

REPORT

Drama In Climate Change Workshop Naboutini, Saqani in Cakaudrove

January 31st – February 2nd, 2007



Institute of Applied Science

CONTENTS

1.0 EXECUTIVE SUMMARY	3
2.0 SUMMARY SHEET	4
3.0 BACKGROUND	5
4.0 INTRODUCTION.....	5
5.0 SUMMARY OF WORKSHOP PROCEEDINGS.....	9
Session 1 – Introductions	9
Session 2 – Climate Change & Variability.....	9
Session 3 – Biodiversity	10
Session 4 – Sustainable Development	10
Session 5 – Group Work on Youth Concerns Related to Climate Change	11
Session 6 – Community Resource Management Plan	13
Session 7 – Script Construction Through Improvisation	15
Session 8 – Theatre for Development.....	16
Session 9 – Rehearsal.....	16
Session 10 – Drama Team Formation	16
Session 11 – Writing the Script	17
Session 12 – Workshop Evaluation.....	17
Session 13 – Workshop Closing.....	18
LIST OF ATTACHMENTS.....	19
1 – List of Participants.....	19
2 – Workshop Program.....	21

1.0 EXECUTIVE SUMMARY

This report contains information on the three days workshop held in Naboutini, Saqani in the province of Cakaudrove in Vanua Levu. The workshop focused on providing information on climate change and variability, biodiversity, sustainable development and basic drama techniques. It is important for actors to have sufficient knowledge of the subject(s) they will be dramatizing for awareness raising.

The participants' perceptions of climate change related impacts on biodiversity are reflected in this report. Some of the climate change related issues highlighted by the youth included soil erosion, cyclone and flooding. According to the participants there is a high rate of tree cutting which they identify as the major cause of soil erosion affecting their food gardens and fishing areas and at times burying roads and a threat to their homes. Burning of trees was also highlighted. There was growing concern regarding the overuse of chemical spray for weed control in their food gardens (agriculture and subsistence). This may have come as a result of the workshop. Some interesting social issues raised include the high rate of school dropouts, less marriages and less procreation.

Based on their identified key concerns, youth selected cyclone and cutting of trees as two issues they will address through their dramas. Two activities highlighted by the youth to undertake in support of their community resource management plan are digging rubbish pits in their villages to reduce dumping of rubbish in the sea and to help in their respective village preparedness for extreme events such as cyclone and flooding.

Overall, almost all of the participants indicated they have learned many new things from the workshop. It exceeded their expectations. They highlighted the presentations were very clear and understandable and they were excited to share these information with others. Many also highlighted that their minds have been broadened like never before. They were all thankful for bringing this workshop right to Naboutini.

2.0 SUMMARY SHEET

TOPIC	Description
Workshop Name	Climate Change and Drama Workshop
Donor Agency	Asia Pacific Network for Global Change and Research CAPaBLE Program
Project Name	Climate Change & Variability Implications on Biodiversity – Youth Scenario Simulations
Organiser	Institute of Applied Science, USP
Workshop Facilitators	<ul style="list-style-type: none"> • Cakaudrove Provincial Office – Maria Veramu • Cakaudrove Resource Management Support Team – Meli Namasi • IAS, USP – Semisi Meo and Sukulu Rupeni
Venue	Naboutini Village, Saqani District in Cakaudrove Province
Date	Jan. 31 st – Feb. 2 nd , 2007
Number of Participants	15
Villages represented	Naboutini, Wainigadru, Sese, Tawake
Other organisation represented	Cakaudrove Provincial Council Office & CYMST
Methodology	Lecture, Theatre, Participatory Learning and Action, drama
Project Objectives	<ul style="list-style-type: none"> • To build 75 youth capacity (25 each from the 3 project sites) in drama for climate and variability change implications on biodiversity and establish 3 community based theatre groups • Conduct 30 theatre performances on climate change and variability impacts • To build 3 target community groups' capacity in participatory risk assessment or undertake 3 community risk assessment workshops • Implement 6 soft measure adaptations in each of the target project communities in Fiji
Workshop Objectives	<ul style="list-style-type: none"> • To introduce the project • To provide knowledge and information on climate change, variability, biodiversity and sustainable development • Build youth capacity in drama for climate change awareness and education • Increase awareness of community resource management plan
Workshop Outputs	<ul style="list-style-type: none"> • 15 youth have enhanced understanding of Climate change and variability, biodiversity and their connectedness to sustainable development. • Created 2 drama outlines and 2 songs • Increased awareness regarding their respective community Resource Management Plan • Formed a community drama team • Developed a youth action plan of activities as contribution to village resource management plan

3.0 BACKGROUND

The Fiji Islands are amongst the most vulnerable to the impacts of climate change. Their marine and terrestrial ecosystems have some of the most significant biological diversity in the world, where there are pristine ecosystems and habitats, some of which harbor endemic species. These unique habitats are under threat from the effects of climate change and variability e.g. modification and or loss of marine, coastal and terrestrial ecosystems and will undermine local food and economic security. These island communities depend on their natural resources for maintaining their traditions and culture.

