



Pathways to
Wellbeing
Facilitation
Guide

MODULE 6

**Pathway to
Environmental Wellbeing**

Acknowledgments

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Symbols Used in This Facilitation Guide:

 Session Objectives	 Purpose of the Activity
 Materials to Prepare	 Suggested Script
 Equipment to Prepare	 Group Discussion Guide
 Preparation Before the Session	 Facilitator Note
 Total Session Time	TEAL COLORED text indicates possible motivations, attitudes, and values to be emphasized

Introduction

Your surroundings at your home, your work, or in your community, as well as the resources that you have available to you, can affect your wellbeing. Thus, Environmental Wellbeing has been included in the Pathways to Wellbeing curriculum. Environmental Wellbeing inspires us to live in a way that respects and protects our environment.

Environmental Wellbeing is important because it helps protect all of the different aspects of our wellbeing - mental, physical, spiritual, and social! We can improve our environmental wellbeing by developing greater awareness of how our daily actions promote a healthy environment and by taking action to improve our environment for our wellbeing and for the wellbeing of future generations.

Topics Covered in Module 6:

This module broadens wellbeing beyond the immediate personal relationships of participants to their relationship with their environment or surroundings. The module first focuses on a broader definition of environment, which includes home environment, before moving into a discussion on environmental conservation for now and for future generations.

Module Objectives:

- 1)** Participants will understand how their environment is connected to their wellbeing.
- 2)** Participants will develop greater motivation to care for and preserve their environments for their family and their community wellbeing.
- 3)** Participants will develop broader skills for environmental conservation and planning.

The content of this module has been divided into four sessions that include an introduction to the following topics:

Session 6.1: Understanding Our Connection to the Environment

Key Message: “My wellbeing is connected to the wellbeing of my home and natural environment.”

This session begins by celebrating the places that give us joy in our lives, which are often part of the natural environment. Participants then explore their definition of the environment and why it is important to our wellbeing. Finally, they explore how they daily are linked to the environment by giving to and receiving from their surroundings, both in the home and outside of it.

Session 6.2: Creating a Healthier Home Environment

Key Message: *“I can create a healthier home environment to improve my wellbeing and my family’s wellbeing.”*

This session focuses on the improvement of the home environment. Participants focus on specific steps that can create a healthier environment for their families in the areas of structure, water, waste disposal, cleanliness, and hygiene. Participants then identify actionable ways they can improve their own home environments.

Session 6.3: Protecting Our Resources

Key Message: *“I recognize changes in my community’s resources and take action to protect them for my family and community wellbeing.”*

This session begins the discussion of environmental conservation through thinking about resources. Participants identify the changes in their community’s environmental resources from past to present and identify the reasons behind these changes. Then, participants identify ways that they can act to preserve the resources that they have today.

Session 6.4: Mobilizing Our Community for the Future

Key Message: *“Together, our community can improve the environment for the wellbeing of ourselves, our children, and our grandchildren.”*

The final session calls participants to action for the future. Participants discuss together how the community’s resources and environment might look if it continues on its current trajectory. They then will brainstorm about the future that they want for their children and grandchildren, before brainstorming ways to motivate the community to take action on environmental issues.

Core Values: Stewardship, Hope, Resilience, and Sustainability

The values listed above are considered the core values for the concepts discussed throughout Module 6.

Hope: Hope implies a general belief that things can and will change for the better. Hope for the environment is critical for participants to believe that they can change things for the better, whether in their immediate surroundings or for their children’s and grandchildren’s environment.

Stewardship: Stewardship is a crucial value in teaching about the environment. Individuals must feel that they are entrusted to keep their environment in a way that honors God or the environment itself. This feeling of responsibility and care for our surroundings can motivate small changes in lifestyle and larger changes in community organizing for positive environmental efforts.

Resilience: Participants have already begun to see the changing environment, and many have felt its harmful effects on both their physical and financial wellbeing. By developing the value of responding to small and large scale challenges with resilience and continuing toward their goals, participants will be better equipped to improve their immediate environment (i.e. their home), the broader environment in their community, and even their country.

Sustainability: Sustainability is a focus on meeting the needs of the present while thinking about the future economically, environmentally, and socially. This value in Module 6 allows participants to keep their present in mind, while investing in the future for their families.

Negative Attitudes or Underlying Motivations

Much as it threatens individual wellbeing, fatalism also threatens our commitment to the environment. Often, we think that our individual actions cannot affect our environment. While structural change is important to conservation, so is individual action. If we feel that we can make even the smallest change, teaching our children to care for their home and their resources, for instance, this contributes to positive effects over the long term.

This curriculum specifically confronts this fatalism by very concretely linking participants' wellbeing to their environment. In addition, it focuses on clear, practical action that can be taken by participants in response to their learning.

Thank you for leading such an essential piece of the Pathway to Wellbeing. We hope your own environmental awareness and wellbeing are enhanced as you facilitate this module with your participants.



"We are called to assist the Earth to heal her wounds and in the process heal our own - indeed to embrace the whole of creation in all its diversity, beauty and wonder. Recognizing that sustainable development, democracy, and peace are indivisible is an idea whose time has come."

- Arabic Proverb

"The earth [is] the LORD'S, and the fulness thereof; the world, and they that dwell therein."

- Psalm 24:1



Session 6.1:

Understanding Our
Connection to the
Environment

Session 6.1:

Understanding Our Connection to the Environment

Key Message:

“ Caring for my home and natural environment improves my wellbeing. ”



Session Objectives:

By the end of the session, participants will be able to:

1. Recognize the connection their personal wellbeing has to their environment.
2. Identify and value how their environment is connected to their wellbeing.
3. Identify specific ways they can improve their immediate environment.



Equipment

- Laptop or Tablet
- Speakers
- Projector



Preparation

- Make sure you have enough time to set up and test the audiovisual equipment to present **Video 6.1: Stena's Story**.
- Prepare **Tool 6.1** to use in the Let's Talk activity.
- Have copies of session handouts ready for all participants:
 - ▶ Summary: **“Understanding Our Connection to the Environment”**
 - ▶ Let's Practice: **“How We Affect the Environment”**
 - ▶ Home Practice: **“Giving Thanks, Taking Action”**

A man with a shaved head and a light beard is standing in a dense tropical jungle. He is wearing a red zip-up hoodie and orange pants. He is holding a large, curved orange branch with both hands, looking up at it with a smile. The background is filled with various tropical plants and trees, including palm fronds and large green leaves.

Session 6.1:

90
minutes

SESSION OVERVIEW

90 minutes



Activities	Summary	Mins.
Activity 1: Welcome and Home Practice Review	<ul style="list-style-type: none"> ▶ A warm welcome and brief introduction to the module and the session. ▶ Home practice review from previous session (if the group is continuing from another module). 	10
Activity 2: Warm-up: “Celebrating Our Environment”	<ul style="list-style-type: none"> ▶ Participants go around a circle expressing one thing they appreciate in their home and natural environment. 	5
Activity 3: Let’s Share a Story	<ul style="list-style-type: none"> ▶ Presentation of a story on an individual’s connection to their environment. ▶ Group discussion on the story. 	20
Activity 4: Let’s Talk: “The Environment and Our Commitment to It”	<ul style="list-style-type: none"> ▶ Discussion on the definition of environment. ▶ Small group brainstorm on how home, community, and natural environment can affect wellbeing. 	20
Activity 5: Let’s Practice: “How We Affect Our Environment”	<ul style="list-style-type: none"> ▶ Participants identify how actions affect the environment. 	20
Activity 6: Let’s Remember	<ul style="list-style-type: none"> ▶ Group reflection on a selected phrase or verse. 	10
Activity 7: Home Practice	<ul style="list-style-type: none"> ▶ Participants will give thanks for one thing they receive from the environment daily and identify three ways that they would like to change/improve their environment. 	5



1. Welcome and Home Practice Review (10 mins)



To welcome the group, creating an environment of energy, trust, familiarity, and to review the Home Practice.

Welcome (2')

Step 1: Offer a warm welcome to participants to the first session of the Pathways to Wellbeing Program Module 6: Pathway to Environmental Wellbeing. Thank each participant for their time and encourage them to fully participate in the program. Briefly give an overview of Module 6 contents.



Welcome to our first session of the **Opportunity International Pathways to Wellbeing Module 6: Pathway to Environmental Wellbeing**. We are happy to see each one of you in this meeting, and we appreciate you taking the time from your responsibilities to share in this program and to learn and grow together. As always, to make these sessions as valuable as possible, we ask that you be present and engaged in these sessions and that you participate in each activity in thought and action. This active participation will lead to the best outcome for you and for all the members of the group as we learn together!

In Module 5, we talked about our social wellbeing, specifically about our community, how it relates to our personal wellbeing, and how we can serve others and contribute to the wellbeing of our whole community! In Module 6, we will look at another part of our wellbeing: the environment. We will learn how our environment, including our natural and home environments, affects our wellbeing and how we can work with our families and communities to improve our environment.

Home Practice Review (8')

Step 2: Remind participants of what was discussed in the last session. Also, remind them that at the end of the last session, they were asked to commit to identifying one conflict in their community and applying the five step community peacemaking process to it. Ask participants to turn to someone next to them and tell them about their experience of doing the Home Practice from the last session.



