

Drama In Climate Change Implications On Biodiversity



Facilitators Guide

(1ST DRAFT 2009)



Drama In Climate Change Implications On Biodiversity

This manual is for facilitating *climate change impacts on biodiversity and sustainable development* drama training especially prepared for engaging youth and in recognition that they are the future custodians of our natural resources. The youth of today are the ones who will have to deal with the serious consequences of climate change impacts. Therefore, engaging youth in biodiversity conservation is vital to ensure availability and security of natural resources for the next generation.

This manual provides some basic information on climate change and practical activities on creating climate change dramas and conducting community drama performances for awareness raising and generating meaningful discussions.

What and Why Drama?

Drama is an effective method to raise awareness and generate meaningful discussions on climate change implications on biodiversity and sustainable development. It ignites curiosity and excitement and can easily draw a crowd of people and capture their attention.

Drama in this context is referred to as a play, stage show, performance, theatre, or production. It is put together by members of a community or builds on their knowledge and experience and usually with help from outside assisting NGOs or government for raising awareness on key social, developmental or environmental issues which aim to bring about positive changes in people's attitude and behaviour. Since the dramas are created by the community members themselves, they are culturally appropriate and relevant because they use the local dialect, humor and local cultural expressions. However, sometimes these dramas can be fused with appropriate international flavours to attract certain types of audiences such as in tourist areas or in urban centres.

This type of drama is also known as 'Community Theatre'. Members of the drama troupe or community theatre group may or may not be professionals. This type of drama can be conducted anywhere and not just confined to the four walls of a theatre building. Community theatre performance can be conducted in a village hall, in a park, at the market place, under a tree in a village ground with the possibility of chicken or a dog walking across the stage, or held in the evenings with poor lighting and under conditions where actors have to be flexible and creative with change rooms, stage and entrances and exits. Community theatre is also known as minimalist theatre where the costumes and stage properties are not extravagant but kept to the minimum.

Actors involved in this type of drama are primary beneficiaries because given the amount of time they spend researching the issues to dramatize, rehearsing and performing it to audiences, the process will highly likely have a profound impact on their lives. It builds participants' confidence in public performance, improves self-esteem, creates a healthy social attitude, they gain respect from peers and family members and possibility of employment.

Drama Training Process

STEP 1

Processing Information



It is important for participants to first gain knowledge about climate change and its impacts on biodiversity and sustainable development if they are going to raise public awareness on these topics.

This step includes the provision of information about climate change, biodiversity and sustainable development. It is often interwoven with drama exercises to help facilitators gauge participants' knowledge of the topic before they make their presentation and also, to assist participants process the information they have just received.

STEP 2

Creating Climate Change Dramas



Everyone has had some experience in drama, either during school, church play or drama clubs. This training provides basic drama technique that will help participants explore further and discuss the topic of climate change impacts on their community biodiversity. They identify natural and human threats they are particularly concerned about that will affect their ability to live in a thriving environment if not addressed now. Participants draw murals of the future they foresee given current trends and a mural of their vision of a future they would like instead. This provides them the key messengers for awareness raising and basis for planning practical activities they can undertake as adaptation for climate change through biodiversity conservation to secure their sources of food and economy and maintaining their culture and tradition.

STEP 3

Conducting Community Awareness Raising Drama Performances



As a result of this training, participants have created dramas to be rehearsed and polished ready for awareness raising performances in communities. This step includes the participants developing a committee, rehearsal and theatre performance action plan and how to conduct a community performance and post performance discussion. It also includes looking at ways of monitoring the effectiveness of their performance in order to make improvements.

STEP 1

PROCESSING INFORMATION



In order to effectively raise awareness on climate change through drama performances and post performance discussions, actors or the carriers of these important messages must have some knowledge of the subject itself.

1.1 Build on the knowledge and experience of participants.

Everyone has experience and knowledge about many different things, people and places. It is always good to start with what participants already know and build on this knowledge.

Exercise 1:

- Divide participants into working groups of 5-6 people.
 - Invite them to discuss briefly in their working groups, then to do tableau work of the following; (*See fig. 1 for an example of tableau work*).
- I. What are 3 causes of climate change? Do a tableau for each of the causes.
 - II. What are 3 effects of climate change? Do a tableau for each of the effects.
- Ask the groups to try and combine the cause and the relevant effect when doing their tableau.
 - Once the groups have completed their work, invite them to come together in the large group to present the results of their work.
 - After a group presentation, ask the rest of the groups to try and guess what they are trying to portray.
 - After all the groups have presented, give your comments.
 - Ask someone from each group to take a note of their sequence of pictures. Clearly mark the group, the session number and the date.