4.0 INTRODUCTION

The University of the South Pacific 's Institute of Applied Science (IAS) was awarded a grant in 2006 by the Asia Pacific Network for Global Change and Research (APN) to assist a project which seeks to raise Pacific Islanders' alertness on the impacts of climate change and variability.

This project aims to take a holistic integrated approach to sustainable development through the integration of climate change and variability with biodiversity conservation and fostering youth contribution.

The two year project is intended to be implemented as a pilot in Fiji for the first project year in 2007. Lessons learnt from the first year will be replicated in the Solomon Islands, Vanuatu and Tuvalu for the second year.

Key partners include USP's Pacific Center for Sustainable Development (PACE-SD) and the Foundation For the Peoples of the South Pacific International (FSP)

4.1) Project Description

4.1.1 Project Rationale

This project recognizes youth as the future custodians of the South Pacific Island's natural resources. It recognizes that climate and variability change are direct threats to the sustainable development of the Pacific's small island nations. Climate and variability change threaten the islanders' food security and source of livelihood as they are heavily dependant on their natural resources. Their tradition and culture are also threatened. To ensure security and availability of resources for future generations, the project targets youth as carriers of the message through lively and culturally appropriate means such as theatre to address and raise alertness on climate change and variability impacts on the Pacific's biodiversity.

4.1.2 Project Vision:

South Pacific Island communities' have increased alertness regarding climate and variability change impacts on biodiversity and community and have adapted to imminent threats.

4.1.3 Project Goal:

Foster South Pacific Islands community youth (the future custodians of Pacific Natural resources) contribution in resource conservation and raising alertness regarding climate change impacts and community vulnerability assessment to ensure security and availability of resources for future generations.

4.1.4 Project Objectives

- Train and build the capacity of 75 youth from the 3 project communities (Ucunivanua in Tailevu, Navakavu in Rewa, Naboutini in Cakaudrove) in drama for climate and variability change implications on biodiversity and
- Conduct 30 theatre performances on climate change and variability impacts
- Undertake 3 community risk assessment workshops in project communities
- Implement 2 soft measure adaptations in each of the project communities

4.1.5 Expected Outputs for Year One of Project Phase

- Fiji youth will have enhanced capacity in theatre for climate change and variability impacts on biodiversity and participatory risk assessment
- Community Theatre groups formed
- Scripts on climate change and variability impacts on biodiversity scenarios developed
- Awareness Theatre performances on climate change and variability impact scenarios conducted
- Priority soft measure adaptations implemented
- Risk management plans developed and community risk management organisations formed

4.1.6 Expected Outcomes for Year One of Project Phase

- Increased community youth understanding and participation in climate change and variability impacts awareness raising and adaptation activities
- Improved resilience of communities to climate change and variability impacts

4.1.7 Project Process;

1) Preparations

This step involves the following: (i) consultation and project team meetings, mobilisation of participants and stakeholders; (ii) selection of target community youth groups. The three project communities in Fiji; Naboutini in Cakaudrove, Navakavu in Rewa, Ucunivanua in Tailevu were selected due to their prior invitation for IAS to conduct theatre training. (iii) preparing workshop inputs; (iv) training materials identification, collation, development and production.

2) Community Training & Capacity Building Workshops

This is the information gathering stage which includes acquiring information and understanding climate change and variability impacts on biodiversity, sustainable development and gaining skills on the use of theatre as a lively and culturally appropriate tool to address these issues. It also includes providing information on Asia Pacific Network for Global Change Research and the current project.

This step also includes: a) Training and establishing the respective community theatre group; b) Analysing information and planning – contextualising materials through defining target audience, identifying challenges, determining objectives of play or desired behavior changes, defining key messages and theme of the play and selecting approaches to be adopted; c) Construction of script through improvisation; d) Production of accompaniments; e) Play production; g) Rehearsals; h) Pre-test; i) Polish Plays; j) Community performance preparations including planning, consultation with stakeholders for performance opportunities, logistics, monitoring and feedback arrangements. It is envisioned the theatre troupes will be able to simulate 6 dramatic scenarios on the following climate and variability change impacts; - key biodiversity issues pertaining to the target communities, fresh water,

agriculture, coastal and marine resources, forests, health or economy. A play could address several of these related topics but one play must address climate change impacts on biodiversity. It is assumed that each of these target communities will have at least 25 community youth members trained and involved in the project.

