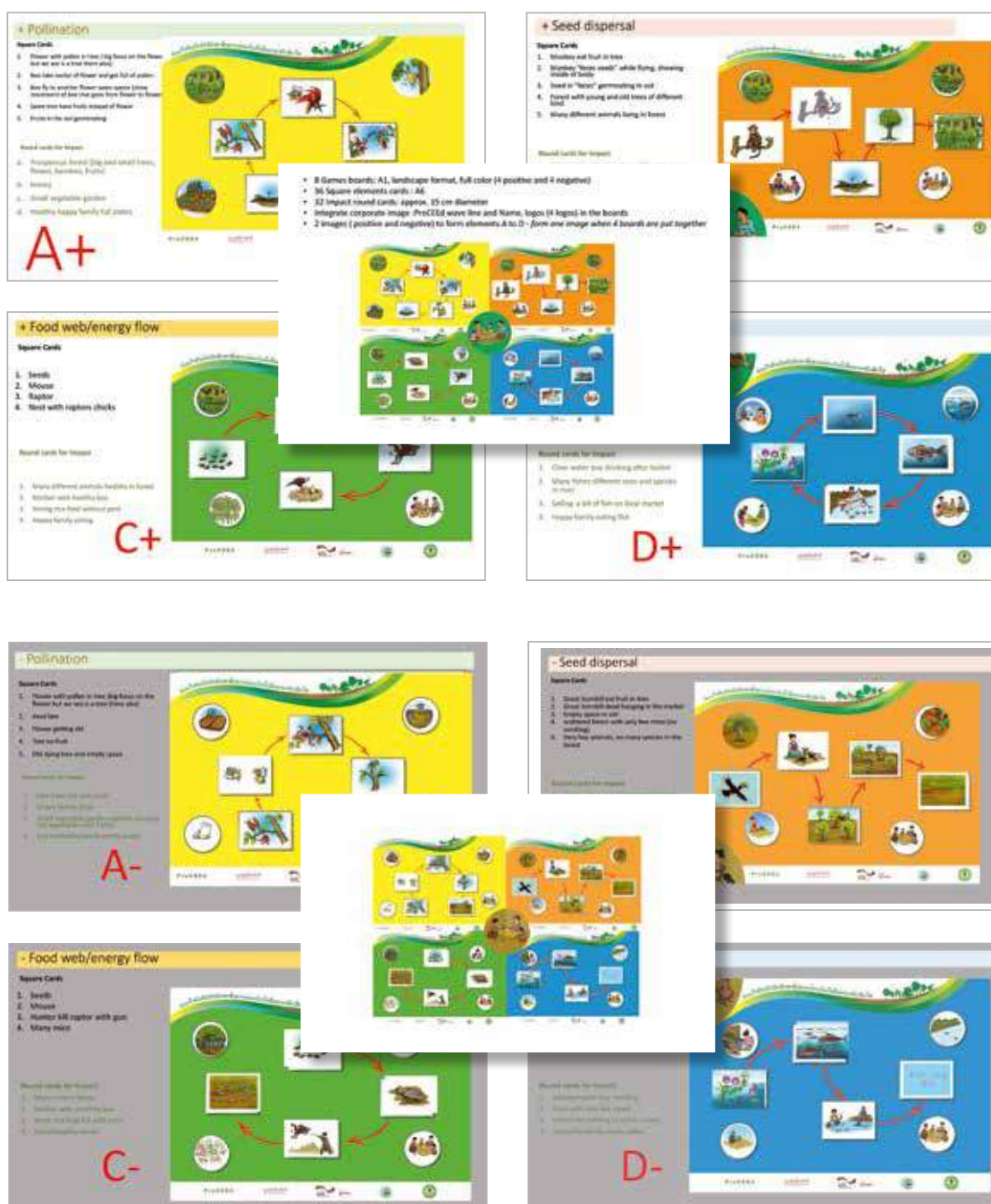
45-60 min



## Process

### Preparation:

1. Produce the materials using the print files provided by ProCEED.
2. Prepare 8 sets of materials: 1 positive and 1 negative for each of the 4 topics.
  - Each set consists of 1 game board, 4-5 square element cards, and 4 round impact cards.
  - Check the pictures below to see which cards belong to which boards.



## Board game on energy flows in nature

### During the session

3. Form 8 groups of 3-5 participants in each group.
  - You now have 4 groups that work with positive flows, and 4 groups that work with negative flows.
4. Give each group 1 set of materials: 1 game board plus the square and round cards that belong to it.
5. Provide the instructions:
  - Ask the groups to observe the empty spaces and arrows on their boards.
  - Ask them to place the square and round cards on their board, finding the right sequence for the energy flows as shown by the arrows.
6. Give them sufficient time to complete this task.
7. When all groups are finished, ask them to find each other and build 2 larger groups:
  - The 4 groups that worked with positive flows should come together, and the 4 groups that worked with negative flows should come together.
  - Ask each of the 2 larger groups to put their 4 boards together, thus each creating a larger board that shows, in one group, the positive and, in the other group, the negative flows for the 4 topics.
  - Ask them to check together whether all square and round cards are in the right place.
8. Bring all groups together and ask them what they observe on the boards,  
by asking questions such as:
  - What do you see on each of the small positive boards?
  - What do you see on all positive boards combined?
  - What do you see on each of the small negative boards?
  - What do you see on all negative boards combined?
  - What differences do you observe between the positive and the negative boards?
9. Attach the two larger round images on the respective boards and proceed to the conclusions.

"Check under  
< Remarks > for a  
source to request  
the print files for  
these materials."





## Conclusion & Remarks

- Summarize and wrap-up the exercise by leading a plenary discussion around the following questions:
  - Why do you think we put the positive flow boards together?
  - What do you think about the impact cards on the negative flow?
  - What conclusions can you draw?
  - What does this mean for your own community?

This exercise shows how important it is to protect biodiversity. It reveals how different elements of nature and human behavior are interconnected. All these factors are equally important and need to be observed in order to maintain biodiversity and ensure people's quality of life.

The game consists of 8 boards that show positive and negative flows for 4 different topics: pollination, seed dispersal, food web, and rivers. The positive flows lead to biodiversity in balance, while the negative flows lead to biodiversity out of balance. The square cards for each board represent important elements of the flow, while the round cards show longer-term impacts on people and nature. The 2 large round images illustrate the positive and negative impact of biodiversity in balance or out of balance on the quality of life of a family.

The full set of materials belongs together, so you should always use all 8 boards and all cards.

If you have less than 24 participants, you can form 8 groups of only 2-3 people in each group. As an alternative, you could give 2 boards to each group. If you give 2 boards to each group, they should be either both positive or both negative. In this case, you need to give the groups more time to complete their 2 boards.



