

## Report

# USP/APN CLIMATE CHANGE AND VARIABILITY IMPLICATIONS ON BIODIVERSITY- YOUTH SCENARIO SIMULATIONS WORKSHOP Held at Ucunivanua, Verata, Tailevu

February 27<sup>th</sup> – 1<sup>st</sup> March 2007



Institute of Applied Sciences

## ACKNOWLEDGEMENTS

This is to acknowledge all the organizations and individuals for their roles in making this workshop a successful one.

- Asia Pacific Network for Global Change and Research, CAPaBLE Program
- Na Turaga Na Ratu
- Members of the Verata District
- Tailevu Provincial Administration Office
- Tailevu District Office
- Verata Ooliqoli Management Team
- Village Headmen – Ucunivanua, Sawa, Naivuruvuru, Navunimono
- Workshop Participants
- Pio Radikedike - Fiji Locally Managed Marine Area Network (FLMMA)
- Meli Namasi – FLMMA
- Niko Radiva – FLMMA
- Leone Limalevu – PACE-SD, USP
- Semisi Meo – IAS, USP
- Ladies and gentlemen of Ucunivanua village who catered during the three days workshop

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## 1.0 EXECUTIVE SUMMARY

This report contains information on the three days workshop held in Ucunivanua, Verata in the province of Tailevu. The workshop focused on providing information on climate change and variability, biodiversity, sustainable development and skills basic drama techniques and script construction through improvisation. 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. The main climate change related concern highlighted by youth was erosion and cyclone was also highlighted. **Some villages in Verata were devastated by cyclone Bebe in 1972 and cyclone Kina in 1993 where there were damages to crops, trees and houses. Cyclone Bebe was said to be the more destructive of the two.** Gas emission from factories and motor vehicles were also highlighted. Youth described erosion as mainly caused by logging and careless cutting of trees which in turn is causing siltation in their food gardens, river and coastal areas.

Other human activities youth were concerned about and felt would exacerbate climate change impacts included depletion of their natural resources e.g. marine – littering of rivers and mostly along coastlines as participants highlighted are mostly due to lack of rubbish bins and pits; overfishing for commercial use, village functions and individual overcraving for sea food (*kusima*); use of poison in fishing; land – logging or careless cutting of trees causing soil erosion and siltation in their food gardens and coastal areas.

A social issue youth highlighted as of grave concern is the overconsumption of kava affecting contribution to family and village obligations. Youth feel that through community cohesion a lot of social and environmental problems can be solved.

Based on their concerns regarding climate change impacts on biodiversity, youth identified (1) gas emission and sea level rise; (2) erosion; (3) litter and (4) cyclone with emphasis on preparedness to address through their dramas. Three major activities highlighted by the youth to undertake in support of their community resource management plan are; (a) digging rubbish pits, (b) raising awareness on waste management, (c) discussing and raising in their respective village council meetings for action on some of the following issues or concerns; cutting of trees, preparedness for extreme events and building of an evacuation centre, enforcement of the use of poison, enforcement of mangrove use and protection, overfishing, monitoring of fishing ground, burning and kava consumption.

Overall, almost all of the participants indicated they have learned many things from the workshop. There were obviously some raw talents amongst them. Dramas created clearly demonstrated climate change impacts on biodiversity. They highlighted the presentations were very clear and understandable. Many highlighted their knowledge of climate change has been enhanced. They felt there should be more climate change and drama awareness and were all thankful for bringing this workshop right to their district.

## 2.0 SUMMARY SHEET / UCUNIVANUA, VERATA IN TAILEVU

TOPIC	Description
Workshop Name	Regional Climate Change and Variability Implications on Biodiversity – Youth Scenario Simulations
Donor Agency	Asia Pacific Network for Global Change and Research CAPaBLE Program
Project Name	Climate Change & Variability Implications on Biodiversity – Youth Scenario Simulations
Organiser	USP
Workshop Facilitators	<ul style="list-style-type: none"> <li>• Cakaudrove Yaubula Management Support Team – Meli Namasi</li> <li>• Navakavu Drama Team Leader – Niko Radiva</li> <li>• PACE-SD, USP – Leone Limalevu</li> <li>• IAS, USP – Semisi Meo, Ratu Pio Radikedike, Sukulu Rupeni</li> </ul>
Venue	Ucunivanua, Verata, Tailevu
Date	Feb. 27 <sup>th</sup> – Mar. 1 <sup>st</sup> , 2007
Number of Participants	24
Villages represented	Ucunivanua, Sawa, Naivuruvuru, Navunimono
Other organisation represented	Tailevu Provincial Council Office & Tailevu Administration Office
Methodology	Lecture, Theatre, Participatory Learning and Action
Project Objectives	<ul style="list-style-type: none"> <li>• 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</li> <li>• Conduct 30 theatre performances on climate change and variability impacts</li> <li>• To build 3 target community groups' capacity in participatory risk assessment or undertake 3 community risk assessment workshops</li> <li>• Implement 6 soft measure adaptations in each of the target project communities in Fiji</li> </ul>
Workshop Objectives	<ul style="list-style-type: none"> <li>• To introduce the APN and USP Partnership project</li> <li>• To provide knowledge and information on climate change, variability, biodiversity and sustainable development</li> <li>• Build youth capacity in drama for climate change awareness and education</li> <li>• Increase awareness of community resource management plan</li> </ul>
Workshop Ouputs	<ul style="list-style-type: none"> <li>• 24 youth have enhanced understanding of Climate change and variability, biodiversity and their connectedness to sustainable development.</li> <li>• Created 3 drama outlines, 3 songs and 2 dances</li> <li>• Increased awareness regarding their respective community Resource Management Plan</li> <li>• Formed a community drama team</li> <li>• Developed a youth action plan of activities as contribution to village resource management plan</li> </ul>