Now, let's review our last session in Module 5. In that session, we spoke about making peace in our communities. We spoke about taking others' perspectives into account, how conflict can affect a community, and how to

practice positive ways to resolve a conflict. This process had five steps. Can someone help us remember the five-steps?



Note: Have volunteers offer the five-steps for conflict resolution.

Five-Steps:

1. Describe what you want,
2. Describe how you feel and why,
3. Take the other person's perspective and summarize what they want and feel,
4. Create three plans, and
5. Pick a plan.

Great job! Then, you committed to identifying one conflict in your community and beginning to apply the conflict resolution steps to it. Please turn to the person next to you and share with them how you applied the five-step peacemaking process to a community conflict. Did it work? What did you learn from trying it?



Step 3: After a few minutes of discussion, ask a couple of volunteers to share what they did for this practice and what they learned from it. Then summarize the reflections.

I would love to hear from one or two volunteers about their experience. Would someone be willing to share what they did and what they learned from the home practice?



Thanks to all of you for sharing your efforts to put your learning into practice! Making peace isn't easy, but it is the best way for us to improve the wellbeing of our communities!

2. Warm-up: “Celebrating Our Environment” (5 mins)



To demonstrate how our environment can affect our wellbeing.

Step 1: Ask participants to stand in a circle. Each person will have a moment to think before they share a place or surroundings in nature that make them feel positive or peaceful, also known as their happy place.

To begin talking about our environment, let's all stand in a circle. I will give you a moment to think of a place or a surrounding in nature that makes you



90 minutes



feel positive or peaceful. This is “happy place”! Then, we will go around the circle and name the place that makes us happy. For instance, a place that makes me feel calm and peaceful is my grandparent’s garden, because we worked together to grow delicious food there. OK, now think of your happy place. Ready? Go!



Note: People often find that environments that make them feel peaceful or positive are clean, have plants or other natural beauty, and have positive memories associated with them.

Step 2: Thank the participants and give an applause for the natural beauty that offers them a happy place. Summarize the activity.



Thank you for sharing your happy places with us! Now, let’s give a round of applause for all of the natural beauty that brings us happiness! **(Round of applause.)**



Note: If appropriate for participants, use a round of applause to thank God for creating the natural beauty that brings so much happiness.



Today, we will be talking about the natural environment, how we are connected to it, and how we can work to preserve and improve it.

3. Let’s Share a Story (20 mins)



To show a real-life story of how the environment affects the wellbeing of an individual and a community.

Present the Story (5')

Step 1: Present **Video 6.1: Stena’s Story**, asking participants to pay close attention to the details of the story.



Now, we’ll watch the story of Stena and his community. Please take note of how he and his community were affected by the environment and how they affected the environment.

Step 2: Use the Group Discussion Questions below to guide a discussion on the story.



- How did you feel about Stena’s story?
- What do Stena and his family do to improve the environment around his village?

- How did Stena manage when people reacted negatively to his tree planting?
- How is Stena benefitting from his efforts to improve the environment?
- **What are a few of the challenges your community faces in its environment like Stena's?**
- **Why is it important for the community to get involved in protecting the environment?**
- **What is something new you have learned about how we are connected to our environment?**
- **What lessons do you want to take from Stena and his story?**



Step 3: Summarize the discussion, highlighting how the environment affected Stena and how Stena was able to affect the environment.

SUMMARIZE THE DISCUSSION:



Stena and his community saw the change in their environment and felt how it made their wellbeing worse. They took action to improve the environment, despite the negative comments of others that didn't understand. **Stena and his community understood that we are connected to the environment and that we have a responsibility to care for it.**

4. Let's Talk: “The Environment and Our Connection to It” (20 mins)



To introduce the concept of holistic health, using the image of a car with four wheels, and how to be mindful of it.

What is the Environment? (5')

Step 1: Lead a group discussion in which you discuss what the environment is.

In the warm-up, we discussed how our environment could affect how we felt. Now, let's talk to understand more about what that might mean! When you think of the word “environment,” what comes to your mind?



The environment refers to the place we live in, both our immediate surroundings, like our home and our community, and the natural world around us.

Do you have any ideas about why we have included environmental wellbeing in our Pathways to Wellbeing training?

That's right! Our environment can give to our wellbeing in many ways. We saw examples in the warm-up of how the natural environment can give us happiness.

90 minutes



- **What are some other ways in which the environment contributes to our wellbeing?**

We are connected to our environment in so many ways - we affect it, and it affects us! Now, let's look at some examples of how we are connected to our environment.

How We Affect the Ecosystem (15')

Step 2: Introduce an ecosystem to participants using the graphic on a flipchart. Discuss with participants how each element in the ecosystem is linked. Then, using **Tool 6.1: Ecosystem**, discuss actors in the system and how it affects the system to lose that actor.



In our daily lives, we often do not think about how we are connected to the environment. But so much in our lives comes from our connections with nature. As we saw in Stena's Story, he and his community were affected by the trees!

Each area we live in has an environmental system, called an ecosystem, that is made up of the living and non-living things, from the tiniest creature that we can't see, to the largest animals, to the rocks and soil around us.

These ecosystems change depending on what makes them up. For instance, someone who lives next to the ocean will have a different ecosystem than someone who lives near a desert. Let's now take a moment to think about the ecosystem that surrounds us.

- What are some examples of living creatures in the region where you live?
- Try to remember the biggest ones you have seen and the smallest as well!



Note: Participants can mention birds, domestic animals like goats or cows, wild animals like weasels or lions, reptiles, insects, or plants.]



- What are some resources (that aren't alive) that help to sustain life?



Note: Participants may mention soil, air, sun, water (rain, bodies of water), rocks, or minerals.



All of these things, whether alive or not, help to sustain us! This is because no matter how big or how small, we are all connected. To illustrate this, please take a look at this graphic on **Tool 6.1**.

Let's look at the maize meal example. We eat maize meal often, which helps

our children grow and feeds us every day! But to get that maize meal, lots of animals and resources help us along the way!

As you can see, the soil gives the maize a place to grow and gives it nourishment.

- Why might the soil be important for us to eat maize meal?
- Why might worms or birds be important for us to eat maize meal?
- The trees?
- The cows?



Note: Go through each element on the visual, asking participants to describe why they are essential to us eating maize.

Now, let's think about what might happen if one of these things isn't present.

- What might happen if the birds began to accidentally eat plastic, which makes them too sick?
- What might happen if there were no worms to make the soil better?
- What might happen if humans cut down the trees for firewood?



Note: During this discussion, make sure to touch on the effects of these changes on human beings.

Step 3: Lead a brief discussion on our connection to the environment.

Great! Thank you for your contributions! As you can see, we are all part of this system, from the tiniest bug to the biggest animal.

- Have you ever thought about how you are connected to a larger system in the environment?
- **Why is it important to take care of the environment around us?**
- **Why do we forget how we are connected to our environment sometimes?**

As always, thank you for sharing! Sometimes, we ignore how our environment affects our wellbeing, but, as we have seen, it is important to pay attention to how our environment affects us!

SUMMARIZE THE DISCUSSION:

Our environment is all connected. **We are a part of it, and we have a responsibility to protect it. By being aware of how we are connected to it, we can be thankful for it, and aware of how we impact it.**

5. Let's Practice: "How We Affect Our Environment" (20 mins)



To explore how humans help and hurt the ecosystems around us.

Step 1: Distribute the **Let's Practice Handout 6.1**. Ask participants to create four groups. Each group will get one of the pictures of someone doing something that affects our ecosystem. They will identify what the person is doing, why they are doing it, and brainstorm ways to take action that positively affects the environment.



Now, let's talk more about our actions as humans that can affect the ecosystem and environment we live in. To do this, I would like you to get into four groups. I will give each of you a picture of someone acting in a way that is harmful to the environment. Then, I will give you five minutes to think about how that person's actions might harm the environment and to brainstorm as many ways as you can think of to counteract that action and do something positive for the environment.



Note: Examples will include

- **Burning trash,**
- **Throwing plastic in the water or on the ground,**
- **Cutting down trees for firewood and charcoal,**
- **Putting the latrine uphill from a borehole or river or not using the latrine, and**
- **Illegal mining.**

Step 2: Participants will show their picture to the group, tell the group what they think it represents, and how it can negatively affect the environment. Then, participants will mime the positive actions they brainstormed to the group. The larger group will guess which activities are being mimed.



Thank you for your hard work brainstorming! Now, we will go around to each group. You will present your image and how it can negatively affect the environment. Then, you will act out what the person could do to have a positive effect on the environment, and your colleagues will guess what you are acting out! OK, any questions? Let's go!

Step 3: Lead a brief discussion on how it is important to think about how our actions affect the environment and how we can choose to take actions that will help the environment.



Thank you for your hard work! Let's discuss our experience.

- What did you learn by identifying actions that people can take that are negative and positive for the environment?

- What makes people do things that affect their environment negatively?
- What are ways that you are thinking differently about how you give to or take care of your environment after our discussion?