If you need high quality prints of these materials, please contact [ProCEED project at DEQP](#)



## Web of life



### Purpose

- Show how different plants and animals are connected to each other in the forest.
- Explain causes and effects in nature.



### Participants

- Adults, teenagers, children
- Max 25 people



### Materials

- 25 cards with animal and plant names
- 1 rope or string, 30 m in length



### Time

30 min



### Process

#### Preparation:

1. Create 25 cards with different animal and plant names on them. If you feel inspired, you can add images or photos of the animals and plants on the cards. A set that works well for this exercise is:
  - 5 animals that eat other animals: civet cat, snake, gecko, leopard cat, spider.
  - 5 animals that eat plants: red shanked langur, giant squirrel, serow, cricket, mouse.
  - 5 animals that can fly: hornbill, eagle, owl, drongo, bat.
  - 5 animals that live in water: fish, turtle, frogs, monitor lizard, snails.
  - 5 plants: bamboo, figue tree, mak muang bpa, mak kham paeb, mak tao.

#### During the session:

2. Ask participants to spread out in the room. They may sit on the ground or in the classroom.
3. Introduce the game by telling them that they will create a web of life together.
4. Hand out one card after another to different participants who sit in different places of the room.
5. Each time you hand out one card, say loudly and clearly which animal or plant name is written on it.
6. When all cards are distributed, give the end of the rope to one participant.



7. Ask which animal or plant card he/she has, and to which other animal or plant in the room this one connects, and why. You may give hints such as "What does this animal eat?", "Which animal likes to eat this one?", or "Where does this plant or animal live?"
8. When a connected animal or plant and the person who holds its card are identified, connect the two participants with the rope.
9. Repeat step 7 and 8 for the second and third participant, then for the third and fourth, and so on. Slowly the web of life will become visible. Note that the rope may go to some cards more than one time.
10. Continue until all participants hold the rope in their hands, which means that all animals and plants are connected.
11. At this point, end the game and ask everyone to hold up the rope, to that they can see the web of life.



## Conclusion & Remarks

- Briefly reflect the game with the participants, using questions such as:
  - What did you observe during the game?
  - How easy or difficult did you find this exercise?
  - What conclusions do you draw?

This exercise provides an idea what biodiversity means by making different relations in the ecosystem visible.

# Tree community



## Purpose

- Demonstrate the meaning of food chains and other ecological dependencies in a very active and fun way.
- Show the importance of every single element in an ecosystem.
- Promote forest protection and conservation of biodiversity.



## Participants

- Adults, teenagers, children
- Min. 7, max. 20 participants



## Materials

- none



## Time

30-45 min



## Process

1. Introduce the game by explaining that you are going to explore life around a nice tree.
2. Ask for one participant who volunteers to be the tree. This person will stand in the center.
3. Ask all other participants to form a big circle around the tree.
4. Read the instructions to them.
5. Ask one person after another to choose a plant or animal, and to explain how it depends either directly on the tree, or on another plant or animal that is already there.
6. One by one, participants find their places, and the community grows bigger and bigger.
7. When it's the last participants turn, stop the person, telling that he or she will remain a human being, and that the task is it now to cut the tree!



"Check the  
example to see  
how it works!"



**Example:**

The first participant chooses to be a mouse that lives in a hole between the roots of the tree. He or she will sit down at the feet of the person who is the tree.

The next one is a plant that grows upwards around the trunk of the tree, to get sunlight. He or she will hug the tree, pretending to be the plant.

The next one is a bug, which eats the leaves of the plant that grows around the tree. He or she will connect to this plant, for example by touching it with the hand. Another one is a bird who eats the insects on the tree's branches, or a cat that hunts the mouse in the hole, or a squirrel that lives in the treetop, or a mushroom that grows on the trunk of the tree, or, or...

**Instructions**

- One by one, we will form a community that lives from, on or around this tree.
- When it's your turn:
  - Think about a plant or animal that depends either on the tree, or on some other plant or animal that is already in the community.
  - For the rest of the game, you will be this plant or animal.
  - Tell the group which plant or animal you are
  - Explain on which other member of the community you depend, and how.
  - Then find your place in the tree community.
- You can only be a plant or animal, not a human being!

**Conclusion & Remarks**

- When the last participant is told to be a human being with the task of felling the tree, the group usually reacts with shock. Some people may even become furious. After all, the tree has become home to a whole community!
- Use this reaction to moderate a discussion about all the dependencies that exist within the tree community that they have built. Also ask about other ecological dependencies that the participants may know from their real life.
- Finally, discuss the role of humans in these natural communities: what they do, and what they **should** do. For example: Show respect, be aware, protect, ...



# Nuts game



## Purpose

- Show advantages of cooperation as compared to competition
- Give an example for sustainable resource use



## Participants

- Adults, teenagers, children
- 4-6 players per group, 3-5 groups



## Materials

- Game instructions on a flipchart or board
- 1 evaluation matrix on a flipchart or board
- Per group:
  - 1 plastic bowl
  - 100 nuts (or similar objects, e.g. marbles)
  - 10 score sheets



## Time

90-180 min



## Process

1. Form groups of 4-6 players.
2. Each group sits around a bowl in the middle that contains 25 nuts.
3. Assign one group leader to each group.
4. Each group leader has a replenishment fund of 25 nuts.
5. Explain the Instructions, and make them visible to all participants on a flipchart or board.
6. Start the first game. Each game has several rounds, and several games will be played.
7. After each round, the group leaders record their groups' results in a Score Sheet, showing the individual harvest of each group member.
8. A game is over when the bowl is empty, or after a maximum of 10 rounds. At this point, start the next game and repeat several times.
9. After the first few games, the group leaders can remind the group that the game is about individual gains as well as group performance, but they should not directly encourage cooperative behavior.
10. When you observe that the groups have played a few games with cooperation, or after a maximum of 10 games, declare the Nuts Game to be over.
11. Ask all group leaders to help you fill out the **Evaluation Matrix**, showing both individual and group harvests achieved with and without cooperation per game.

*"You should train the group leaders before playing the Nuts Game. We advise you to play a few test games with them and practice using the Score Sheet and the Evaluation Matrix!"*



## Instructions

### Objective

- Get as many nuts as possible for yourself in one game.
- Get as many nuts as possible for your group in one game.

### How to play

- When the group leader gives the signal, players take out nuts from the bowl: all at the same time, every player using only one hand, only once. This is called a round.
- After each round, the group leader uses the replenishment fund to double the balance left in the bowl, up to a maximum of 25 nuts.
- A game is over when the bowl is empty, or after a maximum of 10 rounds.
- Several games will be played, until the moderator announces the end.