3) Community Theatre Awareness Performance

A total of 10 community theatre performances will be conducted in total by each of the project community theatre troupes. These performances include climate change and variability scenario simulations and post performance discussions. After a theatre performance it is expected that the theatre group will facilitate audience discussions on Climate change and variability implications on biodiversity with the hope of assisting the community develop their actions plans. Evaluation and report forms will be provided and recorded for each performance to gauge audience knowledge and assist the theatre group monitor their effectiveness and apply lessons learned. It is intended that these community theatre troupes will also provide support for government and NGO's work in climate change through drama performances to reinforce their messages.

4) Community Risk Assessment and Adaptation Planning Workshops

This includes participatory risk assessment and adaptation planning workshops intended to be conducted in each of the target project communities or a relevant alternative within the district or province. This workshop will involve the whole community in assessing risks to climate and variability change impacts. It is envisioned that this workshop will be conducted in a period of 2-3 days and is expected that the workshop output should include community risk management planning which should be supportive of existing (if there is one) resource management plan, identification of at least 2 priority soft measure adaptation options and formation of a community risk management organisation.

5) Adaptation Implementation

It is expected that project community youth will implement adaptation actions. Besides community youth raising awareness on climate change and variability impacts on biodiversity they will also be implementing identified priority adaptations actions. It is hoped that this exercise will further reinforce messages youth are presenting through their performances and provide them with practical experience in risk assessment and biodiversity conservation.

6) Monitoring and Evaluation Reporting / Feedback

Prepared forms will be utilised by community theatre groups to assist them in monitoring and evaluating progress. An appropriate system will be devised to collate and document these forms to provide feedback to communities, project partners and donor. It is intended that a participatory monitoring and evaluation process is undertaken involving local community, project partners, donors and other stakeholders to decide together how progress should be measured and what actions needs to be taken as a result of community risk assessment. This could take place during the national/regional Locally Managed Marine Area Network annual meeting.

7) Handover

This is an added step since the initial proposal but a crucial one which signifies the end of a project phase but continued driven or managed by communities ensuring its sustainability. Local partners and stakeholders will be present to ensure sustainability.

4.2) Workshop Description

4.2.1) Workshop Objectives:

- To introduce the APN and USP Partnership Project
- Provide information and knowledge on climate change and variability and their implications on biodiversity and sustainable development and
- Build youth capacity in theatre for climate change awareness and education
- Enhance awareness on community resource management plan

4.2.2) Expected Outputs:

- Awareness of the APN CAPaBLE project and the USP Climate Change & Variability Project
- Gained information and enhanced understanding on climate change and variability impacts, biodiversity and their connectedness to sustainable development
- Constructed 2 story lines and 2 songs on climate change implications on biodiversity
- Formed a community drama team
- Enhanced awareness of their community resource management plan
- Developed a youth action plan of activities as contribution to village resource management plan

4.2.3) Workshop Methodology

The workshop utilized lecture style teaching and participatory exercises including theatre exercises.

4.2.4) Summary of Topics Covered

- Climate Change and Variability
- Biodiversity
- Sustainable Development
- Group Work on Youth Key Concerns related to Climate Change and Variability Impacts on Biodiversity
- Community Resource Management Plan
- Script Construction through Improvisation
- Theatre for Development
- Rehearsal
- Drama Team Formation
- Writing the Script

5.0 SUMMARY OF WORKSHOP PROCEEDINGS

Brief Overview.

This workshop was held over three days. The first day was spent on introductions of the project, the workshop and the provision of information on climate change and variability, biodiversity and sustainable development. Youth identified their key concerns regarding climate change impacts on biodiversity. The next day included raising participants' awareness of their community resource management plan and identifying activities related to climate change they can undertake. Based on the identified activities, youth discussed and simulated scenarios. The last day included provision of information on theatre for development and basic drama techniques.

DAY ONE – Wednesday 31st January.

5.1 INTRODUCTIONS

This session included the introduction of the project, the workshop, participants and facilitators. Group exercises were conducted for participants to list their expectations and set workshop ground rules. The list of participants' expectations reveal they want to know what causes climate change; the impacts on biodiversity; to change their attitude as a result of what they will learn; learn about conservation; to have an open mind towards what they will learn and about the current changes in the weather they are experiencing.