Time: 30 minutes. **Materials:** Butcher paper, Pental markers, Masking tapes.

Tableau: *Using bodies to make statue pictures that convey emotions and gestures without any words spoken.* (E.g. A tableau of King Solomon judging between two women who claim to be the real mother of a baby);

Picture 1: *Two women and a baby in the presence of a king. Each of the women pose as if pulling the baby in the opposite direction of the other. The king poses with a hand gesture as if to say stop. (Freeze! They hold this position for a few seconds. Then come alive again for the second picture).*

Picture 2: *One woman is standing, steaming with rage, whilst the other is on her knees crying, begging the king. The king is holding the baby with a hand held out to a servant whose ready to place a cane knife in his hand. (Freeze! They hold this position for a few seconds. Then come alive again for the second picture).*

Picture 3: *Two guards arresting the angry woman, the king hands the begging woman the baby. (Freeze! They hold this position for a few seconds. Then come alive again for the second picture). The end.*

Fig. 1 Tableau work example

1.2 Presentations on Climate Change and Variability, Biodiversity and Sustainable Development

In this session one or several experts provide information and knowledge on the above mentioned topics. Below is a handout on Climate change.

1.2.1 Climate Change

The word climate is different from the word weather. The weather is what we experience daily e.g. good, fine weather today; yesterday was bad or rainy. Weather is the fluctuating state of the atmosphere around us, characterized by temperature, wind, pressure, precipitation, cloud and other weather elements. Climate is the average weather conditions in terms of the normal or average and its unpredictability over a certain time span and area (ranging from months, to 1000s to millions of years. The World Meteorological Organization has defined it as 30 years). Therefore, Climate Change refers to a significant change in the normal climate or its average unpredictability persisting to an extended period, typically decades. This change is known through recording the earth's temperature, which began in 1860. Between 1990 and 2000, the overall earth's temperature was found to have increased by $\frac{1}{2}$ a degree celcius in comparison to the earth's temperature between 1940 and 1950. In the Pacific, we are also feeling the increase in temperature. Now, we are experiencing temperatures of 35 – 36 degrees celcius. In the past, the temperature would go up to only 33 – 34 degrees celcius.

Scientists predict that temperatures will increase by 0.2 degrees celcius every 10 years. This means that by the year 2100, the temperature will increase by 2 degrees celcius. Living things on land and in the sea will surely be adversely affected and will die or move to look for suitable climate conditions if with an increase of 1 degree celcius.

What causes climate change?

There are certain gases like carbon dioxide, water vapour, ozone, methane, nitrous oxide and halo carbons which protects or blankets our earth from the sun's heat and allows enough heat at a temperature suitable for sustaining human, plant and animal life. These gases are know as 'green house gases'. The most important of these gases is the carbon dioxide which we breath out. Carbon dioxide results from burning things. In the past, carbon dioxide concentration in the atmosphere was only 180 – 300 ppm. Now, the level of carbon dioxide concentration is 380 ppm or has increased by 50%. In other words, carbon dioxide emissions are now around 12 times higher than in 1900 as the world continues to burn increasing quantities of coal, oil and gas for energy used for factory machinery and transportation at large scale over the last three hundred years or since the beginning of the industrial revolution.

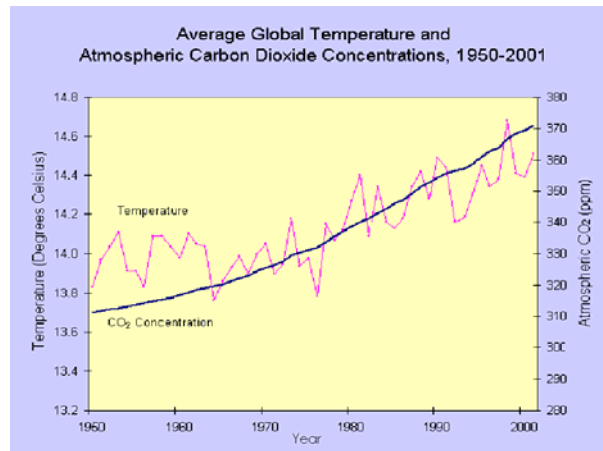


Figure 2. Global Temperature and Atmospheric Carbon Dioxide Concentrations

Furthermore, the clearing of the world's forests for modern development means that as more greenhouse gases enter the air from increased fossil fuel use and agricultural activities, less is being taken out by trees and plants. This imbalance is why we are experiencing a rise in 'heat trapping' greenhouse gas, causing global temperatures to rise, and is the reason for climate change. Without a doubt, the order of nature's balance has been disturbed.