## Conclusion & Remarks

- Reflect the game with the participants, using the results from the **Evaluation Matrix** and the following questions:
  - What happened during the game between the members of your group?
  - How did you feel?
  - What conclusions do you draw?

Usually, participants state that the group first went through a stage of egoism, greed and frustration, until they realized that they need to collaborate and work as a team. Some group members may have said very early that cooperation could help to improve the individual and group scores, but these hints are often neglected or mistrusted. In later games, there is often a feeling of participation, cooperation and sharing. This is because of the team work that results in much higher individual and group scores. In games with cooperation, the harvest per group and per player are much higher than in games with competition. This can be shown with the help of the **Evaluation Matrix**.

In addition, if the group agrees on certain rules in its harvesting, the pool of nuts will never be empty, so that sustainable resource use is achieved.

Nuts game



Score sheet per game

Round	1	2	3	4	5	6	7	8	9	10	Total
left in pool											
replenished											
pool at start	25										
Player A											
Player B											
Player C											
Player D											
total harvest											
losses											



## Evaluation matrix for all games played in all groups

	Score	Group 1	Group 2	Group 3	Group 4	Group 5
without cooperation	no. of games					
	max. rounds/ game					
	max. harv. per group					
	max. harv. per player					
	min. harv. per group					
with cooperation	no. of games					
	max. rounds/ game					
	max. harv. per group					
	max. harv. per player					
	min. harv. per group					



# Water flow experiment



## Purpose

- Show the difference between a mountain with trees and a mountain without trees during heavy rainfall.
- Help participants understand causes and impacts of disasters.
- Support planning for forest conservation in a community, as a way to prevent disasters.



## Participants

- Adults, teenagers, children



## Materials

- 3D model of a community landscape with a mountain, trees, fields, houses, etc. made from plastic cardboard, foam and other material
- Jar or bowl
- Water



## Time

30 min



"Have a look at the photo for a nice example of a 3D landscape model for this exercise!"





## Process

### Preparation:

1. Use plastic cardboard or similar material to create a model of a community landscape:
  - Build a mountain without a forest or trees on it.
  - Create several farm houses and a few shrubs or trees to put at the bottom of the mountain.
2. Use foam or similar material to mark the limits of rice fields at the bottom of the mountain.
3. Use foam or similar material to create a forest that you can later put on the mountain.

### During the session:

4. Put the entire model, but without foam forest, in front of the group, so that everyone can see it.
5. Explain what the model represents, and that you will now show an experiment for them to observe.
6. Pour water from the top of the mountain, as if it was heavily raining.
7. Ask participants what they observe, especially with regards to the water flow and flooding.
8. Put the foam forest on the mountain and pour water again.
9. Ask participants what they observe now, and take some more answers.



## Conclusion & Remarks

- After both situations have been observed, wrap up by asking further questions such as:
  - What was the difference with the water flow after the forest was put on the mountain?
  - Why did the water flow more slowly then?
  - What was the effect on the community in both situations?
  - Which aspects of these situations do you know from your own village or community?
  - What could you do in your village or community to reduce the impacts of disasters?
  - What could you do in your village or community to protect the forest?

This exercise shows the effects and causes of disasters in a very clear and easily understandable way. It can be useful as a first step in community planning on topics such as forest conservation and disaster risk management.

# Snake & ladders floor game



## Purpose

- Use a playful and very active way to convey knowledge about a specific environmental topic.
- Promote a discussion about that environmental topic.



## Participants

- Teenagers, children
- Max 40 people



## Materials

- 1 floor board printed in vinyl, size 3 x 3 m
- 1 set of 30 questions related to the topic
- 1 dice



## Time

30-45 min



## Process

### Preparation:

1. Decide about the environmental topic you want the participants to learn about, for example wildlife conservation or waste management.
2. Create 30 cards with different questions about this topic, and number the cards from 1-30.

### During the session:

3. Form four groups of equal size.
4. Ask each group to select one representative to be on the floor board.
5. Ask the four representatives to go to the start position of the floor board.
6. One after another, ask the groups to play the dice. The representatives of the groups will move as many steps on the board as shown on the dice.
7. If a representative gets onto a field with a green leaf, the group has to answer a question. For this, ask the group to select a random number between 1 and 30, and read the question with this number to them.





8. If the group can answer the question, the representative moves forward on the floor board, towards the position with the green feet.
9. If the group cannot answer the question, or gives the wrong answer, the representative walks back, towards the position with the brown feet. In this case, the other groups get a chance to answer the question. The representative of the group who first gives the right answer will move one step forward.
10. The group whose representative first reaches the tree at the end of the board is the winner of the game.



## Conclusion & Remarks

- At the end of the game, summarize the main learning points raised during this game, and answer any additional question the participants may have about the topic.



If you need high quality prints of these materials, please contact ProCEED project at DEQP



# Card game on waste



## Purpose

- Make participants aware of the impact of waste.
- Help participants better understand the waste management process.



## Participants

- Teenagers, children



## Materials

- 3 sets of the same 20 pictures showing bad situations related to waste management
  - 1 set for the moderator, which includes an explanation for each picture.  
Size 10 x 15 cm.
  - 2 sets for the participants, with no text, only the pictures.  
Size 6 x 8 cm.
- 8 pictures showing good situations related to waste management.  
Size 10 x 15 cm.
- 3 boards and pins or tape



## Time

60 min



## Process

### Preparation:

1. Prepare the sets of pictures or order them from ProCEED project at DEQP
2. Make yourself thoroughly familiar with the pictures, and especially with the explanations.
3. Put up three boards in the front of the place where the game will take place.
4. Set up two tables, about 3-5 meters away from the boards. On each table, put one set of 20 small pictures showing the bad situations.



If you need high quality prints of these materials, please contact ProCEED project at DEQP



**During the session:**

5. Form two groups of equal size and ask each to meet around one of the tables.
6. Tell them that they will learn about waste management by playing a fast game.
7. Explain how the game works: You will read information about waste management to them. For each thing you read, the groups have to find the picture that shows the situation, and to put it on the board in front as quickly as possible. Each time, the group that puts up the right picture first is the winner of that round.
8. Choose the first picture from your own set and read the explanation aloud. Do not show the picture yet.
9. Give a signal for the groups to find the right picture and put it up on the board.
10. Ask them what they see on this picture and what it means to them.
11. Repeat steps 9 and 11 until all pictures are up on the board.
12. When all pictures are on the boards, ask the groups to come together and look at all the pictures.
13. Moderate a discussion around their observations: Which environmental problems do they observe? Which of these problems do they know from their own life? Answer their questions, and give more information.
14. At the end of the game, use the third board to put up and explain the 8 pictures with the good situations.

