

## UNIT C PLANNING TOGETHER FOR THE FUTURE

In this unit your group will gain first-hand knowledge about their trees and forests, and also learn how to gather information. They will then organize what they have learned about how forests and trees are used in their community and present what they have learned to their community.

This unit contains the three activities listed below. Before doing each activity you might want to read or re-read the relevant readings in the *Future Forests Magazine* and discuss them with your group. You can use the reading and discussion tools in the Teacher's Tools provided in the Introduction to the *Future Forests Teacher's Guide*.

### **MESSAGES THAT YOUR GROUP SHOULD LEARN IN UNIT C**

- Teamwork is needed in order to balance different people's needs.
- Forests need to be used wisely so that they are available in the future.
- Local people are important to consider when planning for the future.
- Everyone has a part in planning for the wise use of forests.
- No plan for managing forests can make all the users happy all the time.
- Good plans are flexible and change as needs and uses change.

### **READINGS FROM THE *FUTURE FORESTS* MAGAZINE FOR UNIT C**

*Teamwork for Forests*  
pages 12-15



*Forests of Monoro*  
pages 16-17



### **ACTIVITIES FOR UNIT C**

#### **Activity 5: SUSTAINABILITY GAME**

This activity will help your group to learn about sustainability and using their forests without using them up.

#### **Activity 6: TRANSECT WALK**

This activity will help your group to learn about the way their forests and trees are used by their community and about pressures on forests and trees.

#### **Activity 7: COMMUNITY MAPPING**

This activity will help your group of young people to organize what they have learned about how forests and trees are used in their community.

#### **Activity 8: PRESENTATION**

This activity will help your group of young people to present what they have learned to their community.

**WHY DO THIS ACTIVITY?**

This activity is one of the most important activities in the *Future Forests* Teacher's Guide. By doing this activity, your group of young people will learn about "sustainability". Very simply, sustainability means using our resources, trees, water, soil and wildlife without using them up.

So far, your group has read the *Future Forests* Magazine and completed several activities that have introduced your group of young people to the idea of using forests wisely. Understanding sustainability will help your group learn how to use trees and forests wisely, so that trees and forests will be available in the future.

This activity will help your group:

- ▶ Develop a greater understanding of how to use forests wisely by gaining knowledge of what sustainability means. Before the game begins, introduce them to the term 'sustainability' and define it for them.
- ▶ Learn about working together to use forests without using them up. By playing the game, they will learn to work together to use pebbles that represent trees without using them up.
- ▶ Understand sustainability in their own community. After playing the game, discuss the ways that trees and forests in your community are used sustainably. Your job as the teacher is to help your young people understand that their forests need to be used but not used up. Just as in the sustainability game, we have to be careful in our community that not too much is taken from our forests or there won't be enough for the future.

**WHAT IS THIS ACTIVITY ABOUT?**

The activity is about playing a game in which your young people learn about using trees without using them up. For this game, instead of actually using trees, your group of young people will be using pebbles that represent trees.

Playing the sustainability game is only part of this activity. This activity also involves helping your group of young people to understand the idea of sustainability through leading a discussion of what sustainability means.

In addition, this activity involves relating the idea of sustainability to how your community uses trees and forest through discussing the ways that your forests are used.



## HOW TO DO THIS ACTIVITY

### Before you play the sustainability game

Before you begin the sustainability game, prepare your class. Begin by telling them that they will be playing a game called the sustainability game.

Next, give them a simple definition of sustainability. For instance you could tell them that sustainability means using our trees and forests and other resources without using them up.

To help your group to better understand, try giving them a basic example of sustainable use of forests and unsustainable use of forests. Ask them to consider the difference between cutting a few trees in a forest every year and cutting all the trees in the forest at once.

If you can, provide them with a local example of a way that trees and forests are used sustainably.

### Play the sustainability game

For this activity you will need a large number of small pebbles and paper and pencils for keeping score.