SUMMARIZE THE DISCUSSION:

We are deeply connected to our environments in our actions and daily lives.
We can choose to take care of our environment in our daily lives.



6. Let's Remember (10 mins)



To reflect on a verse or phrase that reinforces the central message and value of the session.

Step 1: Read one of the selected verses or phrases below. Choose the phrase based on an understanding of the religion of the participants and to which saying they might best respond.



For Christian Reflection:

“The earth [is] the LORD’S, and the fulness thereof; the world, and they that dwell therein.” – Psalms 24:1



For Muslim Reflection:

“It is Allah Who has made for you the earth as a resting place, and the sky as a canopy, and has given you shape and made your shapes beautiful and has provided for you sustenance.” [40:64] 17 – Surat Ghaafir



For Cultural Reflection:

*“He is a fool who praises the fruit of a tree and forgets its roots.”
- African Proverb*

“If a bird does not recognise a tree, it will not rest on it.” – African Proverb

90 minutes

Step 2: Ask participants to find a partner to discuss the verse or phrase using the questions below.



With your partner, please think about:

How can this verse/phrase help us reflect more on our connection to our environments?

Step 3: Ask one or two participants to share their reflection and summarize the discussion.



Would a couple of volunteers be willing to share what they talked about with their partner?

Thank you for sharing! It is important to realize that we are connected to our environment because our environments are essential for our wellbeing, our family wellbeing, and our community wellbeing!



SUMMARIZE THE DISCUSSION:

We are deeply connected to our environments in our actions and daily lives.

We can choose to take care of our environment in our daily lives.

7. Home Practice (5 mins)



To review the session's central message and to assign a practice activity participants can do at home to reinforce the learning and objectives of the session.

Step 1: Briefly review the central themes from today's session. Then, explain that after each session, participants will be asked to practice at home.



We have arrived at the end of our session, in which we have discovered what environments we live in, how they affect us, and how we can choose to take actions that help our environment, despite outside pressures. We hope that this session has helped you start to think about how connected we are to our environments!

Step 2: Give the **Home Practice Handout** to each participant and explain the practice for the session, in which participants will commit to looking further at the gaps that they identified in their community.



For this session's Home Practice, we will ask you to continue to reflect more on your connection to your environments.

For the Home Practice, I would like you to:

1. Give thanks every day for one thing you receive from your environment, and
2. Identify 3 ways in which you want to give more to your environment.



Step 3: Thank participants for their participation and remind them of the date for the next session.

Thank you all for your participation today! We will see you at the next session on **(date)**. In that session, I look forward to hearing how all of you have thought about your connections to your environment! See you soon!





Session 6.2:

Creating a Healthier
Home Environment

Session 6.2:

Creating a Healthier Home Environment

Key Message:

“ My environmental wellbeing starts in my home. ”



Session Objectives:

By the end of the session, participants will be able to:

1. Identify the elements of a healthy home environment.
2. Recognize the positive effects of a healthy home environment on personal, family, and community wellbeing.
3. Identify practical ways to improve the home environment.



Materials

- Flipchart paper
- Marker
- Tape



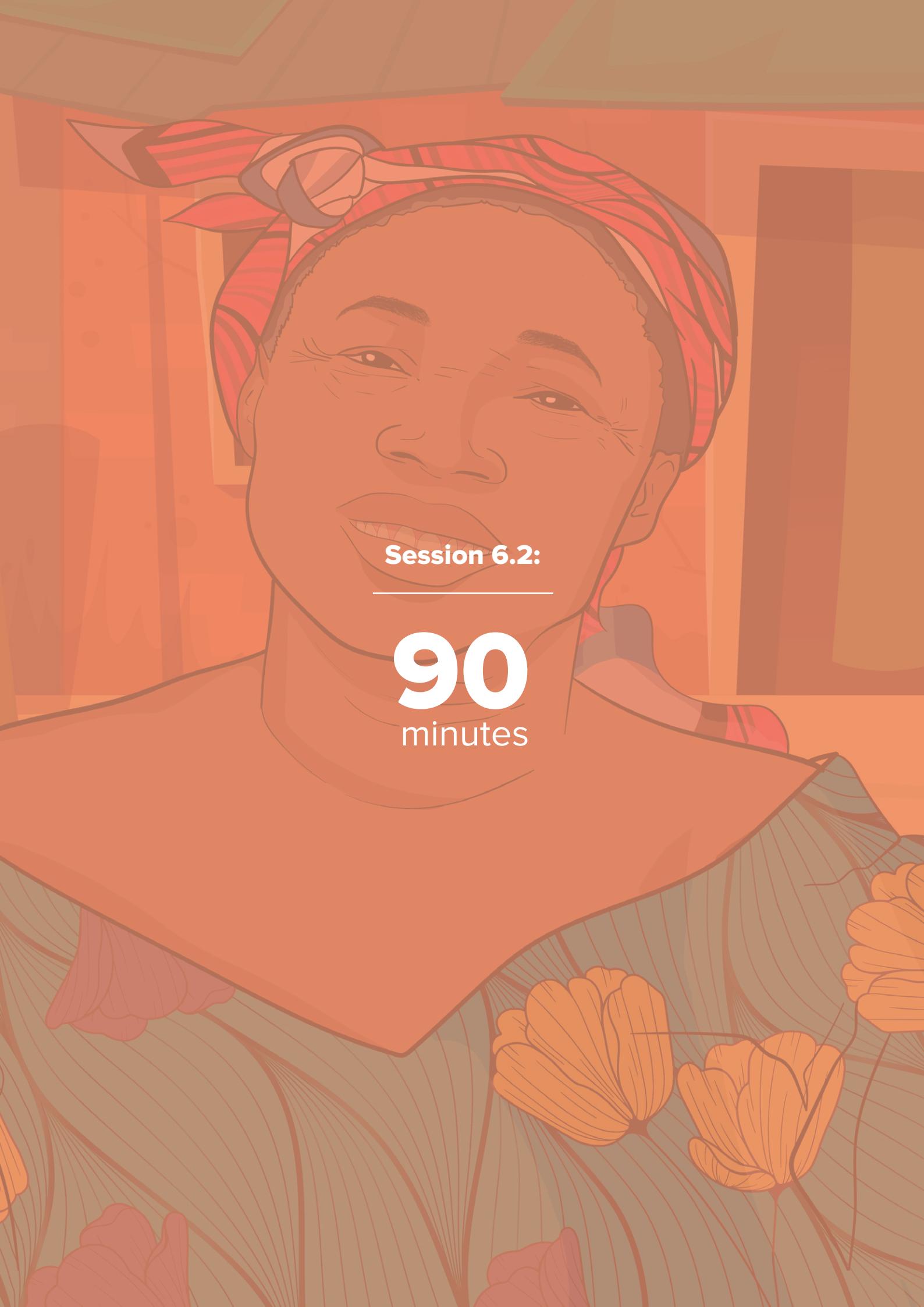
Equipment

- **Storycards 6.2: Ernestina's Story**



Preparation

- Have a copy of **Tool 6.2A** ready for Activity 2: Warm-up.
- Make sure **Storycards 6.2.: Ernestina's Story** are ready to show.
- Have copies of session handouts ready for all participants:
 - ▶ Summary: **Creating a Healthier Home Environment**
 - ▶ Let's Practice: **“What are the Barriers?”**
 - ▶ Home Practice: **“Improving My Home Environment”**



Session 6.2:

90
minutes

SESSION OVERVIEW

90 minutes



Activities	Summary	Mins.
Activity 1: Welcome and Home Practice Review	<ul style="list-style-type: none"> ▶ A warm welcome and a brief introduction to the session. ▶ Experience with home practice assigned in the previous session. ▶ Summary of lessons learned in the home practice. 	10
Activity 2: Warm-up: “Learning to Build a Healthy Home Environment”	<ul style="list-style-type: none"> ▶ Participants share one thing they do to create a healthy home. 	5
Activity 3: Let’s Share a Story	<ul style="list-style-type: none"> ▶ Presentation of a story on the session topic. ▶ Group discussion on the story. 	20
Activity 4: Let’s Talk: “What is a Healthy Home Environment?”	<ul style="list-style-type: none"> ▶ Discussion of ways to create a healthy home environment in three different areas: Safe house, Clean house, and Waste in its Place. 	20
Activity 5: Group Practice: “Creating a Healthier Home Environment”	<ul style="list-style-type: none"> ▶ Participants identify ways to overcome barriers to creating a healthier home environment using role plays. 	20
Activity 6: Let’s Remember	<ul style="list-style-type: none"> ▶ Group reflection on a selected phrase or verse. 	10
Activity 7: Home Practice	<ul style="list-style-type: none"> ▶ Participants will identify one area in which they want to improve the health of their home environment, make a plan, and take one step toward that plan. 	5



1. Welcome and Home Practice Review (10 mins)



To welcome all participants to the group, create an environment of energy, trust, and familiarity, and review the home practice assigned in the previous session.

Welcome (2')

Step 1: Warmly welcome participants to the second session of Module 6: Pathway to Environmental Wellbeing. Thank each participant for their time and encourage them to fully participate in the program. Briefly give an overview of the session.