**Conclusion & Remarks**

- Conclude this exercise by forming groups of 3-4 people. Ask each participant to pick a few pictures from the boards and create a nice story based on these pictures. The story should include why they have chosen these pictures and how they are related. Then everybody tells their story to their friends in the small group.
- This last part of the exercise is meant to be mostly fun, so that the students can relax from the exercise. Don't worry whether their stories are 'right' or 'wrong', just let them be creative.

# Hunting game



## Purpose

- Help participants understand why hunting should be sustainable, and what that means.
- Demonstrate the relation between humans, natural hunters and mice in a playful and active way.
- Show how human hunters have an indirect effect on small animals, even if they don't hunt these directly.



## Participants

- Teenagers, children
- 25 people



## Materials

- Four different face painting colors: red, yellow, green and black
- Watch
- Whistle



## Time

20-30 min



## Process

1. Assemble the participants in an area of about 20 x 40 m, without any furniture or other objects.
2. Form four groups of different sizes, and assign one role to each group:
  - 6 people are hunters, 3 people are cats, 3 people are snakes, 13 people are mice.
  - If there are more than 25 participants, the others will be observers.
3. Give one face painting color to each group and ask the participants to color their faces with typical characteristics (e.g. cats with stripes) in the following colors: Hunters = red, Cats = yellow, Snakes = green, Mice = black.
4. Read the instructions to them.
5. Play the first round for about one minute, then blow the whistle to end the round.
6. Discuss the result with the participants, as described below in the conclusions.
7. Form four new groups and ask them to re-paint their faces accordingly. This time: 3 people are hunters, 6 people are cats, 6 people are snakes, 10 people are mice.

8. Read the instructions to them again.
9. Play the second round for about one minute, then blow the whistle to end the round.
10. Discuss the result again with the participants, as described below in the conclusions.

### Instructions

- Your goal is to survive, while others will try to catch you:
  - The hunters can catch the cats and the snakes.
  - The cats can catch the mice.
  - The snakes can catch the mice.
  - The mice can only run away.
- Catching is by touching the other person.
- Whenever someone is caught, this animal dies. This means that the person goes out of the game.
- You have one minute for this game.



### Conclusions & Remarks

- Bring all participants and the observers together and discuss the following questions:
  - How many animals are left of each group?
  - Why is it like that?
  - What conclusions can you draw?

If the participants do not find the reasons by themselves, you should explain: After the first round there are usually many mice left in the game, while almost all snakes and cats have gone. This is because there are too many human hunters. After the second round there are usually more cats and snakes left, but less mice, than in the first round. This is because there are less human hunters and more natural hunters like cats and snakes, which are very important to keep the natural balance of an ecosystem.



# Transect walk



## Purpose

- Explore the situation in a specific area by a joint observational walk of local people and outsiders.
- Help communities identify important aspects of their local biological, physical and social environment.
- Demonstrate the importance of team work in observing and talking about things of local importance.



## Participants

- Adults, teenagers



## Materials

- Notebooks and pens
- Flipchart or pinboard and markers



## Time

1-3 hours, up to half a day



## Process

### Organization

1. Meet community members in the area where you are going to work.
2. Explain the purpose of the transect walk.
3. Together with them, identify one or several routes through their area, and agree about a time for the walk.
4. Ask them to ensure that for every route, community members will be available to accompany the walk.

### Preparing the teams

5. Form one group of volunteers for every route, who are the outsiders.
6. Give them some time to prepare themselves: Let them discuss the purpose of the walk, and the type of things they might want to find out.
7. Remind them to keep their hearts, eyes and ears open for any biological, physical, and social aspects of community life.

### During the session

8. Ask community members to join each of the groups.
9. Give the mixed groups a little time to get to know each other.
10. Explain how they should conduct the walks:



- Community members will talk and explain what the groups see along the way.
  - Volunteers will ask respectful, open questions about the area and the life of the community.
  - Community members can also ask questions, which the volunteers will try to answer.
  - Volunteers will take some notes during the walk, in an informal way.
11. Let the mixed groups start their walks.  
Give them a time and place where they should be back at the end.



## Conclusions & Remarks

- At the agreed place, ask each mixed group to prepare a flipchart or board that summarizes the findings. If community members cannot read, they can suggest symbols to represent the information.
- Have all groups present their findings to each other. During the presentations, community members may still add any information that the volunteers may have missed or misunderstood.
- At the end, moderate a discussion between outsiders and community members, asking questions such as:
  - What did you discover today that you didn't know before?
  - What have you learned about, for example: density and types of housing; infrastructure and amenities; land-use patterns; status of the environment; any relevant problems, resources; etc.?
  - Which issues are there that community members or volunteers would like to learn more about, for example causes and effects regarding the environment?

In the case of ProCEED, transect walks as a Participatory Rapid Appraisal tool have so far only been used in training workshops. In an attempt to mirror the situation of working with a community, under the training conditions in a hotel, the participants were asked to find out about the hotel's situation and problems related to solid waste management and recycling. Instead of working with community members, their counterparts at the hotel were managers, administrators, chambermaids, and staff responsible for waste disposal.

*"Make sure they keep a relaxed conversation, so that the community does not feel inspected by the volunteers!"*



Additional information: see tool called Asking questions on page 40

# Community mapping



## Purpose

- Document the situation in a specific area by mapping all the observations made by local people and outsiders during a joint observational walk, such as the transect walk (page 128).
- Help communities identify important aspects of their local biological, physical, and social environment.
- Demonstrate the importance of team work in observing and talking about things of local importance.



## Participants

- Adults, teenagers



## Materials

- Paper of flipchart or bigger size
- Markers of different colors
- If paper and markers are not available, natural objects can be used to draw the map on the ground



## Time

90 min



## Process

1. Meet community members in the area where you are going to work.
2. Explain the purpose of the community mapping.
3. Ask the community members to draw a map that shows the items listed in the instructions. If community members cannot read, guide them verbally through the process, step by step.
4. Ask the community members whether all items they want to show have been included in the map.
5. Ask questions about anything that you do not understand or that you have observed differently. However, the final decision what goes into the map rests with the community members.
6. When the map is complete, ask a spokesperson from the community to present and explain it to the rest of the community.

"You could use stones, sand, soil of different colors, chalk, twigs, wood, or grass to symbolize things like streets, rivers, fields, buildings, etc."



## Instructions

- Please draw a map that shows
  - the community, its borders, roads, main buildings and infrastructure, such as irrigation canals, market places, bus terminal, police, village hall, water wells etc.
  - the community's land use and natural resources, for example agricultural land, gardens, community forest, plantations, slash & burn areas, hunting grounds or places of logging etc.
- Use different colors or objects for roads, rivers, forest, agricultural areas etc.