5.2 CLIMATE CHANGE AND VARIABILITY

The presentation on Climate Change and Variability included providing definitions on climate variability and change, the causes, impacts and what they can do to mitigate or adapt. A description on the Kyoto Protocol was also provided to enable participants understand Fiji government's stance regarding the global environment and for them to support and play their part in mitigation. A holistic integrated view of the hydrological cycle and biodiversity (atmosphere, land and sea), nature's balance and relationships, interconnectedness, man's activities affect nature's balance causing climate to change, biblical perspective on individuals responsibility towards environmental stewardship. Participants expressed they felt very empowered, many indicated their minds were broadened, learning and fully understanding climate change for the first time.



Fig. 1 Naboutini workshop participants take note

Result of Group Discusión after the Presentation

- Since 2005 we used to have chetnut trees, now none are found
- There are now many different types of breadfruits trees
- The changes in the weather patterns we are experiencing currently is very dangerous
- There used to be so much rain, our children's school attendance was affected but now we hardly have rain but so much humidity
- Temperature rise in the ocean can destroy corals
- A world renown dive site in Beqa Island experienced coral bleaching in 2000 - 2002
- A 22 year old gentleman from Kiribati advocates for his country at international climate change meetings
- Youth group from a Canadian University have chosen to ride bikes to school to raise awareness on climate change and mitigate gas emission.

5.3 BIODIVERSITY

This presentation included providing the definition of biodiversity, the IUCN biodiversity index, endemic species e.g Silk Tale Parafins found only in Cakaudrove province and endangered species. The emphasis was on biodiversity conservation. An example provided was the Fiji marine life 'Abundance Graph'. The graph below indicates marine life was 100% in abundance but has declined over the years and therefore the need to get back to the level of abundance it used to be. For this reason Naboutini has a marine protected area to restock fish and revitalize marine life. Youth were challenged to work together to ensure success and that decisions made regarding development must go hand in hand with maintaining abundance. Participants were urged to broaden their horizon and look holistically at the global environment.

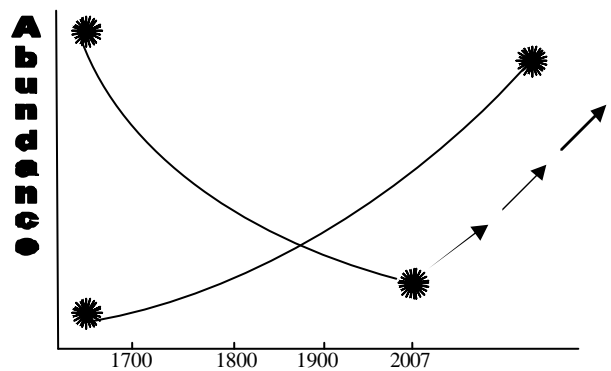


Fig. 2 (Abundance Graph)

5.4 SUSTAINABLE DEVELOPMENT

In continuation from the biodiversity session, this topic included the explanation of what it is and examples of sustainable development. The example of marine conservation was reiterated and broadened to biodiversity conservation. The emphasis was on maintaining the 'abundance' as the foundation for sustainable development.

Result of Group Discusión after the Presentation

- Noticeable declining abundance of natural resources
- We are experiencing drastic weather changes
- There are many in the workshop that are so very shy



Fig. 3 (Participants in group discussion)

5.5 GROUP WORK ON YOUTH KEY CONCERNS RELATED TO CLIMATE CHANGE AND VARIABILITY IMPACTS ON BIODIVERSITY

Participants were divided into 3 working groups and asked to list and prioritize their key concerns regarding climate change impacts on their biodiversity.

Group work results

Group 1:

Climate Change Concerns	Priority	Biodiversity Concerns
1) Cutting of trees A lot of trees are being cut so when it rains there is erosion which affects our natural resources.	1) Cutting trees	- Cutting of trees affects our water source
2) Weedicides	2) Weedicides	- Over and improper usage can cause illness
3) Burning trees affects the soil	3) Burning	- Burning makes the soil unarable

After the group presentation there was a discussion regarding cutting down of trees increases carbon dioxide emission as its storage is destroyed. Cutting down trees also contributes to global warming.