<b>3.0 TRAINERS, RESOURCE SPEAKERS AND FACILITATORS</b>	
Resource person	Topics
Leone Limalevu, Pacific Centre for Sustainable Development, USP	Climate Change and Variability
Semisi Meo, Institute of Applied Science, USP	Biodiversity & Sustainable Development
Sukulu Rupeni, Institute of Applied Science, USP	Basic Drama Skills & Theatre for Development
Pio Radikedike, Tailevu Locally Managed Marine Area Network	Community Resource Management Plan
Meli Namasi, Cakaudrove Resource Management Support Team Leader	Songs and Dance
Niko Radiva, Rewa Locally Managed Marine Area Network	Rehearsals

## **4.0 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 also depend on their natural resources for maintaining their traditions and culture.

## **5.0 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)

### **5.1) Workshop Description**

#### **5.1.1) 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

### **5.1.2) 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

### **5.1.3) Workshop Methodology**

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

### **5.1.4) 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

## **6.0 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 climate change priority concerns, youth discussed and simulated scenarios through dramas, songs and traditional dance. The last day included drama rehearsals, formation of drama group and workshop closing.

### **DAY ONE – Tuesday 27<sup>th</sup> February, 2007**

#### **6.1 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. Participants' expectations revealed they expect their knowledge regarding conservation and climate change to increase; set up a drama team; know how to protect their environment; to know the functions of various living things; to know about climate change and what to do to lessen its impact.

## 6.2 CLIMATE CHANGE AND VARIABILITY

The presentation on Climate Change and Variability included providing definitions on climate variability and change, the causes, the carbon cycle, impacts, global concern and the Kyoto Protocol, why Fiji and the Pacific Islands should be concerned, and preventative measures.

### The problem:

- Carbon dioxide- $\text{CO}_2$
- Methane- $\text{CH}_4$
- Nitrous oxide- $\text{NO}_2$ 
  - vehicles ( $\text{CO}_2$ ,  $\text{CH}_4$ ,  $\text{NO}_2$ )
  - factories ( $\text{CO}_2$ ,  $\text{NO}_2$ )
  - animal farming ( $\text{CO}_2$ ,  $\text{CH}_4$ )
  - rice farming ( $\text{CH}_4$ )

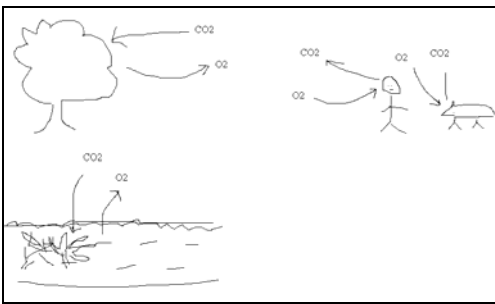


Fig. 1 Carbon Cycle

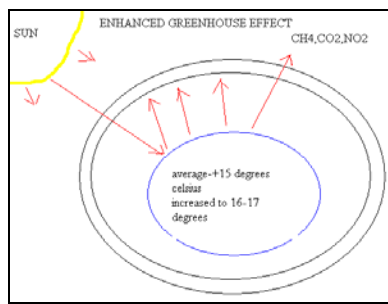


Fig. 2 The Greenhouse Effect

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

After the presentation on Climate Change, participants were divided into 3 working groups and asked to list and prioritize their key concerns regarding climate change impacts on their biodiversity.



Fig. 3 Workshop Participants



Fig. 4 Facilitator, Mr. Namasi



## Results of Group Work

### Group 1 – Priority Concerns on climate change impacts

CONCERNS - Climate Change Impacts	Human Activities/Impacts
1. Loss of biodiversity	- Ban littering of coastal areas - Limit fish take (only what is needed) - Don't use poison in fishing
2. Affect people's lives	- Take heed of warnings and follow advice
3. Affect food gardens (erosion)	- Do not cut down trees

### Group 2 – Priority Concerns on climate change impacts

CONCERNS - Climate Change Impacts	Human Activities/Impacts
1. Deplete natural resources land/sea	- Unsustainable land use and fishing practices
2. Loss of marine resources e.g. clams	- Overfishing - Littering of coastlines - Use of poison
3. Excessive heat – increase in temperature	- Cause illness
4. Fruits trees will not bear fruit at the right time	- Climate variation

### Group 3 – Priority Concerns on climate change impacts

CONCERNS - Climate Change Impacts	Human Activities/Impacts
1. Over exploitation of natural resources	Depletion of natural resources
2. Increase in emission of gas from motor vehicles and factories	Causes illness. Contributes to global warming
3. Too much cutting of trees	Erosion and siltation



Fig. 5 Participants in group work

## 6.4 BIODIVERSITY & SUSTAINABLE DEVELOPMENT

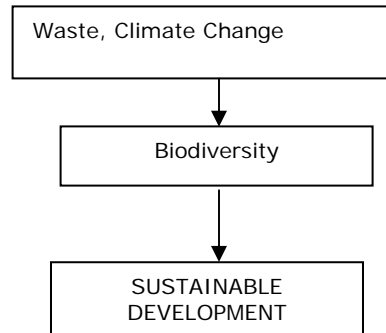
This presentation included providing the definition of biodiversity and sustainable development, what it contains and examples were provided.

