



A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

How is our environment changing?



Why use this activity?

To encourage people to think about how the environment is changing, why it is changing, and whether there is anything we can do to help protect it.



A brief description

A game using pieces of paper or card with pictures on them. There are 32 cards divided into eight sets. There are four cards in each set. Players aim to collect sets of the same type of card. One player asks another player whether they have a card from a particular set. If that player does have a card of that type, he or she thinks about the picture on the card. They then talk about the picture and whether that particular issue has changed since they were a child. If children are playing, and are not able to say how something has changed, they could think about something they are thankful for in relation to that issue.



You will need

- 32 picture cards. These are included at the end of this tool. You will need to cut them out or copy them so you have 32 separate small pieces of paper or card.
- Eight blank cards are included. If you feel that some of the cards aren't relevant for the community you are working with, you could think of some other pictures instead. You could also include whole new sets of pictures. Perhaps if you are working in a coastal region, you would want to make some cards showing the particular problems caused by rising sea-levels. You just need to ensure that there are four cards in each set.



Timeline

30 minutes to prepare the cards (longer if you are drawing your own cards).
1–2 hours to play the game.

Awareness raising

Children & youth

Climate & environment

Conflict & peace-building

Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

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What to do

- Mix the cards up and hand them out as equally as possible. People mustn't let other players see which cards they have.
- The youngest player starts by looking at the cards she or he has and deciding which set of cards they would like to collect first. So, for example, if they already have two or three 'water' cards they could start by trying to collect a set of four water cards.
- They ask another player whether they have the card they are looking for. For example: 'Do you have a water card?'
- If that person has the card, they must look at the picture on it and think about how that particular thing has changed since they were a child. For example, if the person has a water card with a picture of a river on it, they think about how the river has changed since they were a child. They might say: 'There is now more water in the river,' or, 'There is now less water in the river,' or, 'The river is now dirtier than before.' If they cannot think of any changes, they tell everyone why they are thankful for the river. They then give that card to the player who asked for it.
- If the person being asked has two or more cards from the set that the person is asking for, they choose just one card to talk about and give to the other player. You could then ask the group if they know why that change has taken place and have a short discussion about the causes. And, if the change that has taken place is not good, you could ask them what they could do about the problem.
- The same player keeps asking for cards from different people until someone they ask doesn't have the card they want. Then the person on their left has a go. Once their turn has finished, the person on their left has a go. And so on.
- As players form sets of four cards, they place them face down in front of them and the winner is the first player to group all their cards into sets.

Awareness raising
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Migration & trafficking
Water, sanitation & hygiene

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Finding out more

- Tearfund (2009) Roots 13 – *Environmental sustainability: responding to changes in the environment and climate*
http://tilz.tearfund.org/en/resources/publications/roots/13_environmental_sustainability/
- Tearfund (2010) Footsteps 82 – *Natural resources*
http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_81-90/footsteps_82/
- Tearfund (1994) Footsteps 20 – *Our environment*
http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_11-20/footsteps_20/

Related tools:

- A1 – Revealing climate change: information for facilitators [A1: *Climate & environment-1*]
- A1 – Revealing environmental degradation: information for facilitators [A1: *Climate & environment-2*]
- A2 – Different ways of adapting to climate change [A2: *Climate & environment-1*]
- A2 – Raising awareness of environmental change [A2: *Climate & environment-2*]
- A2 – Slides and ladders – helping or harming the environment? [A2: *Climate & environment-3*]
- A2 – Linking climate change, environmental degradation, food, water and disasters [A2: *Climate & environment-4*]
- A2 – Mapping our past, present and future environments [A2: *Climate & environment-6*]
- B Biodiversity (Bible study) [B: *Climate & environment-1*]
- B – Caring for God's world (Bible study) [B: *Climate & environment-2*]
- B – Caring for our environment (Bible study) [B: *Climate & environment-3*]
- B – Stewardship of the land (Bible study) [B: *Climate & environment-4*]

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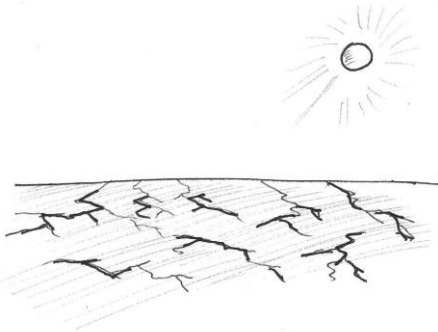