*"Community maps are usually combined with other PRA tools, as explained on page 17"*



## Conclusions & Remarks

- At the end, moderate a discussion between outsiders and community members, asking questions such as:
  - What are the main characteristics of this community?
  - What are some of the main problems and challenges in this community?
  - What are the main land-use patterns, and the status of the environment?
  - What would like to learn more about, for example, regarding causes and effects in the environment?

In a next step, community members and volunteers can use the community maps and the notes from the transect walk (page 128) for a more profound focus group discussions (page 134) about the community's natural resource use.



"Check the descriptions of these 3 PRA tools here in this manual!"



# Seasonal calendar



## Purpose

- Help a community assess seasonal variations in agriculture, land use, environmental or social phenomena.
- Analyze related opportunities and constraints, such as rainfall, labor demand or gender-specific tasks.
- Support the community in developing solutions for problems that are related to seasonal changes.



## Participants

- Adults, teenagers
- Most useful for 'Focus group discussions' in a village, after doing 'Transect walk' and 'Community mapping'.



## Materials

- Locally available materials, for example stones, sticks, leaves, seeds, beans etc.
- Board with large paper and markers (optional)



## Time

45-60 min



## Process

### Preparation:

1. Choose an issue you are going to work on, for example, community livelihood.
2. Together with the community, identify the most knowledgeable people for this issue, and form one or several focus groups. Different groups may work on the same or on separate aspects of the main issue.
3. Assign at least two volunteers to each focus group, who will visualize the discussion results.

### During the session:

4. Together with the group, prepare a one-year calendar, showing each month separately.
  - If people can read and write, you can do this on a board. Otherwise, you can draw symbols on a table or on the ground. Any symbols should be selected by the participants.

5. Moderate a discussion about important events and activities that occur during the year regarding the issue being investigated, for example, community livelihood.
  - Use good, open questions to encourage participants to share their knowledge and experience.
6. Based on the information provided by the focus group, develop a calendar that shows what happens, when it happens and in which intensity.
7. Try to complete the discussion within about 30 minutes, so that the participants do not get exhausted.



## Conclusions & Remarks

- If you have several groups, ask each of them to present their findings to the other groups. Moderate a brief discussion around possible differences that they observe between the results of different groups. For example, men may have come to different conclusions than women, the young may differ from the old etc.
- Finally, moderate a plenary discussion about options for change and improvement, using questions such as
  - Which major problems for community livelihood arise from the seasonal calendar?
  - Which problems are caused by natural phenomena, like weather or climate, and which could be solved by re-arranging work or social processes?
  - What would you like to change in order to improve community livelihood in the future?
  - How could your community change social or work processes, to improve community livelihood?
  - What do you need from others, outside the community, to implement these changes?



## Focus group discussion



### Purpose

- Identify and describe the perceptions, attitude, and needs within a homogeneous group of people.
- Balance the perspectives of different socio-cultural groups on a particular issue.
- Stimulate participation in a group process.



### Participants

- Adults, teenagers, children
- 5-15 people per group



### Materials

- Notebook and pen
- Flipchart or board



### Time

Max 60 min



### Process

#### Preparation:

1. Define the topic that you are going to investigate in the focus group discussion.
2. Identify the group or groups in the community that are concerned with this topic. The individuals in each group should share a common feature that is relevant for the topic under investigation.
  - The standard for a community are 4 focus groups: young women, old women, young men, and old men. Other options are, for example: rich farmers, poor farmers, women of reproductive age, users of a particular service, etc.
3. Identify a list of key questions to focus and guide the interview. The questions should be open and invite participants to share their knowledge and perceptions.
4. Develop a system for analyzing the information collected, for example, a matrix of topics and variables, or just a list of key topics and possible responses, in addition to some space for comments.
5. Conduct a practice session to check that the questions are relevant and easily understood, and that the type of responses can be summarized in the analysis system designed for the purpose.



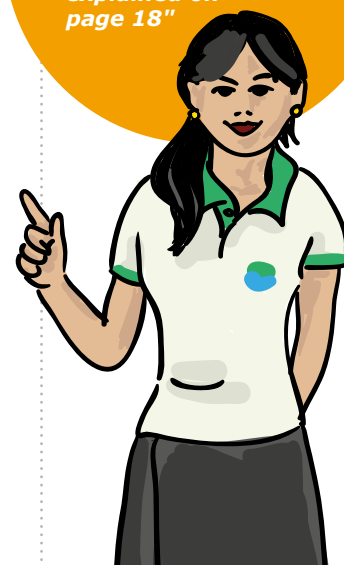
6. Assign one person to act as moderator who asks the questions, and a second person who notes down the answers on a flipchart or board, visible to all participants.

### During the session:

7. Introduce yourselves, the moderator and the note-taker, and explain the purpose of the discussion.
8. As moderator, write each of your questions on a flipchart or board and read it aloud to the group. Make sure that every participant feels comfortable to speak. Control participants who talk too much, and motivate silent and shy ones to speak.
9. Wherever necessary or relevant, add follow-up questions during the conversation, to dig deeper into the topic.
10. As note-taker, write down summaries of the answers as well as particularly interesting quotes.
11. Limit the length of the session: A focus group discussion should last a maximum of one hour.



*"Focus group discussions are usually combined with other PRA tools, as explained on page 18"*



## Conclusions & Remarks

- After the discussion has been conducted, carefully review and analyze the notes to extract key statements and issues raised.
- Use the analysis framework designed at the beginning of the process to structure the insights gained. If necessary, amend the framework to accommodate unexpected responses.
- Present the summary analysis and reflect it together with the focus group participants. This allows them to check whether their comments have been recorded and analyzed correctly.

Focus group discussions can be used as a follow-up to tools such as transect walk (page 128) and community mapping (page 130), to dig deeper into the findings of those tools. Focus groups can also be an interesting way to form groups for analyses such as seasonal calendar (page 132) or resource use (page 136).



# Resource use & trend analysis



## Purpose

- Help a community analyze their use of natural resources, especially with regards to land use, forestry, agriculture, and animal husbandry.
- Explore trends in resource use from past to present and future, and how these relate to specific problems.
- Raise awareness of gradually arising issues such as soil degradation, population dynamics, or water scarcity.
- Support development and exchange of ideas to overcome problems related to natural resource use.



## Participants

- Adults, teenagers
- Most useful for 'Focus group discussions' in a village, after doing 'Transect walk' and 'Community mapping'.