**Teacher's Tip:** Pebbles are readily available and easy to collect, but if you can, try using something small and good to eat for the game, like nuts, seeds or sweets. Because edible things have greater value to your group of young people, they will find it more difficult to share. In this way, the game will more closely reflect real life, in that people find it difficult to share valuable resources like trees.

- 1 Divide your group into “communities” or teams of at least four people each and place an equal number of pebbles, or “trees,” in communal piles, one for each community or team. In each communal pile there must be at least twice the number of pebbles as there are people in the community, though there can be more. The fewer pebbles you place in each pile, the easier it is to play the game and to count the results.



- 2 Assign one person in each community to record the number of pebbles taken by each community member in each round.
- 3 Explain the rules of the game as follows:
  - Each community member may take from his/her communal pile as many pebbles or “trees” in each round as he/she wishes. However, because people depend on trees and forests, each player needs to take at least one pebble per round to survive.
  - The game is played in rounds. Each round represents a year. The members of each community must reverse the order in which they take pebbles after each round. Reversing the order will ensure that whoever took pebbles first in the first year must take pebbles last in the next year and thus doesn’t have a permanent advantage.
  - During each round everyone in the community must take at least one pebble or “tree”. When there aren’t enough pebbles in the community for everyone to take at least one pebble, that group has finished the game.
  - After each round, you the teacher will count how many pebbles or “trees” each community has remaining in the pile, and add an equivalent number of pebbles or “trees” to the pile. The “trees” grow back after each round of play. They grow back by a factor of two. That means that if a community has taken all but one pebble or “tree” in the first round, then only two pebbles or “trees” will be available in the pile for the second round. If the team has 10 “pebbles” or trees left, then there will be 20 pebbles or “trees” available for the next year or round.

**Teacher's Tip:** While the game is being played, it is helpful if you walk around the groups and check to make sure that they remember some of the basic rules:

- Everybody has to take at least one stone in every round.
- The order must reverse.
- The number of stones taken in each round must be recorded by you.

- 4 Play three rounds, pausing after each round to find which communities are still playing and which ones are done. At the end of three rounds, those communities that have enough pebbles in the communal pile for each of its members to draw on have reached “pebble sustainability” and have survived. Suggest to the communities that if they work together in the community and agree to help one another, they might be able to make sure that their community survives. By working together and planning, some communities will be able to gain more pebbles and find a level of sustainable use.
- 5 Then have the communities play the game a second time, only this time ask them to think of ways to work together to make sure that there are pebbles or “trees” for the future.
- 6 When the second game is over, lead a discussion with your group of young people and ask them the questions provided below to reinforce the idea of how sustainability works.
  - ? In which communities did everyone survive?
  - ? Which community had the most pebbles in the pile at the end of the game?
  - ? Which communities are confident they will always have enough pebbles for everyone as long as the pile is renewed? How did these communities arrive at that point? What strategies were used?
  - ? Did a leader emerge in any of the communities that reached pebble sustainability?
  - ? If there was a leader, why did the community listen to that person? Could these communities have reached “pebble sustainability” without a plan?
  - ? Compare pebble ownership around the room. Of all the people in the room, who has the most pebbles? How did he or she accomplish this?

### **After you play the sustainability game**

It is important that your group of young people understand that sustainability isn't just a game, that it is about how people use their trees and forest and other resources. In the previous activities, your group has discussed what their community uses from trees and forests. Now ask your group to think of HOW things from forests and trees are used by their community. Check the lists of things that they use from the forest that they made in the Group Discussion and Drawing Activity.

Now ask them the following questions:

- ? Is there anything on the list that is used in a way that is unsustainable?
- ? Is there anything on the list that is used in a way that is sustainable?
- ? Is there anything on the list that is used sustainably by some people but unsustainably by others?
- ? Is there anything that can be done to ensure that the things on the list are used sustainably?

**Teacher's Tip:** Working in teams in a crowded classroom with many desks can be difficult, you might want to move your class outside, they will have more room to move around and will be able to interact more easily.