Group 2:

Climate Change Concerns	Priority
1) Cyclone	1) Cyclone
2) Earthquake	2) Burning
3) Erosion – buries houses and roads	3) Flooding
4) Storm surge	4) Erosion
5) Burning	5) Storm surge
6) Flooding – Affect food gardens/houses	6) Earthquake
7) Water	7) Water
Biodiversity Concerns	Priority and Solutions

1) Pollution - affects marine life	- Dig rubbish pits
2) Burning – destroys birds' homes	- No burning

Group 3:

Climate Change Concerns	Biodiversity Concerns
1) Drinking water a. No cutting of trees b. No planning beside water source c. Don't use weedicides	1) Drinking water a. Cutting trees dries up water source. No water for drinking. b. Planting beside water source will cause erosion – covers water c. Rain will wash chemicals into water source
2) Food gardens a. Plant at the right time (month) b. No spraying c. Cutting of trees	2) Food gardens a. Planting at the wrong time affects growth b. Can affect what we eat and drink and cause illnesses c) Will affect growth of food plants

DAY TWO – Thursday 1st February

Participant's review of what they learnt on day 1:

- Climate change is real. It is happening, we must be prepared
- Take a holistic view of biodiversity from the atmosphere, land and sea
- The earth is getting warmer
- Gas emitted from our planet is affecting the global climate
- Future thinkers – sustainable development
- Climate change will affect the Pacific Islands' economy – fisheries, agriculture and tourism, source of food and culture
- Climate change will affect drinking water, agriculture, forestry, coastal and marine, biodiversity, health and economy.
- El Nino effects causes coral bleaching e.g. the dive site in Beqa island.
- Sustainable development is a new word we learn
- Sustainable development is preserving our natural resources and maintaining abundance
- We must preserve our biodiversity because all things are related, some are endemic and some are endangered e.g. Silk Tail in Natewa, Cakaudrove and the Kacau in Gau
- In the beginning God created for man a 100% biodiversity and instructed for man to be stewards of his creation
- The challenge to us regarding sustainable development is what can we do to return Naboutini to the 100% that God created in the first place.
- We must think big and wide, not narrow minded
- We cannot stop development but we need us young men and women to be future thinkers so we can make right decisions so we can maintain abundance our source of wealth.

- The spreading of these important messages weve learnt is now solely in our hands the youth of Naboutini. It is our responsibility to pass it on to our homes, villages and district.

5.6 NAUTOSOLO RESOURCE MANAGEMENT PLAN

Participating youth were given copies of their community resource management plan. The objective of the session was for the youth to understand the purpose of their community marine conservation initiative to support and participate in and to identify two activities they can undertake. Participants were divided into their 3 villages groups and tasked to identify two issues in the resource management plan related to climate change they can address.

Results of the group work.

1. Wainigadru Village

Concerns	Impacts	Solutions	Assistance within the community	Assistance from outside	Time
Flooding	Affects fishes	Help the village with preparedness	Village council	DISMAC Red Cross	At all times
Pollution of fishing area	Pollutes the fishing area	Dig rubbish pits	Village council	Ministry of Youth	After the village council meeting

2. Naboutini

Concerns	Impacts	Solutions	Assistance within the community	Assistance from outside	Time
Cutting trees	* Erosion * Destroys homes for birds * Dry soil	Plant trees	Village council	Ministry of Youth	ASAP
Cyclone	* Destroys things * Affects living things in the sea and land * Damages houses	* Build an Evacuation centre * Pay more attention listen to weather forecast on the radio * Stay indoors during a cyclone	Village council	Red Cross DISMAC	At its season

3. Sese

Concerns	Impacts	Solutions	Assistance within the community	Assistance from outside	Time
School Dropout	* Crime * Disobedience * Unemployment * Poverty	Village Education Committee Church Parents -	Pastor	Police Ministry of Education District & Provincial	ASAP

		home		Council	
Not many are getting married	<ul style="list-style-type: none"> * people are not procreating * decreasing number of school children * Not enough hands to help out with village obligations 	Too much kava consumption - seek advice and training from Ministry of health	Too much kava consumption - Parents Church All Village members		ASAP

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> a) Pollution b) Use of spray - weedicides c) Burning d) Cutting of trees e) Poaching 	<ul style="list-style-type: none"> a) Cyclone b) Burning c) Flooding d) Erosion e) Storm surge f) Earthquake g) Water 	<ul style="list-style-type: none"> a) Water b) Cutting of trees c) Use of spray d) Planting during the right season
<ul style="list-style-type: none"> a) Cutting trees causes erosion - affects marine life b) Use of spray c) Burning 	<ul style="list-style-type: none"> a) Cyclone b) Burning c) Flooding 	<ul style="list-style-type: none"> a) Cutting of trees b) Water c) Use of spray



Fig. 4 (Participants)

5.7 SCRIPT CONSTRUCTION THROUGH IMPROVISATION

Participants were divided into two working groups.

