



A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

Mapping our past, present and future environments



Why use this activity?

To encourage people to think and talk about the environment and how it is changing.



A brief description

A tool to help groups to draw pictures showing what their environment was like at some point in the past, how it is now, and what it might look like in the future. As the pictures are drawn, people talk about the things they are drawing. The pictures are then shared with the wider group and discussed.



You will need

Large pieces of paper and pens, or pictures could be drawn on the ground using local objects available in the community.



Timeline

2–3 hours

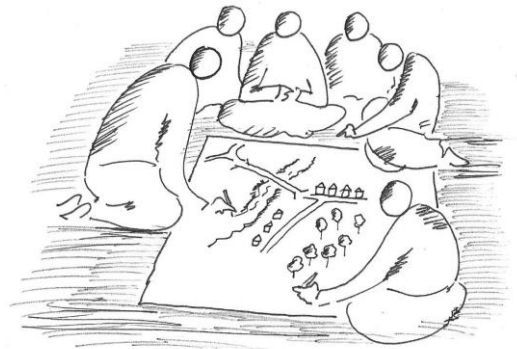


What to do

Ask people to divide themselves into small groups. Groups should be decided according to age and gender so that women of similar ages are together, and men of similar ages are together. For example, you could suggest four groups: young women, young men, older women and older men.

Mapping the past

Ask all the groups to think about how their environment used to be at some point in the past. They may be able to remember themselves, or perhaps they have heard other people talk about how things used to be.



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

A2 MAPPING OUR PAST, PRESENT AND FUTURE ENVIRONMENTS

Ask the groups to draw pictures (maps) of their village or the area where they live as it was in the past. They should include things such as buildings (homes, school, clinic, shops), rivers, lakes, mountains, market places and roads.

If you are working with a rural community, ask them to think about the weather, land, crops, water, forests, plants and animals. If you are working with a community in an urban area, ask them to think about the weather, air, water, walkways, roads and the area around where they live.

Ask the groups to think about good things and bad things about the environment as it was in the past, and to write or draw these onto the map. Give at least 30 minutes for people to draw these maps and discuss together.

Mapping the present

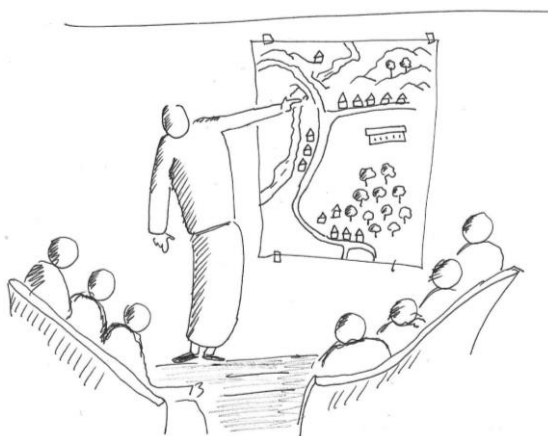
Once people have thought about the past, ask them to think about the present. What is their environment like now? Ask them to draw another map showing this. Encourage them to discuss what is good about it, and what is bad about it. Ask them to write or draw these things onto the map. How is this map different from the first map they drew? What has changed? Why have things changed?

Give at least 30 minutes for people to talk about this.

Mapping the future

After discussion about the present, ask people to think about the future. What do they think their environment will look like in the future? Ask the groups to draw a third map showing what their environment might look like in the future. Think about good and bad aspects. Again, how is this different from the first and second maps? Ask them to think about what could be done now to stop the bad things happening in the future. People may need less time for this question but give as much time as people need.

Discussion



Ask each group to decide on a spokesperson to feed back the main points to the wider group. Each group takes it in turns to tell everybody what their group has discussed.

Do the groups have different perspectives? Help the groups to see if this is the case. There is no right or wrong answer, and be careful to ensure that, if there are disagreements, people are respectful to each other.

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Which groups have most hope for the future of their environment? Ask the community whether there are things that can be done now that will make the future more hopeful.

The groups may decide there are specific things they want to do as a community to make the future more hopeful. **Section C** of Reveal contains many tools that you may find helpful as you work with a community to plan and take action.



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-*]
- 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 – How is our environment changing? [*A2: Climate & environment-5*]
- 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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