### Biodiversity

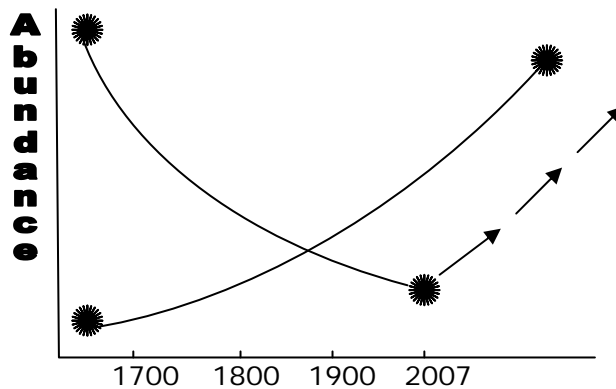
- 1) Description of habitats
- 2) Description of important things that live in these areas, endemic species, endangered species
- 3) Things that can destroy them

### Sustainable Development.

- Forever
- Conservation
- Development



Sustainable Development - Development that makes life healthier safer, more productive and more enjoyable but doing so without destroying the natural, human and cultural capital needed for the development of the future generations.



Participants were challenged to ensure that development and maintaining abundance of biodiversity go hand in hand.

## 6.5 VERATA RESOURCE MANAGEMENT PLAN

A presentation on the Verata Resource Management Plan was made. 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 three working groups and tasked to identify two issues in their Verata resource management plan related to climate change they can address.

### **Results of the group work.**

The three working group results can be found in **Attachment 2** – Youth Action Plan.

## **DAY TWO – Wednesday 28<sup>th</sup>, February, 2007**

The day started with a review of day 1. For revision, participants were divided into 3 working groups. Each group was given a topic and tasked to discuss and simulate scenarios clearly showing what their topic means.

Group 1 – Biodiversity

Group 2 – Climate Change

Group 3 – Sustainable Development.

### **Results of Group Work:**

#### **Group 1 – Biodiversity**

Using their bodies the group dramatized a forest area with wild animals, birds, insects, various other useful plants. They showed a man in the forest describing the variety of life forms there, the need to preserve the area as some species were not found anywhere else in the world, they all had their functions, some of their uses to man including some species are their totems or symbols of various clan's identity. Next, the group showed the forest destroyed by a cyclone and then by humans. All the wild animals, birds, insects and various useful plants disappeared. Nothing was left but humans reminiscing about the forest and various life forms it used to contain including those that were useful to them.

#### **Group 2 – Climate Change**

Using their bodies and drawings on butcher paper, the group dramatized motor vehicles emitting fumes. They showed people standing by the road side as the motor vehicles pass. People coughed, sneezed, blocked their noses, held hankerchief to their faces and wiped their eyes to illustrate the effects of fumes. Grass and plants by the roadside withered and some died.

#### **Group 3 – Sustainable Development**

The group dramatized a village meeting in progress where youth were trying to convince the village council not to approve the logging of their forest. Youth explained the effect of logging would cause erosion and make it harder to replant in those areas. The discussion erupted in a heated argument. Youth expressed they were concerned that the removal of their trees would change the appearance of their land, they will lose the variety of living things in the forest, there will be erosion causing siltation in their food gardens and fishing grounds and destroying resources in these areas. They urged the council to think about their future generations before making a decision. The meeting was adjourned so members of the village council could deliberate further on the issues raised by the youth against the cutting of their trees.

After each group presentation, the rest of the class was invited to interpret the dramas. The group presenting would explain what they were trying to portray. The Climate change group came under fire from the rest of the class as they felt the drama was incomplete, although it was the most hilarious, participants felt it did not show what climate change is. The climate change group vowed they will redo their sketch play. This session generated a lot of very useful discussions and helped the facilitators gauge participants' grasp of the topics presented on day 1.

## 6.6 THEATRE FOR DEVELOPMENT AND SCRIPT CONSTRUCTION THROUGH IMPROVISATION

This session provided participants with information about theatre for development, what it is, how it works and basic acting techniques. After the presentation, participants were divided into 3 working groups. They were tasked to simulate scenarios based on their priority concerns and to show human and climate change related impacts on biodiversity. Based on their recently acquired knowledge of the three main topics on day 1, coupled with their knowledge of people, places and their own experience, participants were asked to discuss and spontaneously create scenarios or to improvise. They were also asked to create songs and traditional dances on their respective group themes. Three dramas were created spontaneously, three songs and two mekes. Please see results of group work on drama, songs and traditional dance or 'meke' in **Attachment 3**.