Where do these high levels of carbon dioxide emissions come from?

We are burning more and more greenhouse gases, such as carbon dioxide, which keep the heat of the sun from escaping. This gas comes from burning fossil fuels, like petrol or coal, which fuel our cars and other modes of transportation or make electricity.

- Carbon dioxide – CO₂
- Methane – CH₄
- Nitrous oxide – NO₂
 - vehicles (CO₂, CH₄, NO₂)
 - factories (CO₂, NO₂)
 - animal farming (CO₂, CH₄)
 - rice farming (CH₄)

What has been done?

Some actions have been taken globally and regionally to address climate change.

Global:

- The Kyoto Protocol: Emission reduction commitment to a set time frame
- Over 180 countries have signed the United Nations Framework Convention on climate change to reduce emissions
- Voluntary target reductions by states and industries

Regional:

- Pacific Island Governments were very vocal and at international negotiations on climate change
- Regional programs and projects implemented include sea level monitoring, climate change research and promotion of adaptation measures

National:

- Find out what actions your nation has taken to address climate change
- Find out what your nation's priorities are in terms of climate change

What are climate change impacts or effects?

The rise in global temperatures is causing the ice caps in the north and south poles to melt, sea temperatures as well as sea levels rise, leading to changes in climate and increasing natural disasters.

Some other effects of climate change are:

- Increasing temperatures in the day and night
- Increasing heat wave
- Increasing heavy rainfall
- Increasing drought
- Increasing frequency and intensity of cyclones
- Increasing frequency of storm surges

These effects would cause the extinction or loss of species and the degradation of natural resources or biodiversity.

Why must you care about climate change?

- The Pacific Islands are the most vulnerable to the impacts of climate change due to our geographic location, we are small island nations spread out in a large ocean most isolated, small atoll islands, with limited land space
- We have limited financial and human resources
- Most of our villages are located near the coast and depend on coastal and marine resources for their food and source of protein and livelihood
- We depend upon our limited natural resources for our key economies; fisheries, agriculture and tourism

How does climate change affect you?

Sea level rise resulting from the thermal expansion of the oceans and melting of ice caps will have the most significant negative effect of these higher global temperatures. It is projected that sea levels will rise by as much as 5 mm. per year over the next 100 years as a result of global warming.

As stated earlier in the presentation the effects of climate change are currently being experienced and they include:

- Warmer temperatures
- Sea level rise
- Extreme weather conditions (cyclones and increase in the intensity of droughts and rainfall)

Climate change will impact Fresh Water:

- Salt water intrusion affecting the quality and quantity of drinking water and damaging agriculture as seawater seeps into the thin wedge of ground water. Such an incident can be caused by sea level rise and storm surges

- Flooding due to increased rainfall in some areas reducing the ability of soil to absorb water.
- More frequent droughts will be experienced in some areas.
- The above mentioned fresh water problems will further affect other industries such as tourism and agriculture

Climate change will impact Agriculture:

- Salt water intrusion making it difficult to keep crops properly watered.
- Inundation and storm surges destroying crops (In Tuvalu taro pits have been ruined by saltwater inundation).
- More intense droughts also ruins crops (e.g. the 1997 – 1998 drought caused \$104 million dollar loss in the Fiji Sugar industry and \$15 million in the other agriculture industries).
- Changes in rainfall, winds and temperatures lead to changes in growing seasons.
- Rising temperatures and increased rainfall in some areas may lead to increased pests and weeds destroying crops
- With more frequent and intense cyclones that cause high wind, increased rainfall and storm surges may destroy crops and give them less time to recover – especially for tree crops such as coconut which have a longer recovery time.