## Materials

- Flipchart or board with paper
- Markers of different colors



## Time

90 min



## Process

1. Gather the community or the individuals with whom you will do the analysis.
2. Introduce yourself and your team.
3. Suggest the overall subject for the analysis, for example, community livelihood.
4. Help the participants identify meaningful indicators of resource use regarding the overall subject.
  - Use good, open questions for this stage of the exercise. For example, you may ask on which resources their lives depend.
5. List the indicators they mention on the left side of a flipchart or board.
  - For example, they may mention land availability, crop yields, number of livestock, or access to water, as well as factors which are related to these resources, such as health, income, etc.

RESOURCE	70's	80's	90's	REASONS
Crop yields	•••	••	••	Pests Drought
Cricket	••	••	•••	OUTBREAK ?
Water	•	•	•	Not enough Salty Far
Cattle Numbers	••	••	••	Drought Diseases Salty water
Goat Numbers	•••	••	••	Salty water
Human Diseases	•	•	•	Water related
Construction Poles	••	••	••	Population expansion
Available grazing	••	••	••	Population expansion Fields increase
Population	••	••	•••	1 IMMIGRATION 2
Land availability	••	••	••	Population expansion Fields increase

"Check the descriptions of these PRA tools in the introduction of manual!"





6. Draw additional columns to the right side of the indicators, creating a matrix that ranges from 5, 10 or 20 years in the past, via the present, to 5 or 10 years in the future.
7. For each indicator, ask the participants where they think the situation of the community is today, where it was 5, 10, or 20 years ago, and where they expect it to be in 5 or 10 years.
8. Together with the participants, develop a graph that shows the trend for each indicator.
  - If you do this with focus groups, men may come to different conclusions than women, the young may have different views than the old, etc.
9. For each indicator, ask the group what they think may be reasons for the identified trend.
  - Again, use open questions to help them identify the most accurate reasons.



## Conclusions & Remarks

- After completing the trend analysis for all indicators of resource use, moderate a discussion about options for change and improvement, using questions such as
  - Which trends would you need for community livelihood to be improved in the future?
  - What can you do within your community to make a positive change in these trends?
  - What do you need from others, outside the community, to implement these changes?

This tool is a starting point to dig deeper into specific problems, how they have evolved, how they will evolve in the future, and which action has to be taken to deal with them.

# Brainstorming



## Purpose

- Work with a group to develop a broad array of ideas, which may lead to solutions for a given problem.
- Stimulate creativity by allowing each and every idea that comes up to be expressed and discussed.
- Introduce the visualization method of working with cards.



## Participants

- Adults, teenagers
- 3-4 groups of 5-10 participants in each group



## Materials

- Pinboard and flipchart
- Cards, markers, pins



## Time

30-45 min



## Process

### Preparation:

1. Develop a clear, open question that you want the participants to work on.
2. Visualize the question and display it in the room, so that everybody can see it.

### During the session:

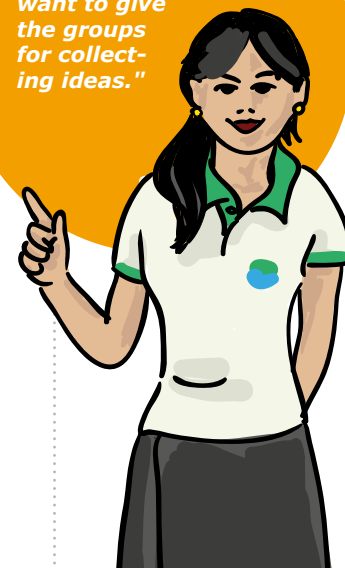
3. Form 3-4 groups of 5-10 participants in each group.
4. Read the question aloud and make sure everybody clearly understands it.
5. Read the instructions from the flipchart.
6. Emphasize that each and every idea is welcome, even 'crazy' ones, because the idea of one person often triggers new ideas from other people.
7. Start the process and make sure that all participants contribute ideas.
8. Also, while the groups are working, keep encouraging people to share any and all ideas that they have. Do not allow any judgment of ideas during this phase, but make sure that all ideas are written down.
9. When the time for group work is up, collect all cards from the groups.
10. After you collected all cards from the groups, mix them in random order, to avoid sequences from individual groups and preserve anonymity.



## Instructions

- Your goal is to collect a broad range of ideas that could answer the question.
- Individually, write all ideas that comes to your mind on cards. One idea – one card!
- Every idea counts! 'Crazy' ideas are welcome, too. No idea will be judged.
- Share all ideas in the group: everyone reads their cards aloud and puts them on the group table.
- Discuss all ideas in the group, and add any further useful ideas that may come up during the discussion.
- You have ... minutes for this task.
- Afterwards, we will collect and discuss your ideas in plenary.

*"Insert the time you want to give the groups for collecting ideas."*



11. Read each card aloud and hold it up for everyone to see, then pin the cards randomly on the board.
12. Cluster the cards on the board, following suggestions by the participants. If individual cards belong to more than one cluster, duplicate them.
13. When all cards are clustered, surround each cluster with a thick line that looks like a cloud, and ask the group to suggest titles.



## Conclusions & Remarks

- The result of this exercise is a 'map' or poster of the whole group's opinion.
- You may take this process further by asking the group to
  - prioritize the clusters,
  - define which ones should be dealt with in more detail, or
  - identify gaps, by asking „What is missing?“ and adding further cards if necessary.
- Finally, moderate a discussion in the group, to analyze the results and draw conclusions.

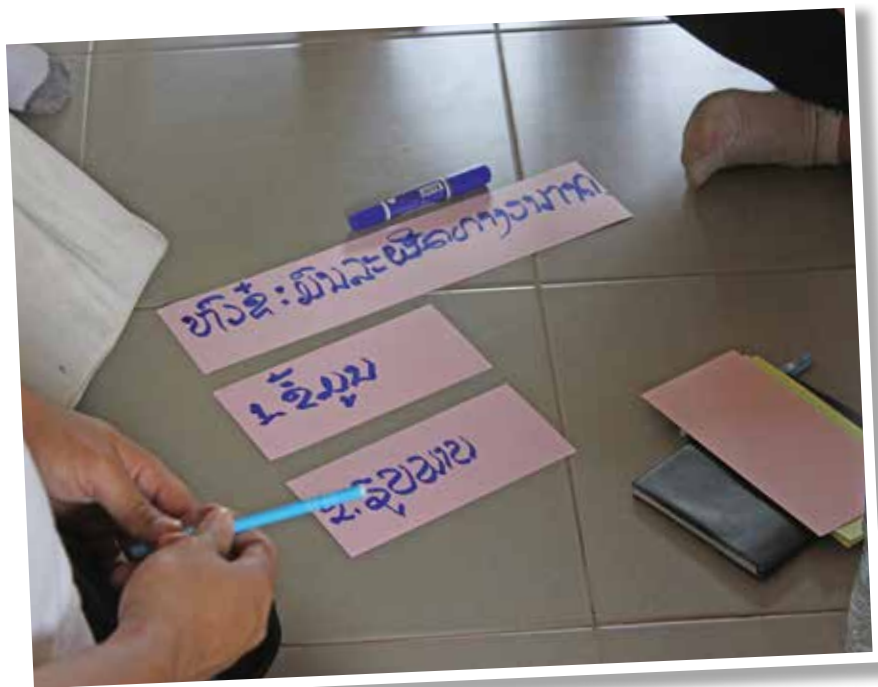


## Brainstorming

If you have limited time for this exercise, you can restrict the number of cards that each group may submit to the plenary. In this case, tell them how many cards they can come up with as a group, and ask them to decide within the group which ideas they want submit for the plenary discussion.