Fig. 6 Participants work on creating songs

### DAY THREE – Thursday 29th, February, 2007

The day started with a review of day 2. Each group revised and presented key messages they were trying to relay through their dramas, songs and traditional dance or 'meke'. Participants did amazingly well given the short time provided to create dramas, songs and dance. Facilitators commented on the group performances and suggested relevant changes to polish their messages, story and movements. Participants revealed they enjoyed the drama, song and dance sessions especially the group work which provided them the opportunity to get to know one another better and realise individual talents.

## 6.7 MIME TECHNIQUES AND REHEARSAL

This session provided basic mime techniques and stressed importance of theatre group rehearsals. The objective of providing mime technique is to assist in conducting awareness dramas in other languages e.g. English and Hindi and encourage minimum use of props. It is hoped that using mime will assist the group use minimum but key English or Hindi words to relay their messages. Participants spent time polishing their dramatic creations ensuring key messages were relayed clearly. In addition, participants worked on their costumes and stage properties.

## 6.8 DRAMA TEAM FORMATION

A) Name of Team – Veratavou YCRM (Youth Climate Change and Resource Management) Drama Group

B) Motto – Unity Today Prosperity Tomorrow

C) Roles

Team leader	-	Tomu Jani
Assistant	-	Rusi
Treasurer	-	Naomi
Assistant	-	Bale
Secretary	-	Tocoroga
Assistant	-	Lai
Manager	-	TuPio
Actors	-	Youth

D) Action Program

	Village	Date	Rehearsal	Rehearsal Venue
1	Ucunivanua	12-Mar	5-Mar	Ucunivanua
2	Naivuruvuru	26-Mar	19-Mar	Navunimono
3	Kumi	9-Apr	2-Apr	Naivuruvuru
4	Navunimono	23-Apr	16-Apr	Kumi
5	Sawa	14-May	7-May	Ucunivanua
6	Uluiloli	28-May	21-May	Navunimono
7	Naloto	11-Jun	4-Jun	Naivuruvuru
8	Qoma	14-Mar	5-Mar	Ucunivanua
9	Naisaumua	25-Jun	18-Jun	
10	Naimasimasi	9-Jul		

## 6.9 COMMUNITY APPROACHES

This session included the awareness on the Fiji Locally Managed Marine Area Network and its Adaptive Management Approach, bottom up and top down development approaches, village organisations and importance of identifying and working with stakeholders within and outside the village to work together in conservation of biodiversity and preparedness for climate change impacts. In addition, participants were made aware and reminded of some basic attitudes and codes of conduct for community development work.

## 6.10 WORKSHOP EVALUATION

### Results of participants' evaluation of the workshop

#### a) What participants revealed about the contents and delivery

- Thank you for this wonderful workshop, I learnt many things I did not understand before
- The presentation on biodiversity was excellent
- Time management to be emphasized
- I am thankful for this workshop because I now will protect biodiversity which I used to not care about before
- More workshops like this should be brought to our district

- This workshop has increased my knowledge about climate change and appreciation for the living things in the environment
  - We should fully champion the conservation of our biodiversity
  - This workshop was awesome
  - Helped build my knowledge
  - Excellent workshop
  - There should be more training on biodiversity conservation and dramatization of climate change
  - This workshop was great because it happened right here in our community
- b) What participants thought about the duration of the workshop**
- 11 participants indicated three days was sufficient
  - 4 participants indicated the workshop was too short
- c) Did the workshop meet their expectations?**
- 14 – yes
- d) Participants' comments regarding the overall workshop**
- I learnt great and wonderful concepts from this workshop. A very educational experience for me.
  - To spread as widely as possible the conservation of biodiversity. To implement what we have learnt and support current conservation efforts.
  - I thank the workshop facilitators and trainers for giving their time and for their commitment to this three days workshop
  - Somethings were unclear and that is to ask participants which lesson is important to them. Cyclone is not a big problem in Verata although we should learn about it, I just think that we should not spend too much time on it.
  - This training expands our knowledge especially about climate change
  - I now know what is climate change
  - Time management and keeping to the daily workshop schedule.
  - Thankful for the lives of the trainers and their time and the achievement of workshop objectives.
  - Just wish to express gratitude to trainers that a Verata Drama team is now established
  - I am thankful for the training on climate change and the use of drama, songs and dance to spread the message
  - To lengthen duration of workshop so more time can be spent on each topic
  - This workshop has helped me understand the impacts of climate change on biodiversity and humans

### **6.11 WORKSHOP CLOSING**

After traditional formalities, the workshop participants performed their dramas, songs and dances. The chief guest was the Director for the National Disaster Management Office, Mr. Joeli Rokovada. Other distinguished guests included the Roko Tui Tailevu and his staff from the Tailevu Provincial Council Office and officers from the Tailevu Administrative Office. The chief guest did the honors of handing out certificates to participants.