Welcome to our second session of **Module 6: Pathway to Environmental Wellbeing**. We are so glad you have joined us again this day to explore more about how our environmental wellbeing is essential and is connected to our personal, family, and community wellbeing. We appreciate you taking the time from your responsibilities to share in this program and to learn and grow together.

Today, we will be talking about how to create a healthier home environment. As we saw in our last session, the home is a basic part of our environment, and it affects everyone's wellbeing, so we're going to explore it further!

Home Practice Review (8')

Step 2: Remind participants of the main topics discussed in the last session. Also, remind them of their home practice assignment, in which they were asked to commit to giving thanks every day for one thing they receive from their environment and to identify three ways in which they can affect their environment in a positive way.

Ask participants to turn to someone next to them and tell them about their experience of doing the Home Practice from the last session.



Let's do a quick review of our last session. In that session, we began talking about what our environment is, including the home, the community, and nature. We talked about what we receive from our environments and how we can affect our environment in both positive and negative ways.

For the home practice, we asked you to commit to giving thanks for one thing you receive from your environment each day. Then, you committed to identifying three ways in which you can affect your environment in a positive way. Please turn to the person next to you and share with them your experience in doing this home practice.

Step 3: After a few minutes of discussion, ask a couple of volunteers to share what they did for this practice and what they learned from it. Then, summarize the reflections.

I would love to hear from one or two volunteers about their experience. Would someone be willing to share what you did and what you learned from the home practice?

Thanks to all of you for sharing your efforts to put your learning into practice!



2. Warm-up: “Learning to Build a Healthy Home Environment” (5 mins)



To start thinking about what a healthy home environment includes.

Step 1: Ask participants to form a circle. Ask them to think of one thing they do each day to have a healthy home environment. Show a picture of a typical home environment (**See Tool 6.2A**), which participants will pass around the circle, point to an area of the house, and briefly share what they do for a healthy home environment.

To begin today’s session, let’s form a circle. Today, we are going to talk about how to keep our home environment healthy. Let’s start by thinking about something you do in your own home to make it a healthy environment for your family. I’ll pass this picture of a home environment, and you can point to an area of the house as you explain one thing you do to keep it healthy. I’ll go first: (Point to water buckets.) I wash dishes after every meal to keep flies away (example).



Step 2: Summarize the activity, emphasizing the importance of learning how to contribute to a healthy home environment from sharing each others’ experiences.

Thank you for sharing your actions to create a healthy home. Many of these things we’ve mentioned have been learned from our own families, and we often pass these same lessons on to our children. However, we can always keep learning from each other and improving the ways in which we keep a healthy home as part of our environmental wellbeing.



3. Let’s Share a Story (20 mins)



To show a real life story of how creating a healthier home environment affects the wellbeing of an individual and a family.

Step 1: Show **Story 6.2: Ernestina’s Story**, narrating the story through the flashcards and asking the group to participate and pay close attention to the details of the story.

90 minutes



To continue our topic about how to create a healthy home environment, let's listen to this story about someone who is making sure her family is learning how to care for themselves and their home environment.

I will read the story to you as you look at the pictures and think about their situation.

Step 2: After going through the story, use the following questions to guide a discussion:



- How do you feel about Ernestina's story?
- What are some of the most important actions she takes to keep a healthy home environment for herself and her family?
- How does the community contribute to having a healthy home environment?
- **Why is it important for the whole family to contribute to having a healthy home environment?**
- **What are the challenges you face in keeping a healthy home environment?**
- **What might happen to family members if a house is not kept safe and clean each day?**
- **What is something new you have learned from this story about creating a healthy home environment?**

Step 3: Summarize the discussion, emphasizing why taking time to create a healthy home each day is an important connection to environmental wellbeing in which each member of the family can participate.



SUMMARIZE THE DISCUSSION:

Taking time to create a healthy home is one of the most important responsibilities a family has to include so that each member has a safe and clean environment that contributes to their wellbeing. Everyone can have a part in keeping their home environment as safe and clean as possible, teaching younger generations how to contribute to these daily tasks as well. A community that helps create healthy homes also contributes to environmental wellbeing for everyone.

4. Let's Talk: "What is a Healthy Home Environment?" (20 mins)



To explore the different ways in which a healthy home environment contributes to our wellbeing.

What is a Healthy Home Environment? (5')

Step 1: Introduce the concept of a healthy home environment by placing several pictures of different home environments on the wall (or on the floor), both in good and

poor conditions (See **Tool 6.2B**). Ask participants to describe different aspects of a healthy home environment from what they observe in the pictures and from their own experience. Highlight the idea of creating a safe place to take care of the family in each area of wellbeing.

We all try to make our homes as healthy as possible for our families, just as our families did for us when we were young! However, creating a healthy home environment is not always a simple task.



Look at these pictures I am placing on the wall (or the floor) and tell me what you think of these home environments:

- ▶ What comes to your mind when you think of a healthy home environment?
- ▶ What makes these a healthy or poor home environment?
- ▶ What would you change in the ones you think have poor home environment conditions?

Thanks for sharing your thoughts! A healthy home environment can definitely look different ways, but it must be a safe, clean, and respectful environment where all family members can thrive as they participate in taking care of each other, right?

Three Areas of a Healthy Home Environment (15')

Step 2: Divide participants into three groups to discuss three different areas of a home environment: safe house structure, clean house, and waste in its place. Each group will brainstorm all the actions they can think of to promote a healthy home environment in the area they have received.

Although we all learned a certain way of caring for our home environments from our families where we grew up, we can always learn new ways of making our home environments healthier for our families by sharing ideas and experiences with others!



Let's begin by looking at these three areas of a home environment:

- ▶ Safe house structure
- ▶ Clean house
- ▶ Waste in its place

I would like you to form three groups by numbering off from 1-3. Each group will have one of the three areas of a home environment to discuss. You will have five minutes in your groups to share at least five ideas on how you can create a healthy home environment in that area. For instance, under "clean house," what are some things we can do to keep the house clean, like Ernestina in today's story? (Ex: Wash the dishes/sweep the floor) Any questions? OK, let's go to your groups!

90 minutes

Step 3: After five minutes, have each group briefly present their ideas for their assigned area. After each presentation, highlight what the group said and ask if someone has another idea they'd like to add. Make sure to cover actions from the following table that may not have been mentioned and which can be useful in the context of the group.

Area of Home Environment	Actions for a Healthy Home Environment
Safe House	<ul style="list-style-type: none">▶ Check the walls - Repair any holes, plaster if possible, and make sure there are windows for ventilation.▶ Floor - A cement or clay floor is the best for good cleaning; otherwise, a dirt floor can be made as compact as possible.▶ Roof - Prepare prior to the start of the rainy season, repair often, and use tin.
Clean House	<ul style="list-style-type: none">▶ Sweep and keep as clean as possible.<ul style="list-style-type: none">— Place a blanket or cloth under babies and wash their hands frequently.— Don't allow household animals into the house.▶ Wash dishes before reusing.▶ Wash clothes and bedclothes.▶ Clean latrine daily.▶ Keep water clean by storing in a clean and covered container.▶ Make sure drinking water is purified by one of the following methods:<ul style="list-style-type: none">— Boiling for three mins.— Using purifier or chlorine.— Using a water filter.
Waste in its Place	<ul style="list-style-type: none">▶ Human waste: Make sure latrines don't run into the nearby water source.▶ Animal waste: Make sure animal excrement is used as fertilizer or thrown out far from the house.▶ Household rubbish:<ul style="list-style-type: none">— Use vegetable/paper waste to make into organic compost.

Area of Home Environment	Actions for a Healthy Home Environment
Waste in its Place	<ul style="list-style-type: none"> ■ Gather plastic and glass that can be reutilized. ■ Assign a place away from the community for plastic that can't be reused and other rubbish.

Step 4: After the presentations, lead a brief discussion on what keeps families from maintaining the healthiest home environment possible. Finish the discussion by highlighting the importance of everyone in the family working together to make a healthy home. Split discussion between the three areas of the home environment.

Thank you for sharing your great ideas and experiences in these three areas of a healthy home environment! Let's talk a little more about what it means to create and keep a healthy home environment.



- ▶ **What do you think can keep people from doing all of the things they need to do to create:**
 - A safe home?
 - A clean home?
 - A proper place for waste?
- ▶ **How can all family members be a part of creating a healthy home environment?**



Note: If participants have already gone through Module 4, remind them about Session 4.2 on sharing roles and responsibilities in a balanced way, including both genders and age appropriate household activities.

SUMMARIZE THE DISCUSSION:



We often already know how to keep our homes healthy. However, sometimes it is more difficult than we think. We face problems such as financial challenges, lack of time, or a lack of energy to do all of the things we know we need to do to create and keep a healthy home. By working together as a family, and making sure that everyone in the family takes a role, we can help each other create a healthy home environment.

5. Group Practice: “Creating a Healthier Home Environment” (20 mins)



To practice identifying ways to create a healthy home environment.