Activity 1:

Based on their key concerns related to climate change, one group was tasked to identify a priority natural/climate issue. The other groups was tasked to identify the priority human activities.

Activity 2:

Each group was given time to simulate scenarios on the two priority climate change related issues

Result of Group Work:

Group 1 – Cyclone (Extreme Event)

Scene 1: Unprepared Community

This scene begins with the village scene with houses and trees and animals. The village headman announces to the village that a cyclone warning is being issued over the radio but people ignore him and carry on with their daily chores. The cyclone character enters and destroys trees and houses. People injured and lives lost. A storm surge follows the cyclone and does further damage. The cyclone and storm surge characters exit stage. Surviving villagers enter crying over devastation of property, food gardens trees and death of loved ones. The Red Cross and National Disaster Management Team arrive to evacuate the injured and donate relief supplies.

Scene 2: Prepared Community

The village headman was listening to his radio and heard the cyclone warning issued. He blew his conch shell as a mark of an emergency and then made his announcements throughout the village regarding preparedness for the approaching cyclone. Tasks were delegated to village members to tie down houses, secure belongings e.g. boats, animals and to move people to the evacuation center. Emergency foods were gathered including canned foods, water, batteries, matches, kerosene, lamps etc. The cyclone character enters and blows through the community. After the cyclone passes, community members come together to sing their song, happy that no lives were lost and there was minimum damage to their biodiversity and belongings.



Fig. 5 & 6 (Simulating scenarios)

Group 2 – Cutting of Trees (Human Activity)

Story line: The Negative Impacts of Cutting Trees

Scene 1: The Forest

Birds flying joyfully amongst trees

Scene 2: The Village

A village meeting was held. A heated argument erupted regarding the selling of trees to a logging company. Half of the village members supported logging the other half was against. At the end the loggers were able to buy their 'yes'.

Scene 3: The Forest

Villagers and loggers have chopped all the trees and loading the last lot in their truck. Birds flew around looking confused because their homes have been removed. They spoke and said they will go elsewhere to look for new homes. Rain fell causing landslide which buried a house with all its occupants

Scene 4: The Villagers

Sad villagers talk about the impacts of logging have dirtied their drinking water, soil erosion damaging their food gardens, siltation in their fishing areas and killed people through landslide.

DAY THREE – Friday 2nd February

Participant's review of what they learnt on day 2:

- 'Improvisation' – Spontaneous creation of a story without knowing how it will end
- Two groups were able to create songs in 15 minutes. Composers take a long time to create a song.
- Creativity is very good
- We now understand the Resource Management Plan and what the issues are

5.8 THEATRE FOR DEVELOPMENT

This session provided participants with information about theatre for development, what it is and how it works.

5.9 REHEARSAL

Participants were asked to change their storylines into short dramas. Time was given for them to rehearse as they would be showing their dramas to the community during the closing of the workshop.

5.10 DRAMA TEAM FORMATION

A) Name of Team – Tamani Vaga

B) Target - To broaden their communities minds regarding biodiversity conservation

C) Vision – To be cover a large area with their dramatization of biodiversity conservation

D) Drama Team Action Plan

TIME	VILLAGE		DATE
Feb	Naboutini	Rehearsals	Mondays
			5th and 26th
March	Naboutini		Mondays
			5th and 26th
APRIL	Wainigadru	Drama	Mondays
			30th
MAY	Sese Youth Day		Tuesday
			1st

E) Tamani Vaga Drama Group - Roles

Team leader	-	Puren
Assistant	-	Vili
Treasurer	-	Tuiwawa
Secretary	-	Kalo
Costume design	-	Savenaca
Properties	-	Manu Qalo
Actors	-	Youth

5:11 SCRIPT WRITING

Due to time constraints, this session was conducted briefly. It was emphasized that in theatre for development script writing is to be done after the groups have created their dramas through improvisation and be kept as a record in case new members join the group to replace the current members that are unable to perform.