As an alternative, you can do this exercise in plenary only, without group work. In this case, the process is the same, but you collect the cards directly from the individual participants and pin them on the board. The discussion then follows after all cards have been added and clustered.

Note that about 30 randomly pinned cards fit on one board. This provides enough space to move them around for clustering. So, for example, if you have 3 groups you could limit the number of cards to 10 per group and cluster them all on one board. If you do not restrict the number of cards, you might need additional pinboards. One of the key principles for brainstorming is transparency and interaction: everyone can hear and see what everyone else's ideas are. This way, one idea leads to the next, and many different ideas will be collected, which is the purpose of this tool.





Tool	Procedure	Strength and weaknesses	Means needed
Cleaning school yard	Ideas are called out and written down on flipcharts by two assistants	<ul style="list-style-type: none"> <li>+ no introduction</li> <li>+ mutual stimulation</li> <li>- difficult to sort out</li> <li>- individual domination</li> </ul>	2 flipcharts and markers no longer than 15 minutes
Mind map	Ideas are recorded in a mind map structure by participants or an assistant	<ul style="list-style-type: none"> <li>+ results from discussion</li> <li>+ open to additions</li> <li>- unusual structure</li> <li>- needs familiarization</li> </ul>	1 board and marker at least 15 minutes
Flashlight	One by one, all express their views in 1-2 sentences without discussion	<ul style="list-style-type: none"> <li>+ fosters personal opinion</li> <li>+ all express themselves</li> <li>- no record</li> <li>- danger of pushing</li> </ul>	1 A4 paper for the question 10-15 minutes
Autumn leaves	All walk around a question visualized on the ground, write their ideas on cards and drop them on the floor	<ul style="list-style-type: none"> <li>+ movement stimulates creativity</li> <li>+ unconventional solutions</li> <li>- needs a lot of time</li> </ul>	Floor space, A4 or A5 paper at least 45 minutes

## Wisdom box



### Purpose

- Help a community assess its strengths and challenges related to the economy, cultural & social life, wellbeing, and the environment.
- Promote integrated thinking and action for sustainable development.
- Support development of possible solutions in a community.



### Participants

- Adults
- Best with adult community members and village authorities



### Materials

- Flipchart or pinboards
- Paper and pens
- String and tape
- Scissors



### Time

min. 90 min



"Check the  
examples for  
inspiration!"





## Process

### Preparation:

1. Divide your team into four groups. Each team will work on one of the four community pillars of the Wisdom Box: 1-Economy, 2-Culture & social life, 3-Happiness & wellbeing, 4-Environment.
2. Ask each team to develop 5-6 questions regarding their specific pillar, for interviewing households in the community. The teams should use open questions, which should start at a general level before going into more detail.

### Examples for questions the teams may ask during interviews

#### Economy

- Where does your main and other income come from?
- What kind of job or jobs did you have during the last month?
- How much income do you have per day/month/year?
- What is your total expenditure per month?
- What are the main items on which you spend money?

#### Culture & social life

- What is special about the culture in your community?
- What local wisdom does your community have?
- What local wisdom do you as a person or family have?
- Who teaches local wisdom in your community?

#### Happiness & wellbeing

- What makes you happy?
- What makes you unhappy?
- What do you do when you are happy?
- What do you do when you are unhappy?

#### Environment

- What are important natural resources in your community?
- How do you manage these natural resources?
- How do you compare the status of these natural resources in the past and the present?



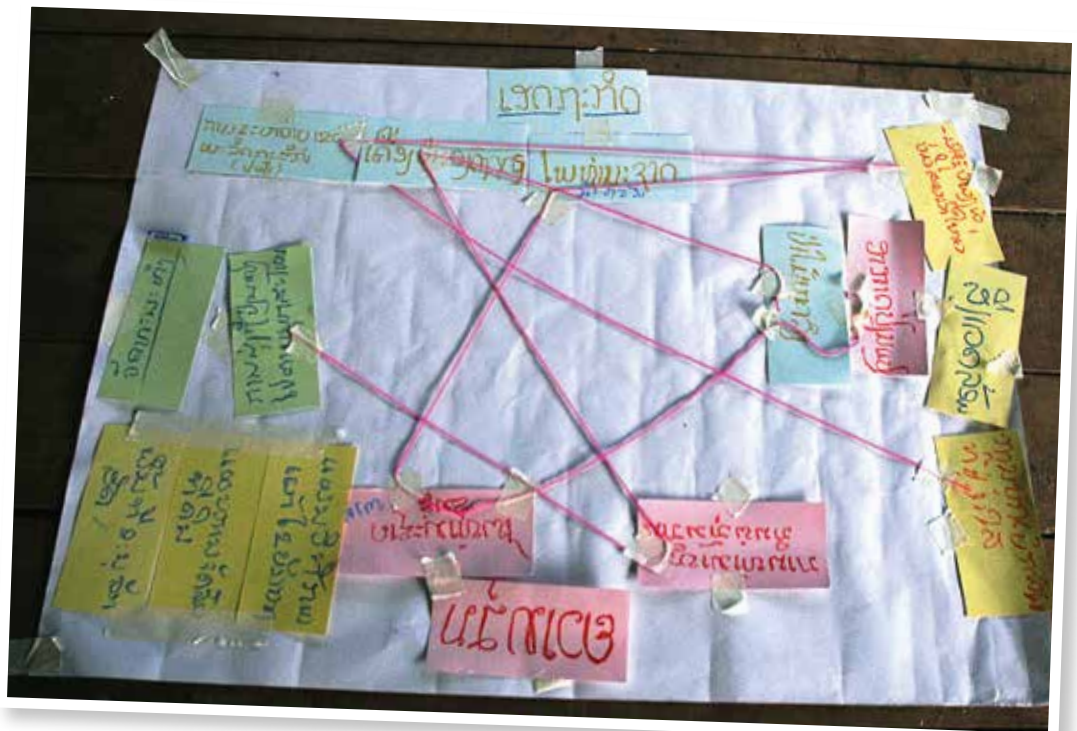
#### Wisdom box

##### Interview phase:

3. The four teams conduct household interviews in the community, using their prepared interview guidelines and taking notes. Remind the teams to always remain friendly and respectful, to keep asking open questions, using "Why", "How" and "When" to motivate the interviewees to explain more, and to listen carefully.
4. At the end of all interviews, the four teams prepare summaries of the all the information gathered, which will be presented back to the community.