### **WHY DO THIS ACTIVITY?**

This activity will teach your group of young people skills for gathering information for themselves and for communicating. Your group of young people can also use the interviewing and observation skills that they learn in this activity to learn about other things that are important to them, such as their community's water or soil, or even their own health.

This activity is important because the information that your young people gather for themselves is more meaningful to them than information that is gathered by someone else. If they find out for themselves that there is a problem in their forest, they will be more concerned about it than if they are just told about it.

This activity will help young people to begin working in teams and to realize that everyone has a role to play. This is an important skill to learn and takes practice. By interviewing different people, they will learn that every person has something to contribute, especially themselves.

This activity will help your group of young people to learn about the different needs of other forest users, as well as the needs of the forests.

This activity will help your group of young people to learn about the kinds of trees, plants and animals that live in the trees and forests that they depend on, who uses these trees, plants and animals, and what the problems are.



### **WHAT IS THIS ACTIVITY ABOUT?**

The transect walk is a fun activity of team investigation and information gathering in which your group of young people takes a walk that you have planned. The planned walk will cross or pass through local forests or trees that are important for your community. On the walk, your group of young people will gather information about forests in order to learn how they are important for your community. This will be done in two ways: observation and interviewing. If you prefer to make this activity simpler, you can do the walk on its own and organize the interviewing as a separate activity.

### **HOW TO DO THIS ACTIVITY**

To complete the transect walk activity, you will work with your group to:

**Plan the walk**

**Prepare your group to go on the walk**

**Go on the walk**

## Plan the walk

For the transect walk to be successful, you will need to plan a route for your walk beforehand. First you will need to identify an area with forests or trees that is used by your community and make arrangements to visit it with your group of young people, together with a forestry officer. If you plan to do both the walk and the interviewing at the same time, you will also need to arrange for people from your community who use the forests and trees to accompany your group on the walk. If you can't arrange to have the forestry officer or forest users come with your group on the walk, you may have them visit your group after the walk.

Planning the route is not complicated: you need to choose areas of forests or trees that are important to your community and that your group can visit easily. Make sure that these areas do not contain any safety hazards for children or young people. Your forestry officer might be able to help you choose places and identify forest users to accompany you on your walk. You can make the walk as long or as short as you like.

### Good areas to visit on the walk include:

- ▶ areas of trees or forests that your community uses
- ▶ areas of trees or forests that your community doesn't use or that are protected from use
- ▶ areas of trees or forests that are used or managed well
- ▶ businesses or shops that use or sell forest products
- ▶ areas of trees or forests that have been overused
- ▶ areas of trees or forests for which there are rules
- ▶ areas of trees or forests that are important for the culture or history of your community
- ▶ things in your community that have been built using income from the sale of trees or forest products

### Prepare your group

- 1** Explain the activity to your group. Tell your group that you are going to take them on a walk to see the areas of their forests and trees that are important and to gather information about these areas through observation, interviewing of forest users and questioning of the forestry officer.
- 2** Split your group into four teams according to the chart below. You will need to organize your group into four teams – Woody Team, Sky Team, Hoot Team and Kwinoro Team. During your walk, each team will work together to gather information about the forest and trees and your community. You may want to pick four of the older or more responsible class or club members to be leaders of the teams. Each team leader should be instructed to encourage the enthusiastic participation of all members of the team. The leader will help keep the team in order and together on the walk and ensure that the collected information and the interview questions and answers are recorded.
- 3** The teams will gather information on the topics shown in the chart below. Each team should prepare a list of questions and things to look for before it goes on the walk. Help each team to make up its list of questions. The team members can look at the Future Forests Magazine to help get ideas, and they should be encouraged to have fun coming up with as many ideas as possible.



### TEAM WOODY



We will be gathering information on pressures and the effects of pressures on their local trees and forests.

**Before the walk,** team members prepare questions for the forest users and forestry officer about:

Are there rules that protect the forest and trees?

Are the rules and regulations followed?

Who made the rules?

**While on the walk,** they will be asking their questions and also taking note of:

What areas do pressures affect?

Where are those areas?

What areas do pressures not affect?