Step 1: Provide the **Let's Practice Handout**, which shows some of the barriers some families may face in keeping a safe and clean home environment. Explain that we will

90 minutes

now discuss and role-play a situation in order to help a friend make his or her home healthier. One volunteer will be the main character in the story, and the other person will be a friend who is offering advice. Once the first friend has offered advice, then another person who has different advice can clap once. Then, the conversation has to freeze while that person takes the role of the friend. The goal is to get as many suggestions as possible while helping overcome some of the barriers or challenges to keeping a healthy home environment.



I will provide a handout that shows some of the typical barriers some families face in keeping a healthy home environment, including some of the things we have already discussed.

Now, we're going to take everything we've learned today and put it into practice by doing some role plays. I will read a scenario and ask for two volunteers – one will play the person trying to make their home healthier, and the other will play the friend. The friend will start to ask questions and offer advice to the main person, especially trying to overcome a barrier or challenge this person has to keep their environment safe and clean. If you feel that you have different questions or more advice, raise your hand. Then, I will say "freeze," and the two characters in the role play will freeze. Then, you will come up and tap the "friend" on the shoulder. The friend will leave the scene, and you will sit down. Then I will say "go," and you can ask your questions or give advice to the person.



Note: Choose two or three of the following scenarios, depending on the amount of time for this activity, and adjusting them according to the local context.



Scenario 1:

Emmanuel thinks it takes too much time to take the animal dung to the fields every day, so he keeps the cow and goat dung in a pile by the house before taking it to the fields.

- **What is the barrier Emmanuel faces to keeping a healthy home environment?**
- **How can he and his family make their home healthier?**

Scenario 2:

Sarah lives very far from the town borehole, and her children are not yet old enough to help her fetch water. This makes it difficult to get enough water for cooking, cleaning, washing hands, and bathing the children. When she does get water, she leaves it in the bucket outside - she knows it will be used quickly.

- **What is the barrier Sarah faces to keeping a healthy home environment?**
- **How can she work with her family to make their home healthier?**

Scenario 3:

Rose always finds her young children playing with rubbish, like plastic wrappers, that they find in the road, as her neighbors often throw these things in the street.



- **What is the barrier Rose faces to keeping a healthy home environment?**
- **How can she work with her family to make their home healthier?**

Scenario 4:

It is raining where Stephen and Ruth live, and their roof and walls are leaking again. They always talk about fixing the leaks, but then another rainy season comes and they and their children have to sit in a wet home.

- **What is the barrier they face to making their home environment healthier?**
- **How can they work with their family to make their home healthier?**

Step 2: Guide a brief discussion on the role plays and discuss why it is sometimes difficult to create a healthy home.

Thank you for your excellent acting and advice! I can see that you all are thinking about how to create healthier homes and that you have the knowledge to help your family and friends do that!



- What are some of the ideas that were mentioned that might be useful to you in your own home?
- Why is it so important to overcome the barriers we face to creating a **healthy home environment?**

For our home practice, we'll talk more about what we each want to do to improve the health of our home and how we can make sure it happens!

SUMMARIZE THE DISCUSSION:

We all want to have healthy homes and know different ways to do it. However, we often must overcome barriers to do this! So, we can all benefit from help from our family and friends to overcome barriers and to move forward in making our homes healthier.

6. Let's Remember (10 mins)

To reflect on a verse or phrase that reinforces the central message and value of the session.

Step 1: Read one of the selected verses or phrases below. Choose the phrase based

90 minutes

on an understanding of the religion or cultural context of the participants and to which they might best respond.



For Christian Reflection:

“You blind Pharisee, first clean the inside of the cup and of the dish, so that the outside of it may become clean also.” – Matthew 23:26



For Muslim Reflection:

“The Holy Prophet (S) said: ‘Try to be clean as much as you are able to. Verily, Allah has based the foundation of Islam on cleanliness...’” - Kanz-ul-‘Ummal, Tradition 26002



For Cultural Reflection:

“Filthy water cannot be washed.” - African Proverb

“If a child washes his hands he could eat with kings.” – African Proverb

Step 2: Guide a brief conversation with the whole group, using the questions below.



Let's take a few minutes to reflect on a verse or phrase about having a clean home environment.

- What does this verse or phrase say about keeping our lives as clean as possible, both on the inside and out?
- **How can this verse/phrase help us reflect on how we can create a healthy home environment?**

Step 3: Summarize the discussion.



Thank you for sharing! It is important to realize that our home environment affects our wellbeing and is an important part of how we care for our environmental wellbeing.

7. Home Practice (5 mins)



To review the session's central message and to assign participants an activity they can do at home to reinforce the learning and objectives of the session.

Step 1: Briefly review the central themes from today's session.

We have arrived at the end of our session, in which we talked about how to create a healthy home, how a healthy home affects our wellbeing, and how we can work together with our families to create a healthier home environment for everyone.



Step 2: Give the **Home Practice Handout** to each participant and explain the practice for the session, in which participants will commit to improving one area of their home environment.

For this session's Home Practice, we will ask you to continue to apply what we have learned to your own home. Based on the three areas for a healthy home that we've talked about, I would like you to:



- Identify one area in which you want to improve the health of your home environment,
- Create a plan for how you will improve in that area by working together with others in your home, and
- Take one step toward achieving it.

Step 3: Thank participants for their participation and remind them of the date for the next session.

Thank you all for your participation today! We look forward to seeing you at the next session and hearing how all of you have worked on improving your home environment! See you soon!





Session 6.3:

Protecting Our Resources

Session 6.3:

Protecting Our Resources

Key Message:

“ We take personal and community actions to protect our resources. ”



Session Objectives:

By the end of the session, participants will be able to:

1. Identify how their environmental resources have changed from the past to the present.
2. Identify how daily practices can affect the community's resources.
3. Practice specific actions that help protect their community's natural resources.



Materials

- Environmental Resource flipchart



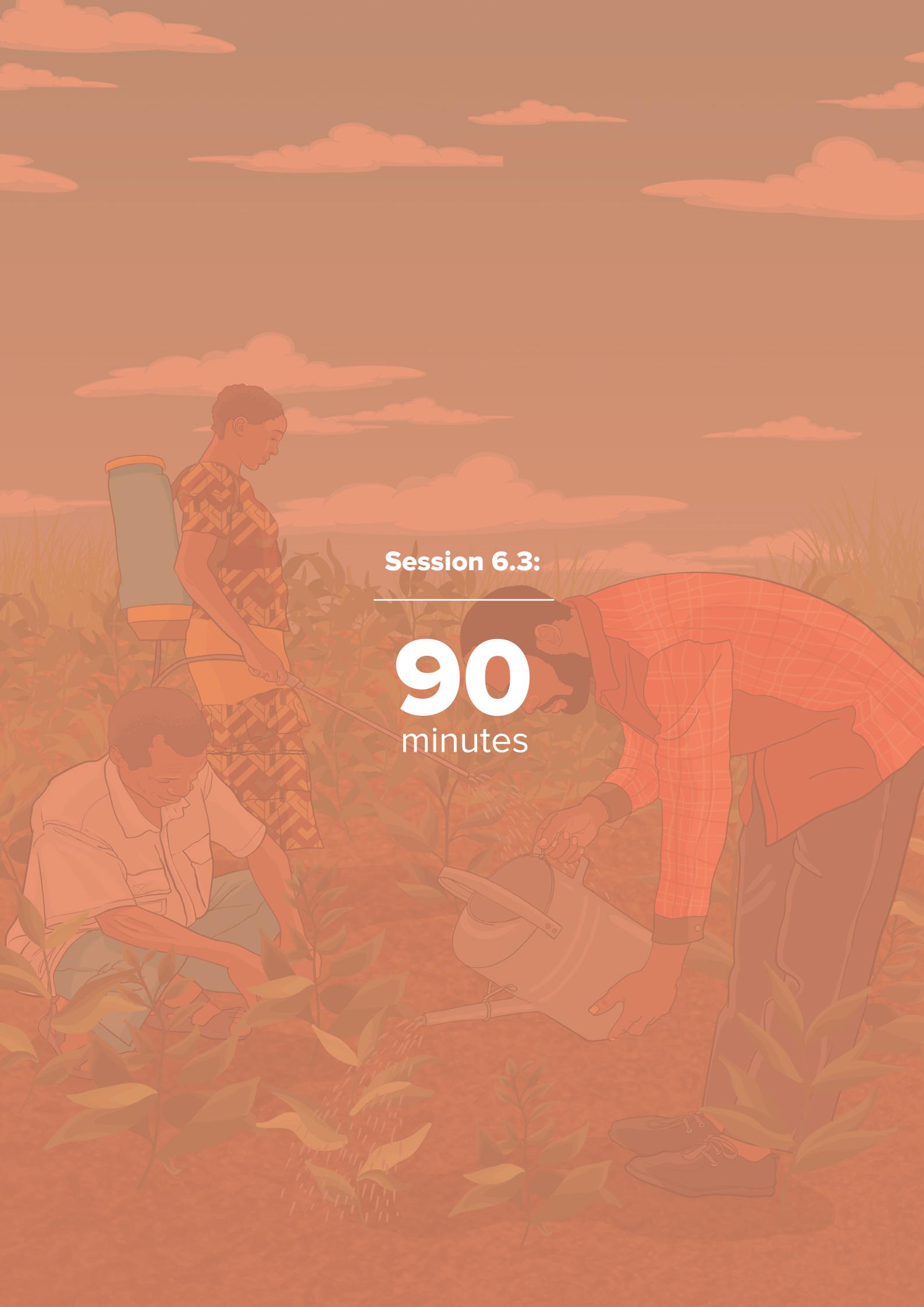
Equipment

- **Storycards 6.3: Gideon Village's Story**



Preparation

- Make sure **Storycards 6.3: Gideon Village's Story** are ready to show.
- Have copies of session handouts ready for all participants:
 - ▶ Summary: **“Protecting Our Resources”**
 - ▶ Let's Practice: **“Ideas for Protecting Our Resources”**
 - ▶ Home Practice: **“Taking Action to Protect Our Resources”**