5.12 WORKSHOP EVALUATION

Results of participants' evaluation of the workshop

a) What participants revealed about the contents of the workshop

- The three days workshop was awesome and the relationship amongst the youth was good as there was no shyness
- Great presentations
- My knowledge about climate change has been enhanced
- Learnt so many new things during the climate change and drama sessions
- My expectations about this workshop are met and will apply myself to what I have learnt
- In these three days I have learnt many great and new things. We will take this messages and spread it through our dramas.
- This is to thank you for opening my eyes and helping me understand what is climate change and biodiversity
- Such a good education for us as we learn a lot of new things.
- This is the first workshop for our community youth but it has been a big and good workshop indeed as I have come to learn a lot of new things
- Such a good workshop because I learned about so many new things, climate change, biodiversity, drama, and songs.

b) What participants thought about the duration of the workshop

- 13 participants said three days was sufficient

- 2 participants thought the workshop was too short

c) Did the workshop meet their expectations?

- 15 – yes

5.13 WORKSHOP CLOSING

After formalities, the workshop participants performed their two dramas and songs. The chief guest was the Roko Tui Cakaudrove or the Cakaudrove Provincial Chief Administration Officer. In his closing remarks he confirmed that Cakaudrove has a healthy and wealthy environment. He reminded everyone that their forefathers had a close relationship with the weather and the climate which guided their way of life e.g. planting and fishing. Today, people and climate have changed. People should now live prepared lives eg. preparedness with e.g. food stock, water, evacuation centre etc. They should not be relying on the government and Red Cross but do what they can to help themselves first. Communication amongst the village members is very important to save lives and their resources. He urged participants to attend a lot of workshops related to the ones in this workshop so they know what to do to secure themselves and their natural resources and for the benefit of their future generations. After the chief guest's speech, he handed out certificates to participants.



Fig. 6 (The Chief Guest, na Turaga Roko Tui Cakaudrove hands out certificates)

Annex. 1 PARTICIPANTS LIST

NO.	Name	Age	Sex	Village	Work	Instrument	Cavuti	Plant	Animal	Fish	Contact
1	Kinisimere Sere	24	M	Naboutini	Kindergarten Teacher	Quitar	Nautosolo	Uto	Vaga	Kuita	9382519 PO Lakeba, Saqani, Cakaudrove
2	Waisale Vakasolo	17	T	Naboutini	Farmer	Lali Quitar	Nautosolo	Uto	Vaga	Kuita	9941588
3	Akoila Donuca	15	T	Naboutini	Youth	Quitar	Nautosolo	Uto	Vaga	Kuita	9382159 PO Lakeba, Saqani, Cakaudrove
4	Saimone Tuimavana	33	T	Naboutini	Farmer	-	Vuanimaba	-	Beka	-	9287857 stuinavana@2005yahoo.com PA Lakeba, Saqani, Cakaudrove
5	Epeli Tuimaqalo	19	T	Naboutini	-	Quita	Nautosolo	Uto	Vaga	Kuita	9973521 PA Lakeba, Saqani, Cakaudrove
6	Nacanieli Kinikinilau	17	T	Naboutini	Farmer	Quitar	Nautosolo	Uto	Vaga	Kuita	9440981 PA Lakeba, Saqani Cakaudrove
7	Mikaele Tinanikaira	23	T	Wainigadru	Farmer	Quitar	Koroivoco	Nokonoko	Bici	Ulavi	8880996 Waigadru, PA Tawake, Cakaudrove
8	Tuiwasa Vono	26	T	Naboutini	Farmer	Quitar Ukalele	Nautosolo	Uto	Vaga	Kuita	9941588 Naboutini, PA Lakeba, Saqani, Cakaudrove
9	Eparama Vuetaki	18	T	Tawake	Education	Ukalele Dramu	Koroivoco	Nokonoko	Bici	Ulavi	9247130 Tawake PA Tawake, Cakaudrove
10	Elisio Viliame	21	T	Naboutini	-	Quitar Ukalele	Nautosolo	Uto	Vaga	Kuita	9941588 Naboutini, PA Lakeba, Saqani, Cakaudrove
11	Mitieli Roko	21	T	Tawake	Farmer	Quitar	Koroivoco	Nokonoko	Bici	Ulavi	8116800 PA Tawake, Cakaudrove
12	Esira Dauguni	32	T	Tawake	Youth Worker	-	Koroivoco	Nokonoko	Bici	Ulavi	8880996 Wainigadru Village, PA Wainigadru, Cakaudrove
13	Jotivini Kalo Nagese	31	M	Naboutini	-	-	Nautosolo	Uto	Vaga	Kuita	9440981, Naboutini, PA Lakeba, Saqani, Cakaudrove

NO.	Name	Age	Sex	Village	Work	Instrument	Cavuti	Plant	Animal	Fish	Contact
14	Salote Sukanatabua Vueti	18	M	Tawake	-	Quitar	Koroivoco	Nokonoko	Ulavi	Bici	9440981 PA Tawake, Cakaudrove
15	Ateca Manuqalo	20	M	Naboutini	-	Quitar Keyboard organ	Nautosolo	Uto	Vaga	Kuita	9217172 Naboutini Village, PA Lakeba, Saqani, Cakaudrove