Climate change will impact Forests:

- Increased droughts may see a rise in forest fires like the 1997 forest fires in Indonesia that in which about 165,000 hectares were lost as a result of the extended dry season. Similar fires were also reported from PNG.
- Forest play a particularly important roles as they absorb carbondioxide from the air and stores it – acts as sinks.

Climate change will impact Biodiversity:

- Climate change will have a much higher impact on island ecosystems compared to continental areas largely because islands have a large number of species that are endemic. Ecosystems are made up of a set of linked components – a negative effect on one impacts on all others.
- Ground nesting sea birds on low islands will be affected by more storm surges and sea level rise (In the Northern Cook Islands three types of tropical birds have had ground nests damages).
- Cyclones and forest fires destroying habitat and food
- Coral bleaching occurs as a result of higher sea temperatures. Corals live at temperatures between 18 degrees celcius and 28 degrees celcius and a slight increase in the water temperature causes bleaching.
- Increase silt washed into the reefs as a result of high rainfall is a hindrance to coral growth.

Climate change will impact on Health:

- Warming temperatures and flooding leads to increase in malaria and dengue fever – water provides a habitat for mosquitoes and warmer temperatures allows for breeding in areas that were previously too cold.

For example, Malaria which is only found in the eastern part of the Pacific, Solomon Island and PNG may move as far east as Fiji.

- Increased rainfall causing flooding and disrupted sewerage systems and which in turn contaminates water supply is likely to increase Cholera outbreaks.
- Warmer water leads to increased production of marine pathogens (a form of human poisoning) therefore putting the safety of seafood at risk.
- Supply of traditional food crops may be affected as a result of sea level rise, droughts and floods and water scarcity leading to a heavier reliance on imported foods.
- Reduced availability of fish and other seafood is likely to reduce protein intake as well as increase reliance on more expensive and less healthy substitutes from the shops.

Climate change will impact Coastal and Marine Resources:

- The ability of reef plants and animals to make limestone skeletons that build the reefs will be reduced by carbon dioxide concentrations in the ocean.
- Mangroves will have to retreat inland to ensure survival with rising sea levels and coastal erosion.
- Mangrove growth will also be affected by increased sedimentation from more rainfall and flooding.
- Fish-stocks will be affected negatively with the degradation of mangroves and reefs.

While the above impacts can be linked to climate change, it is also very important to recognize that they are also caused by our own daily actions and how we human beings choose to manage our environment. The above impacts are also caused by practices such as over fishing and unsustainable logging, depositing our waste into the rivers and seas and coastal development. The impact of our own daily actions is already a threat to our environment which our lives depend on. Climate change will further increase these risks.

How Do We Adapt To Climate Change?

Adapting to climate change will have to be a continuous process of understanding the problem, learning about how to best address the problem, trying out the most appropriate idea, identifying why those ideas worked or didn't work and integrating the lessons learnt back into the process of addressing the problem. Some general steps to addressing climate change at the community level will include the following:

1. Awareness of the climate change problem
2. Look in more detail how climate change is likely to affect our community
3. Identify the main threats to be addressed
4. Identifying the options to address them
5. Identifying the data to be gathered to evaluate options
6. Plan and gather the required data
7. Develop a Community Adaptation Action Plan that contains the chosen Adaptation measure and how and who will implement the plan

8. Implementation of the Community Adaptation Action Plan

The cooperation and involvement of all community members is of utmost importance to make the community adaptation process effective and useful. Further, community cooperation has to be maintained, if not enhanced, on a continuous basis because preparing ourselves for climate change impacts is not the same as responding to natural disasters such as cyclones or floods. Responding or adapting to climate change requires us to start making adjustments in our daily lives now so that when the slow long-term impacts of climate change occur, we are still able to live the kind of life we value and aspire to.