## ATTACHMENT 1 – PARTICIPANTS LIST

No	Name	Age	Sex	Village	Work	Instru- ment	Cavuti	Plant	Bird	Fish	Contact
1	Mosese Qica	20	M	Naivuru vuru	Farmer	Lali	Vosakatu	Lagakali		Vai	3592032
2	Solomoni Vueti	20	M	Navuni momo	Farmer	-	Vunivalu Ni Daviko	Kuluva	Kacau	Ikaloa	-
3	Temo Baleisuva	26	M	Ucunivania	Farmer	Quitar	Turaga na Ratu	Vesi	Dairo	Saqa	PO Box 373, Tailevu
4	Mili Mosi	25	F	Ucunivania	Domestic	Quitar Lali	Vosaratu	Boro	Gata	Ta	3593728 PO Box 373, Tailevu
5	Sulueti Cuanilawa	22	F	Ucunivania	Domestic	Lali	Saraviri	-	-	Kuita	PO Box 373, Tailevu
6	Verenaisi Nauivula	18	F	Ucunivania	Domestic	Quitar Lali	Turaga Naitotokau	Vesi	Vodre	Saqa	PO Box 373
7	Naomi Katarina	35	F	Ucunivania	Domestic	Lali Derua	Ratu na Turaga Lewena	-	Vodre	Drose	3593728 PO Box 373
8	Tui Mouta	19	M	Ucunivania	PWD	Quitar	Turaga na Ratu	Vesi	Dairo	Saqa	3593319
9	Tucoroga Sauniwasaliwa	30	M	Ucunivania	Farmer	Quitar Ukalele	Ratu na Turaga Lewena	-	Vodre	Dairo	3595304
10	Amori Duriwaga	19	M	Ucunivania	Dauteitei Dauqoli	Quitar	Taukei ni koro	-	-	Kaikogo	3593729 PO Box 273
11	Waisale Qio	21	M	Ucunivania	Farmer	-	Malaisau	Nuku	-	-	9384844
12	Saula Serevi	22	M	Kumi	Farmer	-	Roko Tui Ssa	Tomito mi	Vodre Dravu	Vai	3592065
13	Marika Matuloto	22	M	Kumi	Farmer	-	Roko Tui Sasa	Bokoi	Vodre	-	3592065
14	Sekove Saumailagi	24	M	Sawa	-	-	Rokotuicoko	Vadra	Soqe	Kabatia	9450202
15	Rusiate Dumaru	34	M	Ucunivania	Farmer	Quitar	Liga ni kau	Vesi	-	Kaikoso	9210593
16	Jo-a Bale	24	M	Kumi	Farmer	-	Rogo Tui Sasa	Tukawawu	Vodre Dravu	-	3592065
17	Josateki Rokomalani	27	M	Ucunivania	Youth Worker	Lali Derua	Qase na i Totokau	Vesi	-	-	3591229
18	Tomujani Boginivalu	44	M	Navuni mono	Farmer	Ukalele Quitar	Vunivalu ni Daviko	Kuluva	Kacau	Ika Loa	3592105
19	Laisani Qica	24	G	Navuni mono	Farmer	-	Vunivalu i Davila	Kuluva	Kacau	Ika Loa	3592105
20	Jone Caginiliwala	28	M	Ucunivania	Kotikoti	Ukalele	Qase Totokau	Vesi	Gata	Saqa	3591229
21	Peniasi Tabakanavania	21	M	Ucunivania	Farmer	Ukalele	Qase Totokau	Vesi	Gata	Saqa	9449244
22	Samuela	20	M	Ucunivania	PWD	Qita Wadua	Qase Totokau	Vesi	Gata	Saqa	3591229
23	Dikula Baleilevuka	25	F	Ucunivania	Gonevuli	-	Turaga na Ratu	Vesi	Gata	Saqa	3301173 (3595712) <a href="mailto:dikula@hotmail.com">dikula@hotmail.com</a> Box 16016, Suva
24	Samu Qalia	32	M	Naiqaqi	Vakatawa	Qita, mouth organ	Navesi	Vesi	Koli	Kuka/La iro	3594582

## ATTACHMENT 2 – YOUTH ACTION PLAN

### a) Sawa Village – Youth Action Plan

Concern	Cause	Solution	What has been done?	What is to be done?	Time	Responsible	Within	Outside
Litter	No rubbish bins	To dig rubbish pits	We have cleaned the coastal area, dug rubbish pits but they remain unused.	Village and District Youth to discuss this problem	Monday	Village headman Church	Village headman to prepare	-
Polluted village drainage	Drains are not kept clean	To clean and clear drains To cement drainage	Not cleaned or cleared for sometime now	Village youth and men to discuss	Monday and Tuesday	Youth and Village headman	Village members	Ministry of Health
Cyclone	Climate change is God's will	Youth to identify a safe place for the disadvantaged e.g. Village hall Preparedness - Be committed to your faith in God - Education - Be prepared	None	To build an evacuation centre	When aid money comes	Disaster Management Committee (DISMAC) and village members	Youth	DISMAC