Session 6.3:

90
minutes

SESSION OVERVIEW

90 minutes



Activities	Summary	Mins.
Activity 1: Welcome and Home Practice Review	<ul style="list-style-type: none"> ▶ Warm welcome and a brief introduction to the session. ▶ Home practice review from the previous session. 	10
Activity 2: Warm-up: “Celebrating our Natural Resources”	<ul style="list-style-type: none"> ▶ In teams, participants act out resources in the environment. 	5
Activity 3: Let’s Share a Story	<ul style="list-style-type: none"> ▶ Presentation of the story on natural resources. ▶ Group discussion on the story. 	20
Activity 4: Let’s Talk: “Past and Present Community Resources”	<ul style="list-style-type: none"> ▶ Participants identify how their community resources were in the past and now in the present. ▶ Participants identify causes of these changes. 	20
Activity 5: Let’s Practice: “Planning for the Future”	<ul style="list-style-type: none"> ▶ Participants identify ways to conserve and protect resources, changing negative practices and developing positive practices. 	20
Activity 6: Let’s Remember	<ul style="list-style-type: none"> ▶ Group reflection on a selected phrase or verse. 	10
Activity 7: Home Practice	<ul style="list-style-type: none"> ▶ Participants will identify one priority resource that they want to protect, identify a plan for protecting it, and take one step toward protecting that resource. 	5

STEPS FOR SESSION FACILITATION

90 minutes



1. Welcome and Home Practice Review (10 mins)



To welcome all participants, create an environment of energy, trust, and familiarity, and review the home practice.

Welcome (2')

Step 1: Warmly welcome participants to the third session of Module 6: Pathway to Environmental Wellbeing. Thank each participant for their time and encourage them to fully participate in the program. Briefly give an overview of the session.



Welcome to our third session of **Module 6: Pathway to Environmental Wellbeing**. We are so glad you have joined us again to learn more about how to care for our environmental wellbeing. As always, thanks for taking time from your many responsibilities to share and learn with us!

Today, we will talk more about our natural environment, what it provides for us, and how we can be good caretakers of it. Since we are so connected to the environment, we must learn to take the best care of it that we can!

Home Practice Review (8')

Step 2: Remind participants of what was discussed in the last session. Also, remind them that at the end of the last session, they were asked to commit to identifying one area to make their home healthier, to creating a plan for making that change, and to taking a step toward it. Ask participants to turn to someone next to them and tell them about their experience of doing the Home Practice from the last session.



Let's review our last session. In that session, we spoke about creating a healthier home environment. We talked about three areas for creating a healthy home: Safe House, Clean House, and Waste in its Place. We talked about how our families can work together to improve the health of our homes and about things that make it difficult to make our home healthy. Do you remember some examples of what made it difficult to always choose to make our home healthier?

For the Home Practice, we committed to identifying one area in which we can make our own homes healthier, creating a plan to make them healthier together with our families, and taking one step toward making them healthier. Please turn to the person next to you and discuss your experience, identifying how to make your home healthier and what you did toward making that happen!

Step 3: After a few minutes of discussion, ask a couple of volunteers to share what they did for this practice and what they learned from it. Then summarize the reflections.

I would love to hear from one or two volunteers about their experience. Would someone be willing to share what you did and what you learned from the home practice?

Thanks to all of you for sharing your efforts to put your learning into practice!



2. Warm-up: “Celebrating Our Natural Resources” (5 mins)



To invite a celebration of natural resources in participants’ communities.

Step 1: Ask participants to form two teams. Each team will send a volunteer to the front. This volunteer will have an environmental resource whispered to them and will have 30 seconds to act out what the environmental resource is to their team members. If the team guesses the resource correctly, they get a point. If the first team does not guess the resource correctly, the other team will have an opportunity to guess. If they guess correctly, they get the point.



Note: Resources will include: soil, water, air, trees, plants, animals, insects, rocks, and any other resource you think is appropriate to the local environment.

To begin today’s session, we are going to celebrate the resources in our environment that not only help us survive, but also contribute to our complete wellbeing!



Let’s make two teams. One team will select a volunteer to come up and act out a natural resource that I will whisper to them. The volunteer will have 30 seconds to act out the resource. Their team must guess what they are acting out. If the team guesses, they get a point. If the team is unable to guess, then the other team will get an opportunity to guess. If the other team guesses correctly, they get a point. The team with the most points at the end wins!

Step 2: Summarize the activity, emphasizing how important it is to recognize and celebrate the value of our natural resources.

Congratulations to the winning team! Let’s give them an applause!



Now, let’s give all our natural resources an extra special applause!!

Thank you for recognizing and celebrating our wonderful environmental resources. As we will see today, these resources are continually changing, often because our daily actions have an important effect on them.

3. Let's Share a Story (20 mins)



To show a real-life story of how a community is working to care for the natural resources the families use in their daily lives.

Step 1: Show **Story 6.3: Gideon Village's Story**, narrating the story through the flashcards and asking the group to participate and pay close attention to the details of the story.



To begin discussing today's topic, let's listen to this story about a community that found a way to use a natural resource they need for each day in such a way that also protects it for the future.

I will read it to you as you look at the pictures and think about their situation.

Step 2: After going through the story, use the following questions to guide a discussion:



- How do you feel about the story of Gideon Village?
- What was the problem Gideon Village faced?
- What changes in their natural environment were causing some of the problems Gideon Villages had to face?
- What did Gideon Village do to protect their resources for the future?
- How long do you think Gideon Village will need to keep using these practices to protect it's resources?
- **Why is it important to protect and care for the resources we use in our lives?**
- **What should our role be in protecting and caring for the environment?**
- **What is the most important thing you have learned about ways to protect and care for your environment?**

Step 3: Summarize the discussion, emphasizing how this community has learned to work together and come to good decisions, even when they don't always agree on everything.



SUMMARIZE THE DISCUSSION:

Our environment is connected very closely to our wellbeing. We all need to do our part in protecting and caring for our resources. Sometimes we can take action as individuals and families, other times we need to join with the community to have a greater impact and make sure we protect our resources for the future.

4. Let's Talk: "Past and Present Community Resources" (20 mins)



To identify how community resources were in the past in participant communities and what they are like now.

Changing Environmental Resources (15 mins)

Step 1: Facilitate a discussion around changing environmental resources in the community by asking participants to move from one side of the room to the other if they've noticed improvement or decline in different resources from when they were young. (Use **Tool 6.3A** with symbols for different resources.)

Let's talk more about how we use and care for the natural resources around us that are so important for our wellbeing!



To do this, I will ask about a resource in your community. (**Use Tool 6.3A to show symbols of each resource.**) When you see the symbol, I would like you to think of how that resource was in the past and how it is now. If you have noticed a good change and the resource has improved, move to the right of the room. If you have noticed that the resource has deteriorated, move to the left. If it is the same, you can stay in the middle.

Let's do an example together around water. (**Show symbol of water.**):

- What was water like in the past in this community? Has it improved, deteriorated, or stayed the same? Why?

Step 2: Continue the discussion through each of the following resources, asking participants to explain the changes they have noticed and why they think this resource has changed.

- ▶ Soil
- ▶ Land
- ▶ Trees
- ▶ Climate
- ▶ Air



Note: Use examples that are relevant to the participants' community. For instance, polluted air or land may not be as pressing to those in the rural areas as those in urban/peri-urban areas, while soil may be of concern for those who farm for a living.

Effects of the Changes (5 mins)

Step 3: Lead a brief discussion on how participants think these changes have affected their wellbeing over time. Ask them to highlight changes caused by human actions.

Thank you for sharing your experience! It seems like the resources in your community have changed quite a bit over the years. Some of these changes are caused by our actions and the actions of other humans.



90 minutes



- How do the changes we've talked about affect our wellbeing, both for human life, as well as the environment?
- **Why might it be important for you and your community to think about ways to protect the resources you have?**



SUMMARIZE THE DISCUSSION:

The resources we rely on in our communities are always changing, but many of the changes are caused by our own actions or the actions of others. By recognizing these changes and what caused them, we can begin to appreciate our resources and understand why it is important to take care of them.

5. Let's Practice: "Planning for the Future" (20 mins)



To identify why it is important to take care of our resources and how to protect them.