Vuli Ni Veisau Ni Draki Kei Na Drama



Workshop Program

DATE	TIME	TOPIC	ACTIVITIES	FACILITATOR
Wed, 31/1/07	8:00am	REGISTRATION	<ul style="list-style-type: none"> Registration Pre-Test 	Meli Namasi
	8:30am	INTRODUCTIONS	<ul style="list-style-type: none"> Devotion 	"
			<ul style="list-style-type: none"> APN & USP Climate Change Project 	Sukulu Rupeni
			<ul style="list-style-type: none"> Workshop Introduction 	Semisi Meo
			<ul style="list-style-type: none"> Participants Introductions 	Meli Namasi
			<ul style="list-style-type: none"> Participant Expectations 	"
			<ul style="list-style-type: none"> Participant – Ground Rules 	"
	10:30am	Morning Tea Break		
	11:00am	CLIMATE CHANGE & VARIABIITY	<ul style="list-style-type: none"> Presentation Discussions 	Sukulu Rupeni
	1:00pm	Lunch		
	2:00pm	BIODIVERSITY	<ul style="list-style-type: none"> Presentation Discussion 	Semisi Meo
	3:30pm	SUSTAINABLE DEVELOPMENT	<ul style="list-style-type: none"> Presentation Discussions 	Semisi Meo
	3:45pm	Afternoon Tea Break		
	4:00pm	NAUTOSOLO RESOURCE MANAGEMENT PROJECT	<ul style="list-style-type: none"> Presentation Discussions 	Meli Namasi
	5:30pm	End of Day One		

DATE	TIME	TOPIC	ACTIVITIES	FACILITATOR
Thur. 1/2/07	8:00am		<ul style="list-style-type: none"> • Devotion 	Semisi Meo
			<ul style="list-style-type: none"> • Review of Day 1 	
	9:00am	SCRIPT CONSTRUCTION THROUGH IMPROVISATION	<ul style="list-style-type: none"> • Group work - drama 	Sukulu Rupeni“
			<ul style="list-style-type: none"> • Group presentations 	
	10:00am	Morning Tea Break		
	12:00am	SONGS	<ul style="list-style-type: none"> • Group work 	Semisi Meo
			<ul style="list-style-type: none"> • Group presentations 	
	12:30pm	MEKE	<ul style="list-style-type: none"> • Group work 	Meli Namasi
			<ul style="list-style-type: none"> • Group presentations 	
	1:00pm	Lunch		
	2:00pm	REHEARSALS Drama	<ul style="list-style-type: none"> • Group work 	Sukulu Rupeni
	3:30pm	REHEARSAL SONGS	<ul style="list-style-type: none"> • Group work 	Semisi Meo
	3:45pm	Afternoon Tea Break		
	4:00pm	REHEARSAL MEKE	<ul style="list-style-type: none"> • Group work 	Meli Namasi
	5:00pm	End of Day Two		
Fri. 2/2/07	8:00am		<ul style="list-style-type: none"> • Devotion 	Meli Namasi
			<ul style="list-style-type: none"> • Review of Day 2 	
	9:00am	THEATRE FOR DEVELOPMENT	<ul style="list-style-type: none"> • Presentation 	Sukulu Rupeni“
	10:00am	Morning Tea Break		
	11:00am	DRAMA TEAM FORMATION	<ul style="list-style-type: none"> • Discussion • Presentation 	Meli Namasi
	12:30pm	WRITING THE SCRIPT	<ul style="list-style-type: none"> • Presentation 	SR/SM/MN
	1:00pm	Lunch		
	2:00pm	DRESS REHEARSAL	<ul style="list-style-type: none"> • Group work 	Sukulu Rupeni

DATE	TIME	TOPIC	ACTIVITIES	FACILITATOR
	4.00pm	WORKSHOP EVALUATION	<ul style="list-style-type: none"> • Evaluation 	Meli Namasi
	5:00pm	WORKSHOP CLOSING	<ul style="list-style-type: none"> • Formalities 	Lewe Ni Vuli
			<ul style="list-style-type: none"> • Participants performance 	
			<ul style="list-style-type: none"> • Chief Guest 	Roko Tui Cakaudrove
			<ul style="list-style-type: none"> • Certification 	
	7:00pm		<ul style="list-style-type: none"> • Prayer 	