### b) Daviko Village – Youth Action Plan

Concern	Cause	Solution	What has been done?	What is to be done?	Responsible	Time	Within	Outside
Littering the river	No rubbish pits	Dig rubbish pits	Rubbish pits have been dug but are full	Raise in village council meeting and for the village to implement	Village headman and youth	Village week	Youth	Village decision
Mangroves	Used for house posts	To announce, discuss in the village to stop cutting mangroves	It has been discussed in the village	Enforcement and keep reminding villagers	Village headman	Everyday	MAFF	Village members
Overfishing of lobsters and crabs	Selling Functions Individual hunger for sea food	Planting a lot of food Tabu	Marine protected area	Make a law A team to monitor fishing area	District meeting	Everyday	Village members	Village members
Erosion	Cutting trees	Plant trees	Law enforcement regarding cutting trees beside the river	To remind people during the village council meeting	Village members	Everyday	Village members	Village members
Use of poison for fishing	To get more fish fast and easy	Not to use poison	It is illegal – it is a law not to use poison	Remind, announce in the village and monitor village members.	Village law enforcement comite	Everyday	Elders Ministry of Fisheries	Village members



c) Kumi Village – Youth Action Plan

Concer	Cause	Solution	What has been done?	What is to be done?	Responsi-ble	Time	Assistan- ce
Littering – coast	Less rubbish pits	Dig more rubbish pits	Have already dug some rubbish pits	Youth to dig more rubbish pits Raise issue in village council meeting	Village headman and youth	During village clean up day	Seek FLMMA's help
Too much Kava consump- tion in Fiji	Peer pressure	* Ban kava consumption during weekdays * Only allow consumption during village functions	None	* Devise a daily schedule for members of the village	* District leaders and village members	* At the village council meeting	Seek advice from the Ministry of Health
No kinder- garten teach	Lack of education	Encourage youth to attend a lot of small trainings conducted in the district or village.	None	* Select of the girls to attend a preschool training	* District or village leaders	* ASAP * Next village council meeting	* Ministry of education
Erosion	Villagers cutting trees	Replant new trees	None	Advice those cutting trees to stop cutting trees	Landown- ers	* Landowners	* OISCA * Agricul- ture

d) Ucunivanua Village – Youth Action Plan

Concern	Cause	Impact if not addressed	Work to be done	Advice	Organiza- tion to be responsible	Village Plan	Cost	Constra- ints
Littering - coast	- no rubbish pits - apathy - lack of cohesion	- affect marine life - sickness	Dig rubbish pits – one per household	Village head- man and Village nurse	- youth - village health committee	During village work day	None	Disobe- dience
Burning of plastic	Not kept or disposed of properly	- affects protection of natural resource (kills fish)) - pollution	- Disposed of in the rubbish pits - Reuse - Don't use plastic bags when shopping. Use cartons or shopping bags	- FLMMA - Village headman	- Ministry of health - Youth - Village members	Montly	None	Lack of cohesion
Tardiness (village meeting)	- disobedi- ence - individua- lism - lack of spirituality	- Non compliance of village council decisions - People's issues not heard during village council meeting	Visitation to every village household to find out why they do not attend village meetings	- Chief - Heads of the 3 chiefly clans - Village headman	- Youth - Village headman	0-6 months	None	Lack of cohesion Sick
Animals	- Not kept well (pig pens) - Not fed	Damage food gardens (our surroundings)	- Make better fences - Fed at the right time	- Village headman - Tabana ni manumanu	- Youth - Owners of the animals	0-6 months	\$50	- Apathy - Individu- alism
Warmer weather	- Climate change - Cutting of trees	- Affects agri- Culture produ- cts - sickness - Affect livestock	- Replant trees - No burning	Dept. Of Environ- ment DISMAC	Youth Village members	2 – 3 weeks	None	- No seedlings for plants - No unity amongst youth

e) Naivuruvuru Village – Youth Action Plan

Concer	Cause	Solution	What has been done?	What needs to be done?	Responsi-ble	Time	Aid
Littering – coast	No rubbish bins	Dig rubbish pits	Already dug rubbish pits	Discuss in village council meeting	Village members Youth Village headman	Discuss in village council meeting	Ministry of Health FLMMA
Erosion	- Cutting of Trees - Burning	Replanting of trees	No cutting of trees Planted trees	Discuss in village meeting	Youth Village headman	To be discussed	FLMMA
Over consumption of kava	-Scaly skin -Peer pressure -Unwise decisions -Village functions	Manage consumption	-	-	Village members	Next Village council meeting	Ministry of Health
Lack of income source	Apathy	Plant lots of food	Plans have been made	Discuss with Ministry of Agriculture	Committe leader Village headman	To be discussed	-

## ATTACHMENT 3 – RESULTS OF GROUP WORK ON SCRIPT CONSTRUCTION THROUGH IMPROVISATION

### 6.6.1) Dramas:

#### Group 1a – Climate Change: Gas Emission

##### Scene 1

The scene begins with the sun shining downstage and the sea upstage. Factory workers enter and shovel coals, motor vehicles pass by as people show how unbearably hot the weather has become and reacting to car fumes. Characters holding poster signs enter – ‘more CO2’, ‘more NO2’, ‘more pollution CH4 emission from our planet’. All freeze except the sun and the sea.

##### Scene 2

The sun shows temperature soars then the sea rises slowly whilst remaining characters come alive screaming frantically as water level reaches their waist. As the water level rise above their heads, the people all collapse.

The end.

#### Group 1b – Erosion

##### Scene 1

The happy forest scene with wild animals, birds, insects, various other useful plants going about their business happily. A man enters with his dog to hunt for wild pigs. Dog chases wild pig out of the stage and man follows behind. Girls enter to pick fruits, herbal medicine and raw materials for handicraft. Everyone is happy.

##### Scene 2

Villagers enter and cut down trees. Animals talk to each about their homes being removed. They look sad and exit.