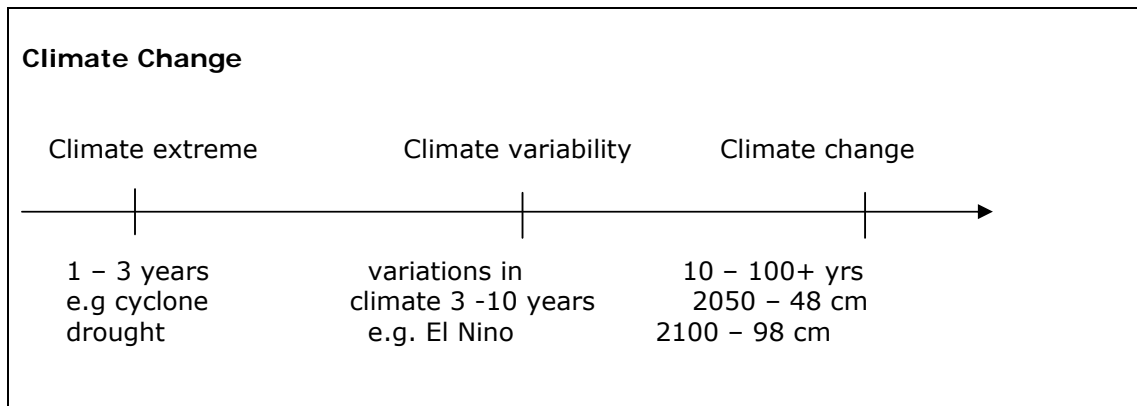


Figure 3. The Difference Between Climate Extreme, Variability & Change

Climatic caused natural disasters or extreme events and climate change impacts are the same. One accumulates over a long period of time whilst the other happens suddenly but both have negative impacts on humans and natural resources

What Is A Disaster?

A disaster is a natural or human-caused event which causes intense negative impacts on people, goods, services, and/or the environment, exceeding the affected community's capability to respond.

A disaster happens when and only when a hazard impacts on a vulnerable community or people. A natural phenomena by itself is not a disaster – only an earthquake, or wind, or flood, or volcano, or drought, etc. Likewise a population may be vulnerable to a disaster for many years, yet without the trigger event there is no disaster. A disaster happens when these two come together.

A hazard is the **Trigger Event**, which sets off the disaster. The Trigger Event could be any of the following hazards:

- Climatic - cyclone, storm surge, drought, heavy rainfall, flood, landslide, sea level rise
- Geological - earthquake, tsunami

- Environmental - contagious disease, animal disease
- Technical - things humans create e.g. bombs, oil
- Human - war, coup, civil conflict

1.2.2 Drama Exercise On Climate Change

Exercise 2: Climatic Threats

- Invite participants to work in their groups.
- Ask them to discuss and to do the following;
 - I. List 3 main climatic threats in their geographic region today and in the future. Revisit results of group work and determine the main threats.
 - II. List 3 impacts of these threats on their natural resources today and in the future.
 - III. List 3 key activities they think should be undertaken to adapt to the Impacts of climate change on natural resources.
- Ask the groups to combine each identified threat with its impact(s) and what can be done to adapt to the impact(s).
- Once these are done, invite the group to chose one main climate threat to their natural resource, its impact(s) and what can be done to adapt to this climate threat.
- Once the groups have completed their work, invite them to come together in the large group to present the results of their work.
- After a group presentation, ask the rest of the groups to try and guess what they are trying to portray.
- After all the groups have presented, give your comments. Ask someone from each group to take a note of their sequence of pictures. Clearly mark on the paper the group, the session number and date.

Time: 45 minutes. **Materials:** Butcher paper, Pental markers, Masking tapes.