How have pressures changed over time?

### TEAM SKY



We will be gathering information about forest rules and regulations that affect their local trees and forests.

**Before the walk,** team members prepare questions for the forest users and forestry officer about:

Are there rules that protect the forest and trees?

Are the rules and regulations followed?

Who made the rules?

**While on the walk,** they will be asking their questions and also taking note of:

Where are the forest and tree areas that are affected by rules and the ones that are not?

What are the differences between these areas?

What effects have the rules had?

How have rules changed over time?

### TEAM HOOT



We will be gathering information about the many different plant and animal species in the area of their local trees and forests.

**Before the walk,** team members prepare questions for the forest users and forestry officer about:

What kind of forest is it?

What kinds of trees, plants and animals are found there?

What are the local names of these trees, plants and animals?

**While on the walk,** they will be asking their questions and also taking note of:

What kinds of trees, plants and animals are in the forest and where are they found?

How old are they?

How many are there?

What condition are they in?

How have trees and animals changed over time?

### TEAM KWINORO



We will be gathering information about all the things that different people need from their local trees and forests.

**Before the walk,** team members prepare questions for the forest users and forestry officer about:

How are forests and trees important to the history and culture of your community? (Think of Kwinoro and the Lupi-Lupi bird – is there a plant or animal that is particularly important for your community?)

What kinds of trees, plants and animals from the forest does your community use?

Where are they sold?

Who buys them? Who uses them?

**While on the walk,** they will be asking their questions and also taking note of:

Where in the forest do the forest products your community uses come from?

How has the use of forests and trees changed over time?

- 4 Prepare each team to interview forest users. You should explain to your teams what they will need to know in order to be able to conduct successful interviews.

Here is a checklist of things to help you lead discussions with your teams.

## CHECKLIST FOR LEADING DISCUSSIONS

### **What is interviewing?**

Interviewing is really about getting the information you need from somebody by talking to him or her. Good interviewing is about good communication, which is important for everyone to learn. For this reason, you may prefer to focus an entire activity on just interviewing forest users. You will be sure to learn much about forests, trees and your community, and your group of young people will learn a valuable skill.

### **Who are the forest users in your community?**

Begin by identifying with your group the forest users in your community. Ask their permission to be interviewed. You might want to ask your group of young people and your forestry officer for suggestions. Let the interviewers know that you will make it clear to the forest users being interviewed that your young people are learning about forests and trees in their community and are doing interviews in order to collect information.

### **Things to think about before the interviewing begins:**

- ▶ Interviewers should know before the interview what they want to find out and have their questions prepared.
- ▶ Interviewers should remember the key words for asking questions: what, when, where, why and how.
- ▶ Interviewers should conduct a number of practice interviews with one another and/or with one or two community members to become familiar with their questions and improve their interviewing skills.
- ▶ Interviewers should be polite. They should conduct their interviews in an informal but polite way.
- ▶ While interviewing, it is best to write only brief notes: the attention of the interviewer should be on the person that he or she is talking to and not on note taking, and the interviewer should wait until after the interview to complete notes.
- ▶ Team leaders should make sure group interviews are not taken over by a few individuals. They should give everybody a chance to speak.

### **What are the mistakes to avoid in interviewing?**

- ▶ failing to listen attentively
- ▶ repeating questions
- ▶ being impolite
- ▶ interrupting the replies
- ▶ asking obvious questions

### **Be sure that the teams record and keep track of the answers**






## Go on the walk

Now you are ready to take your teams on their walk. While on the walk, stop your teams at areas of importance to your community. The areas where your teams stop could include:

- ▶ areas of trees or forests that your community uses
- ▶ areas of trees or forests that your community doesn't use or that are protected from use
- ▶ areas of trees or forests that are used or managed well
- ▶ businesses or shops that use or sell forest products
- ▶ areas of trees or forests that have been overused
- ▶ areas of trees or forests for which there are rules
- ▶ things in your community that have been built using income from the sale of trees or forest products

When they stop, your teams should try to answer their questions by making notes on what they see. They may want to discuss their observations among themselves. If you have been able to arrange for forest users and/or a forestry officer to accompany you, your teams can ask their questions about these areas.