##### Validation of results:

5. The four teams present the summaries of all the information gathered during the interviews to the community.
6. Then they collect comments from the community to confirm or correct the information.
7. Help the community identify problems per pillar which most concern the community members.
8. Proceed to the conclusions.





## Conclusions & Remarks

- Moderate a discussion among the community:
  - Start by helping them identify problems that are interrelated, and how, so that they can recognize patterns of problems and possible solutions. Also, ask why they want to solve specific problems.
  - Discuss options to solve major problems, and visualize all answers given by the participants.
- Help the community develop an action plan to improve livelihoods and sustainable development. While moderating, keep the balance of Economy, Culture & social life, Happiness & wellbeing, and Environment in mind, because all four pillars are interlinked. If any pillar is not sufficiently covered, ask open questions to stimulate ideas for this pillar from the community for the action plan.

Community self-surveys based on the Wisdom Box approach aim at strengthening communities by collecting, analyzing and discussing data on the four pillars of development. As a result, communities raise their awareness on the links between the economy, culture & social life, happiness & wellbeing, and the environment, as key elements of sustainable development and livelihoods.

# Drawing an ideal situation



## Purpose

- Promote joint awareness in a community about the environmental situation in their area.
- Help a community to create a shared vision for improving their situation.
- Lead a discussion around possible solutions for the community to reach the desired solution.



## Participants

- Adults, teenagers, children



## Materials

- Flipchart or Pinboard with sufficient paper
- Color pencils, markers
- Optional: locally available materials such as leaves, flowers, pieces of bark, cloth, chalk, etc.
- Scissors, pins, tape



## Time

30-60 min



## Process

1. Introduce the topic or topics that you want the community to focus on, for example, biodiversity, forests, or waste management. It can be a combination of several topics, including social topics.
2. Form groups of 4-5 people in each group.
3. Ask them to create a picture of what their current situation looks like regarding the topic or topics you introduced earlier. Make sure each group involves all its members in discussing and creating their pictures.
4. Give them 15-20 minutes to finish this first picture.
5. Ask each group to discuss and create a second picture together. The second picture should show what the situation looks like in their dreams, if all the problems were solved and everything would be ideal.
6. Give them another 15-20 minutes to finish the second picture.







## Conclusions & Remarks

- When all groups have finished creating their pictures, one group after the other presents and explains their two pictures. After each group presentation, allow the other participants to comment if they wish to.
- After all groups have presented, moderate a discussion about questions such as:
  - What were the main problems that we saw in all the pictures showing the current situation?
  - Which important changes from the current situation did we see in the pictures showing the ideal situation?
  - What could you do in your community to start moving from the current to the ideal situation?





# Games contributor list

Games

Contributed by

## LEARNING & WORKING IN GROUPS

### Getting started

Photo language	Manfred Oepen
Pairwise interview	Manfred Oepen
1-2-3 Go!	Kathrin Heidbrink
Participants' expectations	Kathrin Heidbrink

### Communicating

Paper tear	Manfred Oepen
But why?	Manfred Oepen
Horse trader	Manfred Oepen
Drawing bricks	Manfred Oepen
Asking questions	Kathrin Heidbrink

### Cooperating

Chairs in the corner	Manfred Oepen
Guiding the blind	Manfred Oepen
Egg drop	Manfred Oepen
Spaghetti tower	Manfred Oepen
Thumb wrestling	Kathrin Heidbrink

### Evaluating

Mood barometer	Manfred Oepen
Participatory evaluation	Kathrin Heidbrink
Letter to myself	Kathrin Heidbrink

## SHARING IDEAS & CONCEPTS

### Presenting

10 FACTs information boards	Manfred Oepen
10 FACTs illustration posters wildlife	Manfred Oepen
Learning boards	PADETC/Mind Media
Using films	PADETC/Mind Media



## Games

## Contributed by

### Storytelling

School of your dreams	PADETC/Mind Media
Telling a story	PADETC/Mind Media
FlexiFlan stories	Manfred Oepen
Comic on wildlife protection	Manfred Oepen
Using interactive media	
Songs and dance	PADETC/Mind Media
Theater	Manfred Oepen
Village radio show	PADETC/Mind Media
Village video recording and screening	PADETC/Mind Media

## UNDERSTANDING THE ENVIRONMENT

### Discovering nature

Find the treasure	PADETC/Mind Media
Mini booklet on plants	Manfred Oepen
Nature camera	Phillip Bengel
Small animal zoo	Kathrin Heidbrink

### Learning facts about nature

Memory game on wildlife	Cristina Georgii
Jigsaw puzzle on wildlife	Cristina Georgii
3D cube puzzle on forests	Cristina Georgii
Dis/Agree quiz	Phillip Bengel

### Exploring how things in nature are connected

Board game on energy flows in nature	Cristina Georgii
Web of life	Jonas Ewert
Tree community	Phillip Bengel

### Sustainable resource use

Nuts game	Manfred Oepen
Water flow experiment	Cristina Georgii
Snakes & ladders floor game	Cristina Georgii
Card game on waste	Cristina Georgii
Hunting game	Jonas Ewert



## Games contributor list

Games

Contributed by

### WORKING WITH COMMUNITIES

#### Analyzing the situation

Transect walk	Manfred Oepen
Community mapping	Manfred Oepen
Seasonal calendar	Manfred Oepen
Focus group discussion	Manfred Oepen
Resource use & trend analysis	Manfred Oepen

#### Developing solutions

Brainstorming	Kathrin Heidbrink
Wisdom box	PADETC/Mind Media
Drawing an ideal situation	PADETC/Mind Media









*Environment-We care today for tomorrow*



# ProCEED

Promotion of Climate-related Environmental Education

ProCEED is a German Development Cooperation project implemented by the Lao Ministry of Natural Resources and Environment (MoNRE) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

The project aims at improving knowledge, attitudes and practices regarding environmental and biodiversity protection as well as climate change adaption in Laos.

## Contact

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