Pic. 1 Tuvalu youth participants

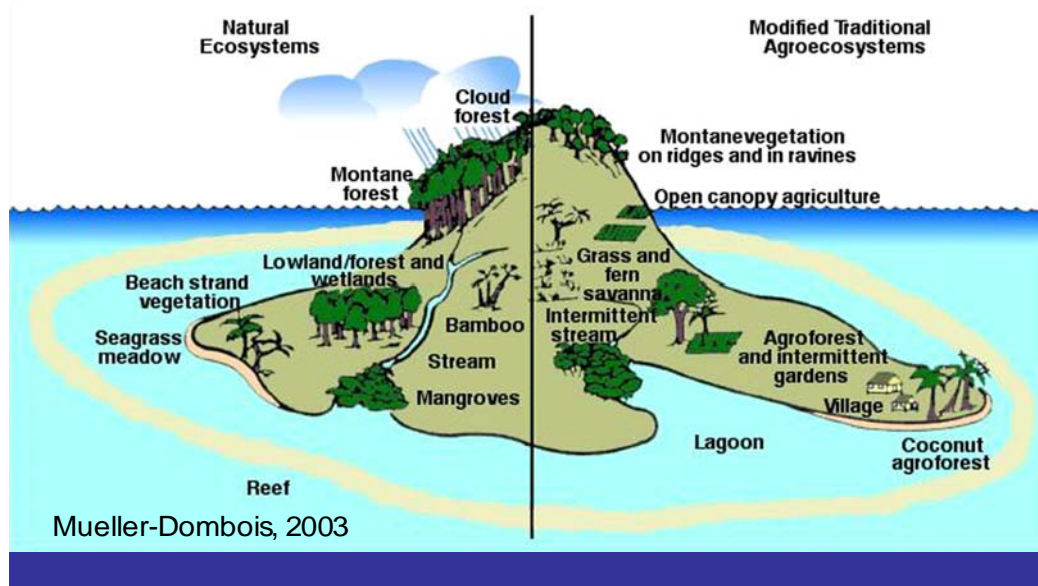


Pic. 2 Solomon Islands youth participants

1.2.3 Presentations on Biodiversity and Sustainable Development in Relation to Climate Change

BUILDING RESILIENCE

Ridge to Reef



Biodiversity Is:

- The variety of living creatures in the stratosphere, atmosphere, land and sea; trees, plants, animals, birds and micro-organisms
- The variety of families of these living things
- The variety of places where they live – reefs, lagoons, mangroves, streams, rivers, forests...

Sustainable development Is:

The 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.

The emphasis is on maintaining the 'abundance' of biodiversity, as the foundation for sustainable development. We are to ensure that development and maintaining abundance of biodiversity go hand in hand.

Why Must We Care?

Climate Change and Variability threatens our sources of food security, livelihood and culture, our key economies; fisheries, agriculture and tourism - the very basis of our existence.

1.2.4 Climate Impacts on Biodiversity and Sustainable Development

Exercise 3: Biodiversity Threats

- Invite participants to work in three working groups.
- Have each group work on each of these tables. Rotate the groups after 15 minutes so they all have a chance to contribute in each table.

a) Discuss and fill out the table below.

AREAS	Climatic Threats		Human Threats	Abundance High/Medium/Low	Significance	Community or govt. laws regarding these areas and/or the species in these areas.
	Now	Future				
Coral reefs						
Forest						
Food gardens						
Mangroves						
Coastal areas.						
Fresh Water sources						
Rivers and Streams						

Table 1 – Threats Table

b) Discuss and fill out the 2nd table below.

Climatic Threats	Impacts In 50 years
More Cyclone	
More Heavy Rainfall	
More Dry Periods	
More Evaporation of Water	
Higher Sea Level	
Coral Reef Bleaching	

Table 2 – Future Impacts



Group presentation

C) Discuss and fill out the table below

Current Problems Faced	Priority Now	Problems in 50 years	What needs to be done to address these problems	Priority Solutions to be addressed now	Priority Solutions to be addressed later
Coastal Erosion	1	- Our island will disappear - Climate refugee - Loss of identity	- Planting of coastal trees, mangroves - Increase awareness programs	- Increasing awareness programs	- Planting of mangroves
Sea level rise	2	- Salt H2O intrusion in vegetation - Tidal waves - Coastal erosion - Water problems - Our islands will disappear - climate refugee - Migration	- Negotiate with developed countries to reduce the releasing of CO2 or the use of fossil fuels - Increased awareness programs	- Increasing of awareness programs for drama, tv programs, radio, etc.	- Negotiate with the developed countries
Strong winds & Hurricanes	3	- No shelter - Less production - Increase in water borne diseases - Education will cease	- Strong wind Warnings - Increasing Awareness Programs - Adopt more Modern Weather equipments	- Preparation - Increasing of Awareness Programs - Evacuate people from risky areas	- Adapt more Modern Weather Equipments
Tidal waves	4	- Caused coastal erosion - Bleaching - Affects the natural resources - Desert low lying Lands	- Planting of Coastal trees - Awareness programs	- Increase the Awareness Programs - Evacuate People from Risky areas	- Planting of Coastal trees
Frequent outbreak of water borne diseases & health	5	- Increase in Malaria and dengue fever - Increased rainfall causing flooding & disrupted sewerage system - Warmer water lead to increase in pathogen	- Awareness of Climate change problems - Increase Medical supply	- Awareness of Climate change programs	- Increase of medical supplies

Table 4: Sample - Likely Impacts of Climate Change In 50 Years.