 **Idea for follow-up.** You can do additional interviewing to gather information. You might find that the forest users are too busy to accompany you on your walk or visit your club, in which case you may have to go to them. You might want to help your young people make a list of useful people to interview and assist them in coming up with suitable questions. Remind your young people that old people are a good source of information, for they may have seen a lot of forests in their time.



### **WHAT IS THIS ACTIVITY ABOUT?**

In this activity your group of young people will work together to present to each other the information that they have gathered during the transect walk. In doing this they will create a map that shows all the places they visited on their walk and the information they gathered about trees and forests in that area.

### **HOW TO DO THIS ACTIVITY**

- 1** Get a large piece of paper or a black-board.
- 2** Explain to the group that they will be drawing a map of their community and all the places that they have visited on their walk.
- 3** Emphasize that scale, detail and artistic skill are not important. The point of the activity is to involve the young people in locating their forest resources, thinking about the uses of those resources and sparking discussion on the subject.
- 4** Begin by indicating where the walk began.
- 5** Work together with your group to mark the landmarks or prominent features in order to provide a context and an element of scale. Rivers, villages, houses and roads are all helpful landmarks.
- 6** Once your young people have an outline of your community on the map, have each team draw on the map the things that they noted during the transect walk and that they learned from the interviews.



**Teacher's Tip:** Working in teams in a crowded classroom with many desks can be difficult, you might want to move your class outside, they will have more room to move around and will be able to interact more easily.

TEAM WOODY



Ask team members to mark on the map any areas that are under pressure from use and to illustrate what the effects of those pressures are. For example, they can draw areas that have been burned or logged.

TEAM SKY



Ask team members to mark on the map the areas that are controlled by forest regulations and the areas that are not.

TEAM HOOT



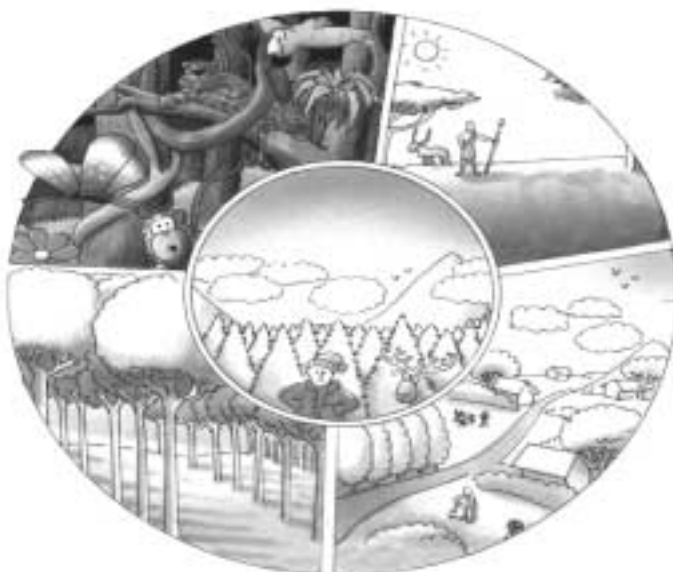
Ask team members to mark on the map the areas of the forest where different plant and animal species are found.

TEAM KWINORO



Ask team members to mark on the map the different areas where people take things from the forests. Also write on the map what all of those different things are.

7 Now that everything has been indicated on the map, have each team explain to the others what it has marked on the map, making sure to refer also to the information gathered during the interviews.



TEAM WOODY



Ask team members to describe to everyone what they observed about the condition of the trees and forests. Did they observe any effects of pressures on the trees and forests? What did they learn from their interviews about the effects of pressures on forests and trees?

TEAM SKY



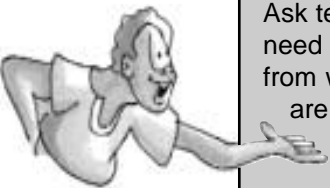
Ask team members to explain to everyone about the areas that are protected by rules and regulations. Who made the rules? Ask them to explain the differences between the areas that are protected and the areas that are not.