##### Scene 3

The setting shows a bare hill in the background where the forest used to be. A rain poster appears above the hill and cast making rain sound. Soil erosion is demonstrated by a brown cloth covering the hill slides slowly to the floor as rain sound goes on in the background.

##### Scene 4

Ladies are fishing but have no catch. Villagers appear and complain about their food gardens spoilt by the erosion, muddy drinking water and marine area. Ladies complain about loss of fish, lack of raw materials from the forest and marine for their handicraft work and how it is all affecting their source of livelihood especially for their children’s education fees.

The end.

## **Group 2 – Litter**

### **Scene 1**

Coastal scene with mangroves, fishes and crabs. Three village women appear one after another to throw plastic bags full of rubbish in mangrove area, sometimes hitting crabs and fishes. The marine creatures react by saying they cannot take it anymore, how their environment is unbearable to live in so they have decided to go elsewhere. They swim away.

### **Scene 2**

The three women go fishing and show that they have spent many hours but have not caught anything unlike before they would spend shorter time and go home with a catch.

### **Scene 3**

A group is partying in the village, they throw empty cans and bottles everywhere. A passerby steps on a broken bottle and hurts himself. Others go by and just throw their rubbish anywhere and everywhere. A tour guide enters with tourists and was embarrassed by the site of their village. Tourists comment on how dirty the village looks. The tour guide abruptly ends the tour and ushers tourists back to their motor vehicle.

### **Scene 4**

The tour guide speaks to the village headman about the village litter situation. The village headman makes an announcement in the village for a village clean up day. Everyone gathers. The village headman talks to them about their village waste disposal problem and how it has affected people and their environment. They build and erect rubbish bins around the village, put signs for rubbish to be put only in bins provided, they dig pits for rubbish dumping and erect 'no littering' sign posts along the coast.

The end.

## **Group 3 – Cyclone**

### **Scene 1**

Tomu is scrapping coconuts and listening to his radio. A cyclone warning is issued. Tomu rushes to his family and informs them to prepare for the cyclone then he goes to see the village headman. Tomu found Jone, the village headman, sleeping off his grog dope. He shook Jone awake and told him to make an announcement in the village to prepare for the cyclone.

Without waiting for anyone, Tomu and his family tied down their house, bought emergency supplies, secured their livestock, fishing boat, belongings and their food garden. Tomu's sons trimmed trees and stocked water and food. When all was ready they evacuated to a safe place in higher grounds.

### **Scene 2**

The scene begins in the village with three houses standing. The radio announcement continues to provide cyclone warning. The cyclone character arrives and twirls around blowing houses and scattering people darting for cover everywhere. A flying piece of iron roof hits a man's back and badly injures him as he was frantically running, searching for safety. The cyclone conjures up a storm surge rushing inland and drowning two other people.

### Scene 3

Tomu, his family and survivors return to the village to find the injured and the dead. There was loud weeping and wailing for the loss of loved ones, their homes, belongings and food gardens. The Red Cross, ambulance and National Disaster Management team arrive on the scene to help the injured and donate relief supplies.

### Scene 4

The village headman and some village members talk to Tomu because his house was the only one standing. Jone, the village headman apologizes to the community about failing his duty to organize preparedness and evacuation. He pointed at Tomu as a good example. Tomu addressed those gathered around him and emphasized the importance of preparedness. To develop a disaster management plan to help them better organize themselves, to build an evacuation centre, stock it with food, water and emergency supplies and for everyone to commit to working together. He added that climate change would increase the frequency and intensity of extreme events such as cyclones, storm surges, floods, drought, rainfall and erosion which will threaten their source of food, livelihood and way of life. He concluded by urging them to work together even more ardently to conserve their biodiversity so they can better cope and avoid or minimize losses.

The end.

## 6.6.2) Songs:

### i) Climate Change Song:-

#### Verse 1

Hear me crying in the rain  
I need your help  
Please help me now  
**Trio:** There's so much pain

#### Verse 2

Climate change  
In the world today, moving around  
Cyclone, droughts, floods every place  
**Trio:** Men suffer the day

#### Chorus

We are the victims of this polluted world  
We do not want our children to suffer more  
U....U....U.....U....U....U  
**Trio:** In the world where only a few may live  
Bio....Di....Versity for the future kids  
Unite now, Unite now  
Unite now, Unite now  
In the world today

#### Verse 3

Youth today  
We have to pray  
For the world again  
Climate change

We fight against  
*Trio:* In every way

**Back to chorus.**

**ii) Litter Song:- (translated)**

**Verse 1**

Litter in our world  
Pollutes our environment  
What should I do  
To stop this  
Oh my friend  
Please answer me

**Chorus**

I am the rubbish bin  
Open to all of you  
You walk right past me  
But don't fill me up  
I remain empty  
I'm here to help you  
Please fill me up

**Verse 2**

You ignore me  
Prefer the mangroves  
Everywhere else  
But me  
Prefer the ocean  
Everywhere else  
But me

**Verse 3**

Litter in our world  
Makes it look ugly  
Pollutes our environment  
Destroys living things  
Please my friend  
Remember me

**iii) Cyclone Song:- (translated)**

**Verse 1**

It is scary I must confess  
Major disaster in the Fiji islands  
Oilei the strong cyclone  
Kina in Verata wrecked havoc