Step 1: Ask participants to form three groups. Provide **Let's Practice Handout: "Ideas for Protecting our Resources"** and ask each group to choose one resource. Ask them to think about why it is important to protect that resource and to brainstorm specific actions they and their communities can take to protect their resource (along with the ideas provided in the handout). Then, they will compose a short song to sing or a chant about these actions to the whole group! (If appropriate, provide a popular tune to the participants for creating the song, such as Jerusalema by Master KG and Nomcebo, or a local traditional song.)



Now, I would like for you to form three groups by counting off: 1, 2, 3. I will pass out the **Let's Practice Handout**, which gives some ideas of how to protect and care for our natural resources. Each group will choose one resource and discuss:

- ▶ Why it is important for their community to protect the resource, and
- ▶ What individuals and the community can do to protect that resource.

After the group has discussed for a few minutes, you will create a short song that represents the importance of the resource and the ideas for protecting it to share with the whole group! You can include ideas from the handout or any other idea you may have. Any questions? You will have 10 minutes. Go!

Step 2: After 10 minutes, have each group sing their song to the whole group. After each song, highlight the main ideas in the song and emphasize some of the good practices for caring for each resource, including some from the Let's Practice Handout.

Step 3: Lead a brief discussion on what makes it difficult to follow through with actions to protect our resources.

You are all amazing musicians! Thank you for sharing your songs with us!

As we have seen through your songs, there are many reasons that we should preserve our resources and many ways to do so! But sometimes it is difficult to protect our resources.

- **What makes it difficult sometimes to take action to protect our resources?**
- **What can we do to continue to protect these resources, even when we face difficulties and barriers to taking the actions that we know we should?**



SUMMARIZE THE DISCUSSION:



It is important to protect the resources that give us life, in order for them to continue to provide us with food to eat, shelter, and life. There are many things we can do to protect and preserve these resources in our daily actions. However, sometimes it is difficult to think of protecting our resources, particularly when life gets hard and puts pressure on us. By keeping our focus on the importance of these resources, we can remember to take action to protect resources for our children and our grandchildren.

6. Let's Remember (10 mins)



To reflect on a verse or phrase that reinforces the central message and value of the session.

Step 1: Read one of the selected verses or phrases below. Choose the phrase based on an understanding of the religion of the participants and to which saying they might best respond.



For Christian Reflection:



“The Lord God took the man and put him in the garden of Eden to work it and keep it.” – Genesis 2:15



For Muslim Reflection:

The Prophet (peace be upon him) said, “The world is beautiful and verdant, and verily God, the exalted, has made you His stewards in it, and He sees how you acquit yourselves.” - (Saheeh Muslim)



For Cultural Reflection:

“Where water is the boss, there the land must obey.” - African Proverb

“Do not call the forest that shelters you a jungle.” - African Proverb

Step 2: Guide a brief conversation with the whole group, using the questions below.



Now, we will reflect on a verse/saying about our connection to the environment.

- **How can this verse/phrase help us reflect on how we can protect our resources for now and for the future?**

Step 3: Summarize the discussion.



Thank you for sharing! It is important to realize that our environment and resources are affected by our individual and community actions and that we can work together to protect our environment and resources.

7. Home Practice (5 mins)



To review the session’s central message and to assign participants an activity they can do at home to reinforce the learning and objectives of the session.

Step 1: Briefly review the main topics from today’s session.



We have arrived at the end of our session, in which we talked about our environment and natural resources, how they have changed over time, and how we can protect them.

Step 2: Give the **Home Practice Handout** to each participant and explain the practice for the session, in which participants will identify the resource issue that is most important to them and their families and identify one change they can make in their lives to protect that resource.

For this session's Home Practice, we will ask you to continue to apply what you have learned to yourself. I would like you to right now decide what the most pressing environment or resource problem is for you and your family. Between now and the next session, I would like you to commit to:

- Identifying one action you can take to protect that resource and
- Taking one step toward that action.



Step 3: Thank participants for their participation and remind them of the date for the next session.

Thank you all for your participation today! We will see you at the next session on **(date)**. In that session, I look forward to hearing how all of you have thought about how to protect the natural resources that are most important to you! See you soon!





Session 6.4:

Mobilizing Our Community for the Environment

Session 6.4:

Protecting Our Resources

Key Message:

“ Our community can identify environmental problems and take action for our environmental wellbeing. ”



Session Objectives:

By the end of the session, participants will be able to:

1. Identify the community's critical environmental issues for the future.
2. Motivate other community members to get involved in environmental issues.



Materials

- Chair (For Warm-up in 90 minute version)



Equipment

- **Storycards 6.4: Mlinde Village's Story**



Preparation

- Make sure you have enough time to set up and test the audiovisual equipment to present **Story 6.4: Mlinde Village's Story**.
- Have copies of session handouts ready for all participants:
 - ▶ Summary: **“Mobilizing Our Community for the Future”**
 - ▶ Let's Practice: **“Getting Others Interested”**
 - ▶ Home Practice: **“Motivating My Community”**



Session 6.4:

90
minutes

SESSION OVERVIEW

90 minutes



Activities	Summary	Mins.
Activity 1: Welcome and Home Practice Review	<ul style="list-style-type: none"> ▶ Warm welcome and a brief introduction to the session. ▶ Home practice review from the previous session. 	10
Activity 2: Warm-up: “Our Power Together”	<ul style="list-style-type: none"> ▶ In teams, participants demonstrate the power of working together by moving a heavy bench or stick with their fingers. 	5
Activity 3: Let’s Share a Story	<ul style="list-style-type: none"> ▶ Presentation of the story on working together to improve the community’s environment for the future. ▶ Group discussion on the story. 	20
Activity 4: Let’s Talk: “Mapping our Community’s Future Environment”	<ul style="list-style-type: none"> ▶ Explore how environmental issues might look for the community for people’s children and grandchildren. ▶ Group discussion on what future they want to create and how to get members of the community to participate in environmental actions. 	20
Activity 5: Group Practice: “How Do We Get Others Involved in Environmental Issues?”	<ul style="list-style-type: none"> ▶ Group exercise to share ideas on how to motivate participation on environmental issues. 	25
Activity 6: Let’s Remember	<ul style="list-style-type: none"> ▶ Group reflection on a selected phrase or verse. 	5
Activity 7: Home Practice	<ul style="list-style-type: none"> ▶ Explanation of the home practice, in which participants will speak to others about an important environmental issue for the future and will take steps toward changing one environmental challenge with others. 	5



1. Welcome and Home Practice Review (10 mins)



To welcome all participants to the group, create an environment of energy, trust, and familiarity, and review the home practice.

Welcome (2')

Step 1: Warmly welcome participants to the last session of the **Pathways to Wellbeing Program Module 6: Pathway to Environmental Wellbeing**. Thank each participant for their time and encourage them to fully participate in the program. Briefly give an overview of the session.



Welcome to our last session of the **Opportunity International Pathways to Wellbeing Module 6: Pathway to Environmental Wellbeing**. Thank you for walking this pathway with us and taking your time to learn and grow with us! We hope you have learned so much already about environmental wellbeing, and we look forward to our session today!

Today, we will talk about how to work together with your community to improve the environment right now and in the future.

Home Practice Review (8')

Step 2: Remind participants of what was discussed in the last session. Also, remind them that at the end of the last session, they were asked to commit to identifying an action to help protect an environmental resource and taking one step toward that action.



Now, let's review our last session. We spoke about our community's environment in the past and how it has changed compared to today. Can you remember some of the ways your community's environment has changed?

We also talked about actions that can contribute to making positive changes in the environment of your community. Do you remember what some of those actions were?

Finally, we asked you to commit to:

- Identifying an important environmental resource in your community,
- Identifying one action you could take to protect that resource, and then
- Taking one step toward that action.

Please find a partner and discuss what environmental resource issue you identified, the action you identified, and the steps you took toward it!

Step 3: After a few minutes of discussion, ask a couple of volunteers to share what they did for this practice and what they learned from it. Then summarize the reflections.

I would love to hear from one or two volunteers about their experience. Would someone be willing to share what you did and what you learned from the home practice?



Thanks to all of you for sharing your efforts to put your learning into practice!

2. Warm-up: “Our Power Together” (5 mins)



To demonstrate how working together allows us to overcome impossible challenges.

Step 1: Explain the group exercise, in which participants will try to lift a heavy chair or bench (or with someone seated on it), using only one finger. Ask two volunteers at a time to join until the group can lift the object.

For our exercise today, could I have two very strong volunteers to help me lift this chair and move it to a safer place?



Oh, I forgot to tell you! You can only use one finger to lift the chair. Ready? Go ahead and lift!

I think we might need more strength! Can we have two more volunteers to help? Remember, you can only use one finger!



Note: Keep asking for two more volunteers at a time until the volunteers are able to move the object together.



Note: If the group manages the challenge very quickly, or it seems very easy, ask a person to sit on the chair and ask the volunteers to try again. The key is to demonstrate the power of a group to overcome challenges, no matter how difficult it may seem.

Step 2: After volunteers have moved the chair with one finger, guide a brief discussion, reflecting on the power of the group to face big challenges.

A big round of applause for our strong volunteers!