TEAM HOOT



Ask team members to explain to everyone about the plant, animal and tree species found during the walk and about the areas in which these plants, animals and trees are found. Also have them explain what the different kinds are and where they are found. How old are they? How many are there? What condition are they in?

TEAM KWINORO



Ask team members to explain to everyone about the different people who need things from the trees and forests and about the areas of the forest from which they take things. Have them mark on the map any areas that are important for the history and culture of your community. Also have them explain what the forest products are used for. Where are these things sold, who buys them, and who uses them?

- 8 Once you have completed the map, be sure to keep it in a safe and visible place so that your group can refer to it later.

### **WHY DO THIS ACTIVITY?**

By doing forest mapping, your young people will learn to share and divide tasks, as well as to delegate tasks. They will also learn to share information and to learn from and teach one another. This activity will also teach them to organize information. Information is most useful when it is organized so that others can understand it. When all the information of the four teams is put on to a map, it is easier to explain to others and can be referred to later by your group.

Forest mapping will also help your young people to gain knowledge about their forests and trees. They will learn about the pressures on their forest and trees, the plant and animal species that live in their forests and trees, how their forests and trees are used and who uses them.

**WHY DO THIS ACTIVITY?**

Giving this presentation is very important. It is an opportunity to share the information that your young people have found about their community and it is an opportunity for them to express how they feel about the future of their forests and trees.

Just as important, the presentation provides an opportunity to ask the audience if the information the teams have collected is accurate. Does the audience agree with the information that is being presented?

Presentations can be a rehearsal for real life.

Preparing the presentation allows young people to practise useful skills such as dividing up tasks and working together to achieve a common goal. This activity will give them a chance to display what they have learned, and because they can make collective use of their talents, they will develop confidence in what they are doing. Most importantly, this activity is fun, allows free rein to the young people's imagination and makes use of their interests.

**WHAT IS THIS ACTIVITY ABOUT?**

In this activity, you will lead your group of young people in arranging the information that they have collected about your community's trees and forests into a presentation for your community. In this presentation, the audience has a role too! When you have completed your performance, you will ask them to add their ideas about what they have just seen and heard.

Because this activity will result in a performance, it is important to gather an audience to see your group of young people give their presentation. You might want to invite everyone from the community, making sure to provide plenty of notice beforehand. If you can't invite people from the community, you might want to invite children, other young people or another club.

**HOW TO DO THIS ACTIVITY**

The kind of presentation that you give is up to you and your group – whether you prefer to do the presentation as a song, a play, role-playing or a puppet show. The topic, even if it is a difficult one, can be easily and quickly presented, especially if your group chooses a form of presentation that the members are familiar with. However, if you decide to do an elaborate presentation, it will take some time. The presentation does not have to be an artistic masterpiece. Remember that it is really only a tool to tell your community about what your group has learned, to entertain them and to explore with your audience issues about how your forests and trees are used.



**1** Choose the type of performance that the group wants to do.

You can do the presentation in whatever way you like. However, here are some suggestions of kinds of presentation that you might decide to give.

**A song performance**

If your group likes singing, you can do the presentation as a song or as several songs in which characters use their verses to explain how a character feels about the forests, thinks the forests should be managed, or relies on trees and forests. Here are some ideas for using a song or songs to give your presentation:

- Use a soloist to present the different perspectives of different characters.
- Use a chorus to present the perspective of the forest plants, insects and animals.

**Role-playing**

- You can have your group of young people assume the identity of a character and act out a scenario or a situation through role-playing. Some things to consider about role-plays:
- You can have your actors play out a simple scene in which two characters ask each other questions so that the audience can learn what the characters know.
- Although more complex role-plays may take several hours to complete, the simplest ones can be as short as a few minutes.
- During the role-play, your young people should use their own words, rather than reciting as they might in a play.
- Characters are free to say when they don't understand a question or a statement by another character and to ask for clarification.