- Once the groups have completed their work, invite them to come together in the large group to present the results of their work.
- After all the groups have presented, lead them in a discussion of the 2 groups' results of table 1 and synthesize results together. Same as for Table 2.
- Next, invite participants to prioritize significant biodiversity, climate change threats and impacts. List these on a butcher paper.
- If there is a community resource management plan, highlight the plan and discuss with the participants.
- Ensure groups have clearly marked their group name, session number and date on their butcher paper.

Time: 2 hours. **Materials:** Butcher paper, Pental markers, Masking tapes.

STEP 2

CREATING CLIMATE CHANGE DRAMAS



Participants are now more aware of the main climate change impacts that threaten the sustainability of their communities' or district biodiversity. This knowledge, coupled with their vision for the future they want, enables them to pick key messages on which to create their dramas and basis for planning their actions regarding what they can do for climate change adaptations.

"Planning begins with the desire to change existing undesirable conditions. Climate change and Disaster risk management action planning starts with an aspiration for safety for the self, the family the community." (PDRM – ADPC)

2.1: Planning for the future

2.1.1 Drawing A Mural of Their Perception of Climate Change Implications on Biodiversity in 50 years

- Invite participants to first discuss the concepts for the activities. To agree on a collective concept for how the future will be like in 50 years and how they would like it to be instead.
- Now, have the participants envision the effects of climate change as highlighted in their group work on Exercise 3, Table 2. It will be good to revisit the groups' work on Table 2.
- Have them discuss and agree on a concept
- Ask them to select a one or two people to draw their mural.

2.1.2 Visioning

- Ask the participants to envision what they would like the future to look like
- Have them discuss and agree on a concept
- Ask them to select volunteers who can draw a mural of the future they want for their community

Time: 1 hour. **Materials:** Butcher paper, Pental markers, Masking tapes, Colour pens.

2.2 Drama Techniques

A) Mime:

Acting without words. In mime the actor must be 100% committed to the object mimed. If he picks something, to remember to put it back somewhere and not just let the object disappear into thin air. The air must consider the size, shape, weight, height, texture, length and temperature of the object or place mimed.

B) Improvisation:

To make something up in an instant and initially with no idea how a story will end. This method uses the Point of Concentration and the 'What', 'Where' and 'Who' ...whilst the why is still unknown. Actors decide on the what, where and who to improvise a drama and as the story unfolds the why surfaces.

C) One Liners

Actors in a group have a theme. Using improvisation, each person says one line with an action and the next person builds on that and the next until a story surfaces.

D) Five Liners

It is similar to 'One Liners' in that each person in a group of 5 say one line each on a given theme. The first 5 lines should describe the where, who are the characters, what they are doing and why they are there.

E) Chorus

The use of chorus takes the pressure off trying to learn lines and keeps actors focused more on acting. Chorus can be used to comment on what others on stage are doing or to be a conscience or feelings of one character. It is great for first time actors because they get to say only one line or say one line with one or more characters. In choruses, some lines can be spoken by two or more people or the whole group

G) Songs:

Simple, popular and catchy tunes are effective for getting messages across to the public and especially to schools. The participants can choose from rap, pop, reggae, country, opera, army marching song, cheer chants, etc.

H) Cultural Dances

Use local dances moves similar to a climate hazard type to do a climatic threats drama.

2.3 Creating Climate Change Dramas

Exercise 4:

- Invite the participants to revisit the priority climate threats in their community region, the priority impacts of those threats and the priority adaptation options for those impacts. List these if not listed already and discuss in order to find key message to build the dramas on. For example, flooding scenario and its impacts on biodiversity including people and adaptation measures such as building house on stilts, relocation of homes to higher ground etc. Participants can create this dramas using 1 or 5 liners or improvisation.
- Ask the participants to discuss and do an improvisation of the following;
 - a) the impacts of climate change on food security
 - b) the impacts of climate change on the economy
 - c) the impacts of climate change on maintaining culture and tradition
- Participants could join together the short skits put from Exercise 1 on the causes and effects of climate change and exercise 2 to describe what is Climate change.
- Invite participants to create songs and cultural dances.

Time: 2 hours. **Materials:** space, people and gestures

Exercise 5: Community Theatre Action Plan

- Invite participants to develop or strengthen their community theatre group
- Facilitate their action planning for e.g. rehearsal times, community performances and adaptation activities in their respective villages.
- The table below can be filled as they make plans.