**Chorus**

I pity the marine life

Big waves swept them away  
Crabs, lobsters and fish  
Oilei I pity Verata

**Verse 2**

Ucuna, Nalota and Daviko  
Your destruction path  
Homes, people, and animals  
You spared nothing on your path

**6.6.3) Traditional Dance/Meke:-**

**i) Dance – Cyclone (translated)**

**Verse 1**

The ocean wind is strangely different  
Twirling stormy winds  
Fishes dash for cover amongst the rocks  
They should carry defensive dance fans  
Twirling cyclone winds

**Chorus**

I am a happy bird  
My wings are on my hips  
I stand proud, watch me  
My right wing like a hand, is raised  
A big cyclone blew me away

**ii) Dance – Litter (translated)**

**Verse 1**

The shores are dirty  
All kinds of litter I receive  
I pity the coastal environment



**Verse 2**

People walk by  
No one bothers  
The village and ocean are dirty

**Verse 3**

Village headman announce  
Village clean and clear day  
Village clean and clear the shores  
Village members work in unity

## ATTACHMENT 4 – WORKSHOP PROGRAM

 <b>Vuli Ni Veisau Ni Draki Kei Na Drama</b> 				
DATE	TIME	SESSION	ACTIVITIES	FACILITATORS
Tuesday 27 Feb. 2007	8:00am	REGISTRATION	<ul style="list-style-type: none"> <li>Registration</li> <li>Pre-Test</li> </ul>	Niko Radiva
	9:00am	INTRODUCTIONS	<ul style="list-style-type: none"> <li>Opening Devotion</li> <li>APN &amp; USP Climate Change Project</li> <li>Workshop Introduction</li> <li>Participants Introductions</li> <li>Participant Expectations</li> <li>Class Rules</li> <li>House Keeping</li> </ul>	Talatala Sukulu Rupeni Pio Radikedike
	10:30am	<i>Morning Tea Break</i>		
	11:00am	CLIMATE CHANGE & VARIABILITY	<ul style="list-style-type: none"> <li>Presentation</li> <li>Group work</li> </ul>	Leone Limalevu
	12:00pm	GROUP WORK ON YOUTH CONCERNS RELATED TO CLIMATE CHANGE	<ul style="list-style-type: none"> <li>Group work</li> </ul>	Sukulu Rupeni
	1:00pm	<i>Lunch</i>		
	2:00pm	BIODIVERSITY & SUSTAINABLE DEVELOPMENT	<ul style="list-style-type: none"> <li>Presentation</li> </ul>	Semisi Meo
	3:45pm	<i>Afternoon Tea Break</i>		
	4:00pm	VERATA RESOURCE MANAGEMENT PROJECT	<ul style="list-style-type: none"> <li>Presentation</li> <li>Group Work</li> </ul>	Pio Radikedike
	5:00pm	<i>End of Day One</i>		



<b>DATE</b>	<b>TIME</b>	<b>SESSION</b>	<b>ACTIVITIES</b>	<b>FACILITATORS</b>
<b>WEDNESDAY 28 Feb. 2007</b>	8:00am	REVIEW OF DAY ONE	<ul style="list-style-type: none"> <li>• Devotion</li> <li>• Participants review through dramatization (group work)</li> <li>• Presentations &amp; discussions</li> </ul>	Meli Namasi
	10:30am	<i>Morning Tea Break</i>		
	11:00am	<b>THEATRE FOR DEVELOPMENT &amp; SCRIPT CONSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Group work – construction of Scripts through improvisation</li> </ul>	Sukulu Rupeni
	1:00pm	<i>Lunch</i>		
	2:00pm		<ul style="list-style-type: none"> <li>• Group work presentations on dramas created</li> </ul>	
	3:45pm	<i>Afternoon Tea Break</i>		
			<ul style="list-style-type: none"> <li>• Song and Dance</li> <li>• Group work and presentations</li> </ul>	Meli Namasi
	5:00pm	<i>End of Day Two</i>		
<b>THURSDAY 1 Mar. 2007</b>	8:00am	REVIEW OF DAY TWO	<ul style="list-style-type: none"> <li>• Devotion</li> <li>• Participants review</li> <li>• Workshop Program for the day</li> </ul>	Jolame Sikolia
	9:00am	<b>MIME TECHNIQUES AND REHEARSAL</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Mime exercises</li> <li>• Group work – polish productions</li> <li>• Create basic props. and costumes</li> </ul>	Sukulu Rupeni and Niko Radiva
	10:00am	<i>Morning Tea Break</i>		
	12:00pm	<b>DRAMA TEAM FORMATION</b>	<ul style="list-style-type: none"> <li>• Class discussions</li> </ul>	Pio Radikedike
	1:00pm	<i>Lunch</i>		
	2:00pm	<b>COMMUNITY APPROACHES</b>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	Semisi Meo
	4.00pm	<b>WORKSHOP EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation</li> </ul>	Meli Namasi
	5:00pm	<b>WORKSHOP CLOSING AND PARTICIPANT CERTIFICATION</b>	<ul style="list-style-type: none"> <li>• Traditional protocol</li> <li>• Participants presentations</li> <li>• Chief Guest &amp; Certification</li> <li>• Closing</li> </ul>	Pio Radikedike
	7:00pm	<i>Refreshments</i>		