**Puppets**

Another fun activity that is also good if your group is shy or uncomfortable about standing up in front of an audience is a puppet show. Your group can bring issues and characters to life by using simple and inexpensive puppets. Simple puppets can be made from common materials such as scraps of cloth and wood.

**A play or sketch**

If your young people want to take on a larger project, they can create a short play or a sketch in order to give their presentation. A play is usually a little more elaborate than the kinds of presentations suggested above and can involve costumes and props. A play is also usually scripted. That means that your group will have to prepare the text and lines beforehand.

**2** Decide what the presentation is going to be about.

In planning the presentation, your group must decide which of the issues or ideas it has learned about it will be presenting to its audience. There are many different ways that your group can decide. You can split them into teams and ask them to do a mind map on "what we learned about our forests and trees". Or they can do a round-robin exercise from the Teacher's Tools provided in the Introduction to brainstorm, and then work together to rank the most important things that the teams come up with. Before you begin, you might want to remind your group about some of the things that they have learned:

- from the magazine
- from the transect walk
- about pressures on their trees and forests
- about how forests and trees have changed over time
- about how to organize information through mind maps
- about what it means to use forests sustainably
- about how to collect information about their forests
- about how to present information through a community map
- from doing the activities, don't forget about the skills that they have learned: how to work as a team, how to make decisions together, how to plan, how to gather and present information.

**3** Choose the characters for the presentation.

A good way of presenting a story or information in an entertaining way is to show it from the perspective or view of a character. By choosing characters for your script or story first, you may find it easier to plan your presentation. You might want to consider the following things when you choose characters for your script, story or song:

- You can include a character who is somebody from outside the community who asks the other characters questions about your community and its forests.
- You can include the forests, trees and animals as characters.
- You can include a young person as a character.
- You can include a farm animal that gets its food from forests or trees as a character.
- You can include somebody that uses the forests or trees as a character.

**It is very important that you do not use or represent actual people from your community, but rather types of people so that no particular community member can be identified.**



**4** Prepare the script or song.

Now that you know what your presentation is going to be about and who the characters are, you need to decide on the setting and the events of the song or script. You might want to consider the following things when you plan your script, story or song:

- Borrowing and improvising (making up what you're going to say and do at the time of performing) saves time and is also fun and spontaneous!
- If you are doing a role-play, you don't have to decide on any of the words at all, just decide who your characters are and what they are going to be talking about.
- You don't have to write all the words for the song or play.
- Present a problem and explain why it is a problem. Ask the audience to come up with solutions to the problem.

**5** Assign roles and rehearse or practise the performance.

Ask for creative individuals to volunteer from your group and assign each one of the volunteers to represent one of the characters that you have chosen.

During rehearsal, only prompt actors when they have missed something important or are on an irrelevant tangent. You should stay out of the acting unless there are not enough actors. The actors should look and speak to each other, not to the teacher or group leader.

**6** Give the performance.

First, define an area that will be the “stage”. Choose an open space with plenty of room for people to sit.

Before the performance, introduce the presentation by telling the audience, “This is what we have learned about our trees and forests from going on our transect walk, talking to the forestry officer and interviewing community members. We would like to present our information to you and ask you if what we have learned is correct.”

When the presentation has been made, encourage the audience to reflect and seek answers to the community problems that were presented. The presentation can be used to present the information gathered on the walk and verify it with the community. Do the community members in the audience agree that what the young people have learned about trees and forests is correct?

**7** Discuss the performance.

After the performance of the play or song, invite the audience to discuss the presentation with your group.

This is your chance to get them involved and to discover their opinion of your group’s activities. It is important to remember that the reason for doing the activity is to learn your audience’s view about the information collected by your group. You may want to remind your audience that this is the goal of the performance.

Even if you find that the audience does not agree with everything that your group has presented, or that your audience believes that some of the information collected by your group is incorrect, your presentation has been a success. The presentation is a tool to learn about your community’s ideas and to ask the members to help evaluate what your group of young people has learned.