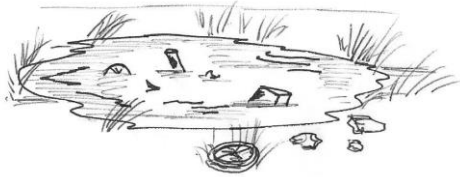
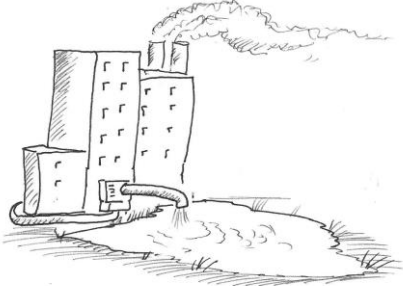
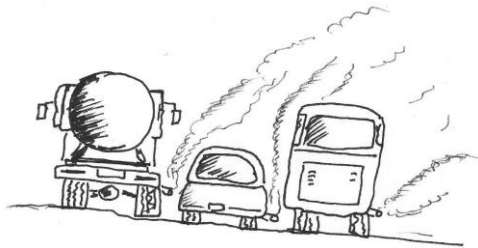

Influencing decision-makers

Migration & trafficking




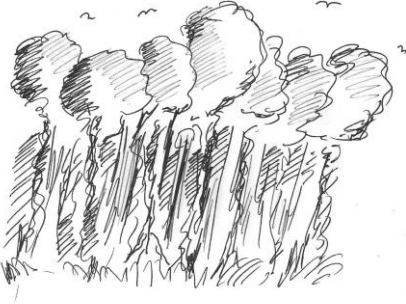

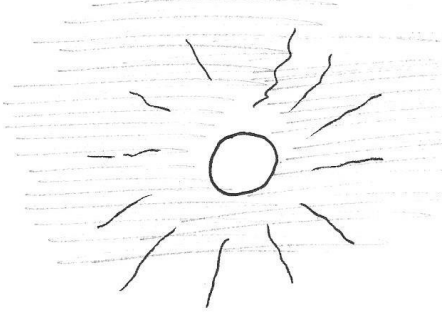

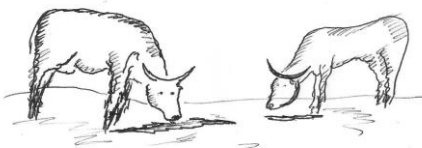
Water, sanitation & hygiene

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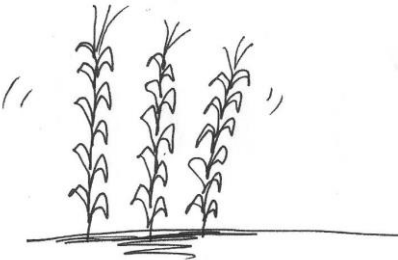





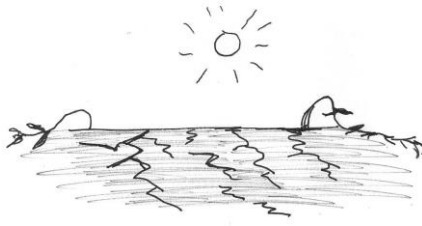
How is our environment changing cards – please cut these out or copy them

<p>Water</p> 	<p>Water</p> 
<p>Water</p> 	<p>Water</p> 
<p>Pollution</p> 	<p>Pollution</p> 
<p>Pollution</p> 	<p>Pollution</p> 


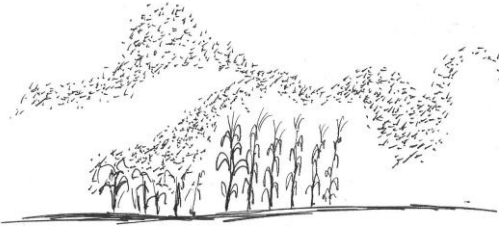
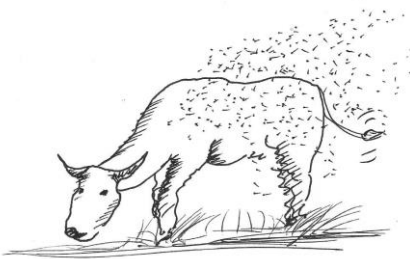
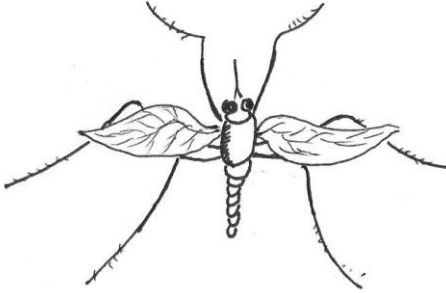




A2 HOW IS OUR ENVIRONMENT CHANGING?

<p>Plants, trees and animals</p> 	<p>Plants, trees and animals</p> 
<p>Plants, trees and animals</p> 	<p>Plants, trees and animals</p> 
<p>Temperature</p> 	<p>Temperature</p> 
<p>Temperature</p> 	<p>Temperature</p> 

A2 HOW IS OUR ENVIRONMENT CHANGING?

<p>Food</p> 	<p>Food</p> 
<p>Food</p> 	<p>Food</p> 
<p>Land</p> 	<p>Land</p> 
<p>Land</p> 	<p>Land</p> 

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<p>Pests</p> 	<p>Pests</p> 
<p>Pests</p> 	<p>Pests</p> 
<p>Litter</p> 	<p>Litter</p> 
<p>Litter</p> 	<p>Litter</p> 

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