- How did this challenge of moving a chair with one finger seem to you? Did it seem possible or impossible?
- When was it possible to move the chair?

Thank you for your observations! As we have seen, a goal that seems impossible can be achieved if we get enough people working toward that goal together.



SUMMARIZE THE DISCUSSION:

A task that seems impossible can be accomplished with many people working together!.

3. Let's Share a Story (20 mins)



To show a real life story of how a community/individual is coming together to address environmental challenges in the present and for the future.

Present the Story (5')

Step 1: Present **Story 6.4: Mlinde Village's Story**, asking participants to pay close attention to the details of the story.



Let's hear the story of Mlinde Village, its environment, and how community members worked together.

Step 2: Use the Group Discussion Questions below to guide a discussion on the story.



- How do you feel about Mlinde Village's story?
- What was the problem Mlinde Village faced?
- What are the steps the community took to improve their situation?
- What is Mlinde Village doing to make sure that their village will continue to thrive in the future?
- **What motivated the community members to work together to improve their environment?**
- **What should you do if your community leadership does not respond to problems in your environment?**
- **How can you encourage your community to work on environmental problems that affect all of you?**

Step 3: Summarize the discussion, highlighting how the environment affected the village and how the village was able to affect the environment.



SUMMARIZE THE DISCUSSION:

Mlinde Village saw the biggest problem in their community, cutting down trees, and how it was affecting their community negatively. The community decided what to do together. They made a plan and acted together to improve their environment. They are also teaching their children how to treat the environment. **If we come together to care for the environment, we are improving it for today and for tomorrow.**

4. Let's Talk: "Mapping Our Community's Future Environment" (20 mins)



To identify the community's most pressing problems for the future.

Step 1: Ask participants to form two teams. Based on the last session's discussion of their community in the past and in the present, one team will imagine what the future environment of the community will be. The other team will imagine the most positive future environment that they dream of for their children. After five minutes of discussion, each team will present what they discussed.

Remember the last session, we talked about the past and the present environment in our communities and what we can do right now to change things. But sometimes, we need to make changes in our environment for today and also for tomorrow to prepare a better future for our children and our children's children.



Let's think back to what we talked about last week that we reviewed earlier in this session. We will use that to start thinking about what our community might look like in the future.

Now, let's divide into two teams by numbering off: 1, 2, 1, 2.... One team will think about what the environment in the community might look like 20 years in the future if it continues in the same way it is going now.

The other team will dream about what the community's environment might look like 20 years from now if it becomes the best it can be!

You will have five minutes to discuss this before presenting your vision for the future to the other group.

Step 2: After the groups present, summarize each presentation, particularly the presentation on the future that people want for their children.

What We Want for the Future (10')

Step 3: Lead a discussion on what future participants want for their children and why it is important to get everyone from the community involved in making change.

Thank you for all of your imagination!



- Which future do you want for your children?
- What are the changes that need to happen for your children to have the environment that you want for them?

Sometimes, when we try to face environmental problems, it can feel like a huge, impossible challenge, just like we saw in the warm-up, where two people were trying to lift a heavy chair with one finger. For example, if only one or two people in the community wanted to have a future in which the

90 minutes



streets were clean, but everyone else in the community is throwing plastic and glass rubbish in the street, will the first two people be able to create clean streets? However, what might happen if half of the people in the community wanted to keep the streets clean?

- What are some of the biggest environmental issues in your community that will affect your children's future?
- Do you know of a person or an organization that is trying to overcome these problems? What action are they taking?
- **How can more people join in these efforts to change the environment for the future?**



SUMMARIZE THE DISCUSSION:

Our children's environmental future depends on our actions. **Our actions may be small, but we can come together with others in our community to take care of the environment for everyone in our community.**

5. Let's Practice: "How Do We Get Others Involved in Environmental Issues?" (25 mins)



To identify ideas for motivating community members to act on environmental issues.

Ideas to Motivate Community Participation in the Environment (15')

Step 1: Distribute the **Let's Practice Handout**. Ask participants to form four groups to think about the different ways of increasing community participation in the environment. Each group will choose to address one pressing issue that affects their community now and will affect their children's future. They will then present their ideas as a radio advertisement, a song, a skit, or a story.



It is important to motivate others to be more aware of what is happening to our environment and to take action with us because it is a problem we face together. As an example, let's say that the problem is that people continue to cut down trees around your community. If only you plant trees, but others cut the trees down, then you'll never be able to grow a forest!

Many of you already have community traditions of working together to improve the environment, like Sunday work days together or wearing masks and washing hands during the COVID-19 pandemic. These practices are important because they can help us motivate others to help us improve the environment for our future.

Now, we're going to explore how we can motivate others to work with us to care for the environment. To do this, we will form four groups. In your groups, think about ideas to motivate others in your community to participate in solving the environmental problems in your community, for today and the future.

You will brainstorm ideas and then will create a role play, a radio announcement, a story, or a song that helps motivate others to get involved in environmental issues. You will have 10 minutes to brainstorm and create your presentation. The rest of us will listen to your presentation and tell you if you have convinced us to participate!



Step 2: After the groups have presented, highlight their most important ideas about how they can motivate others in the community to participate in a community problem. Emphasize that not everyone will participate in the same way or with the same roles, but the most important thing is to encourage a sense of unity and collaboration toward a common goal.

Thank you for your performances! I can see that you are on your way to convincing your fellow community members to improve the environment!



SUMMARIZE THE DISCUSSION:

We have seen so many important ways that we can create greater awareness, encourage, and motivate our fellow community members to participate in community environmental problems.

We know that not everyone in the community will participate in the same way due to lack of time, interest, or some other personal reason. **However, we know that each of our contributions is needed to move toward the common goal of respecting and protecting the environment that we all depend on.**



6. Let's Remember (5 mins)



To reflect on a verse or phrase that reinforces the central message and value of the session.

Step 1: Read one of the selected verses or phrases below. Choose the phrase based on an understanding of the religion of the participants and to which saying they might best respond.



For Christian Reflection:

"And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching."

– Hebrews 10:24-25



For Muslim Reflection:

"And We made the sky a protected ceiling (canopy), but they, from its signs, are turning away."

– Quran 21:32



For Cultural Reflection:

"No matter how powerful a man, he cannot make the rains fall on his farm alone."

– African Proverb

"When we plant trees, we plant the seeds of peace and hope. We also secure the future for our children."

– Wangari Maathai, Kenyan activist

Step 2:

Guide a brief conversation with the whole group, using the questions below.



Now, we will reflect on a verse/saying about our connection to the environment. **How can this verse/phrase help us reflect on how we can plan to change the environment for our future?**

Step 3:

Summarize the discussion.



Thank you for sharing! It is important to realize that we can work together with our community to make our environment better now and for the future.

7. Home Practice (5 mins)



To review the session's central message and to assign participants an activity they can do at home to reinforce the learning and objectives of the session.

Step 1: Briefly review the central themes from today's session. Then, explain that after each session, participants will be asked to practice at home.

We have arrived at the end of our session, in which we talked about the environmental future we wanted for our children and grandchildren and how to get community members involved in making environmental change!



Step 2: Give the **Home Practice Handout** to each participant and explain the practice for the session, in which participants will commit to looking further at the gaps that they identified in their community.

For this session's Home Practice, we will ask you to continue to apply what we have learned in your life. I would like you to:



- Identify the environmental issue in your community that is most important to you and your family,
- Create a plan for how you will motivate people to be more interested in this issue, and
- Speak to three people about the issue.

Step 3: Thank participants for their participation.

Thank you all for your participation today! I wish you all the best in changing your environment for the future of your children and grandchildren!



Additional Notes for Facilitators

► Why is It Important to Think About the Future for Our Environment?

Using our environmental resources sustainably means that we need to think about what we use today and what our children and grandchildren will need to enjoy healthy, happy lives in a productive and healthy environment. We are only the caretakers of these resources, and need to think of ourselves in that way. To take care of the environment, and to make sure that we leave an environment that is ready for them, we must identify current and future environmental problems and come together to solve them. We also must teach our children to do the same.

There are many environmental issues that we need to think about now in order to ensure that our children have the resources that they need for their own wellbeing. If we begin to work on these issues now, over time, we can begin to change the environment for the better.

One important way for us to work toward protecting the environment is to speak with our leaders, whether they be politicians or traditional leaders. While our communities can make some changes, leaders have the ability to bring multiple communities, and even whole countries, together to focus on protecting our resources. To begin to influence politicians and local leaders, use the skills learned in this session and get in touch with organizations that are already doing this type of advocacy. Also, see the Resources section for a toolkit on advocacy in Africa.

► What Gets in the Way of Thinking About Our Environmental Future?

People often avoid thinking about the environment and its future for multiple reasons. Often, immediate financial and livelihood pressures keep us from focusing on a goal that is more than a few months away. In addition, if there is not a history of focusing on the environment in a community, learning the importance of the environment and conserving it takes time.

However, by clearly showing how our actions toward the environment link to the future wellbeing of our descendants, we can motivate our peers and fellow community members toward change.

REFERENCES

Environmental Law Institute.

A Toolkit for Environmental Advocacy in Africa.