Activities	What needs to be done	Who is responsible	When to do it

STEP 3 Conducting Community Awareness Raising Drama Performances



The community awareness raising performances are the best part but depending on how much preparation went into the production of the drama, is the effectiveness of the play. Below is a sample community theatre awareness program and a sample evaluation form that is given out to selected members of the audience to assist the group gauge audience response and the effectiveness of the drama itself.

Figure 6. Sample Community Theatre Performance Program

1. Traditional protocols
2. Introductions
 - Prayer
 - Welcome
 - Objective of the visit
 - Why community theatre for climate change awareness
 - Why youth are engaged
 - Introduction of visitors and participants
3. Climate Change Theatre Performance
4. Post Performance Group Discussions
 - Comments on theatre messages
 - Brief introduction on Climate change impacts on biodiversity
 - Introduction of Group activities
 - Breaking into small groups (men, women, youth & children)
 - Distribution of pens and newsprints
5. Groups Discussions – A
 - 5.1 – Identifying climate change issues
 - 5.2 – Prioritization of issues
 - 5.3 - Group work presentations

Group Discussions – B

 - 5.4 - Climate change Impacts in 50 years
 - 5.5 - Identifying solutions
 - 5.6 - Prioritization of solutions
 - 5.7 - Climate change adaptation planning
 - 5.8 - Group presentations
6. Summarization of program results by Theatre Group Leader
7. Final words from the Community Leader
8. Prayer
9. End of program

Community Theatre Evaluation Form

The evaluation forms are aimed to assist the group gauge audience response and effectiveness of their performance program. These forms are handed out by the community theatre troupes to selected members of the audience before a performance. Forms are collected after the performance. Below is a sample form.

.....

COMMUNITY THEATRE EVALUATION FORM

Please kindly fill out the questionnaire below and return when completed. Your feedback assists the group monitor their community theatre performance program.

1. What is the drama about?

.....
.....

2. What is the drama trying to tell you?

.....
.....

3. Do you think you can do or not do what the drama is asking you?

Tick your answer Yes No If your answer is 'no' please explain.

.....
.....

4. Was there anything in the drama you did not understand?

Tick your answer Yes No If your answer is 'no' please explain.

.....
.....

5. What did you like about the performance (drama, song, dance, etc.)?

.....
.....

6. Was there anything you did not like about the performance?.

Tick your answer Yes No If your answer is 'yes' please explain.

.....
.....

7. Do you have any suggestions to improve the performance?

.....
.....

Thank you kindly for taking the time to fill this form.

GLOSSARY

HAZARD	The potential for a natural or human-caused event to occur with negative consequences
EMERGENCY	A situation generated by the real or imminent occurrence of an event, requiring Immediate attention
DISASTER	Natural or human-caused event which causes intense negative impacts on people, goods, services, and/or the environment, exceeding the affected community's capability to respond
DISASTER MANAGEMENT	A collective term encompassing all aspects of planning for and responding to emergencies and disaster, including both pre- and post- event activities. It refers to both the risk and consequences of an event.
HAZARD ASSESSMENT	Includes hazards, frequency, severity, locations/area, time period/duration and speed of onset
VULNERABILITY	The extent to which a community's structure, services or environment is Likely to be damaged or disrupted by the impact of a hazard
RISK	The probability that loss will occur as the result of an adverse event, given The hazard and vulnerability
RISK EQUATION	Hazard x Vulnerability = Risk
ASSESSMENT	It is a quantitative evaluation to determine facts, numbers, amounts etc. E.g. An assessment determines there are 12,000 people, 3,000 homes, 100 businesses and a power plant that are vulnerable to flooding
ANALYSIS	It is the synthesis of facts (as assessment) into a conclusion or recommendation Example: After reviewing the history of flooding the vulnerability assessment And the mitigation measures that have been taken, the analysis of risk is moderate (M)
DEVELOPMENT	The cumulative and lasting increase, tied to social changes, in the quantity and Quality of a community's goods, services and resources, with the purpose of Maintaining and improving the security and quality of human life without Compromising future generations
COMMUNITY	The district or locality in which people live (A physical locations A group of people living in the same locality and under the same government (political attachment) A social group having common interests (social attachment)