Environmental Awareness Manual

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1.0 INTRODUCTION

“Forest is gold. If we know how to conserve it well it will be very precious. Destruction of the forest will lead to very serious effects on both life and productivity”

Ho Chi Minh, 1962

1.1 ABOUT THIS MANUAL

Who are Frontier Vietnam?

Frontier Vietnam are a British N.G.O. who have been working in Sa Pa District since 1994. Our current project began in 1997. We aim to promote conservation of the environment and development of sustainable tourism.

Why have we produced this manual?

During our work in Sa Pa District, we learned that teachers were keen to raise awareness of environmental problems but that there was a shortage of resources, particularly visual aids. We hope that this manual will help teachers to raise awareness of environmental problems amongst the people of Sa Pa District.

How this manual works

This manual is not a list of environmental awareness activities for you to use but a manual of how to develop your own activities. Teachers know better than anybody what to teach people. This manual will help you to put your message across.

Reading this manual will not allow you to devise successful environmental awareness activities alone. You will also need imagination, enthusiasm and dedication. These are qualities which, I know, the teachers in Sa Pa District have in abundance.

MANUAL + ENTHUSIASM + IDEAS = ENVIRONMENTAL AWARENESS

Throughout this manual, we have assumed that the language used for environmental awareness activities will be Vietnamese.

1.2 WHY DOES ENVIRONMENTAL EDUCATION MATTER?

Across the world, the natural environment is being destroyed by man: forests are burning, rivers are being polluted and animals and plants are disappearing. Unless something is done to stop this destruction there may be no natural areas left in a few years. Sa Pa District contains some of the last large areas of forest in northern Vietnam, it is therefore of global significance for conservation.
The environment of Sa Pa District is, therefore, globally important. However, there is a far more important reason to conserve it: local people rely on natural resources for their life. People need the trees for firewood and building materials, they need the rivers for fishing and water, they need the animals and plants for food during the months of hunger. If the environment is destroyed, the first people to suffer will be local people.

The environment of Sa Pa District is currently being damaged by the activities of local people. In some cases, the economic status of the people means that they have no option but to cause this damage, in other cases the damage can be avoided. If local people value their environment they will want to conserve it. If people know how to conserve it, they will try to do so. Therefore, it is not good enough to tell local people not to damage their environment, we must teach them why their environment is important and why they should protect it.

This manual will focus on environmental awareness for children. Children are the decision makers of tomorrow, if they grow up understanding the environment and wanting to protect it, there is hope for the future. Teachers are in the best position to talk to children about the importance of the environment. However, teachers may also be in a position to run environmental awareness activities with groups of adults, therefore we have included some ideas to use with adults.
2.0 BACKGROUND INFORMATION

The purpose of this chapter is to give you some background knowledge about the environment of Sa Pa District. This information will help you to understand some of the problems relating to conservation. You can use the following information when designing environmental awareness activities.

2.1 WHY IS SA PA SPECIAL?

Sa Pa is a unique area in Vietnam. Because Fansipan (3143 metres) is the highest mountain in Vietnam, the climate is colder and more humid than in other areas. Therefore, Sa Pa District is home to many plants and animals that can be found nowhere else in Vietnam.

Sa Pa is also a unique area in the world. The world is divided into 14 “biomes”. Each biome contains a particular group of plants and animals. Sa Pa lies where three biomes meet; therefore it is home to a unique mixture of plant and animal. In Sa Pa, we find Southeast Asian species, Himalayan species and Chinese species together in one place.

Sa Pa District is home to many species which are threatened with extinction; it is one of the last places in the world that these species can be found. Threatened animal species include Black Gibbon, Black Bear and Ward’s Trogon. Threatened plant species include the valuable timber tree *po mu* (*Fokienia*) and *kim giao* (*Podocarpus*).

Many previously undiscovered species have been found in Sa Pa District, these species are new to the world. For example, during the last year, over forty species of moths were discovered here. It is almost certain that many more new species of plants and animals are in the forest waiting to be discovered. This is one reason why many scientists from all over the world come to Sa Pa to study the unique environment of the area.

The environment of Sa Pa District is not only of interest to scientists but also to tourists. In other areas of Southeast Asia, for example Thailand, large numbers of tourists visit the national parks and nature reserves, bringing large amounts of money to these areas. There is great potential to develop Sa Pa as a destination for such tourists.

Because of some of the reasons above, the Hoang Lien Nature Reserve was established in 1994. The nature reserve protects 19,991 hectares in San Sa Ho, Lao Chai, Ta Van and Ban Ho communes. The nature reserve staff encourage local people to protect the forest and help them to plant trees on bare land. However, large numbers of people live inside the nature reserve and the job of the nature reserve staff is very difficult.

2.2 PEOPLE AND THE ENVIRONMENT
Local people depend upon natural resources for many things, some of the most important are described below.

**Timber**

People cut trees such as *po mu* for timber. The wood is used to build houses, repair roofs and make furniture. Many people cannot afford to buy building materials and if they were not able to collect timber from the forest, they would not be able to build big houses.

If people collect just a few trees every year for building houses, then other trees will grow back in their place and there will always be timber available. However, some people are collecting more timber than they need in order to sell it. Also, people are coming from other areas in Vietnam to cut trees and sell the timber in China where it is very valuable. Now there are very few big *po mu* trees in the forest and people have to travel far to find timber. In a few years, there may be no big trees at all.

**Fuel**

Most families depend upon the forest as a source of fuel for cooking and heating their houses in winter. The most common fuels are wood and charcoal. Without the forests, people would have to buy fuel in Sa Pa or they would not be able to cook food, boil water to make it safe to drink or keep warm in the winter.

If people collected only dead wood to burn, there would always be enough wood. However, once people start cutting down live trees for firewood, the forest starts to get damaged. Around most villages, the forest has been severely damaged by people cutting trees for firewood.

**Water**

Water is the most important natural resource for any family. They use it for drinking, washing and cooking; they irrigate their paddies with it; and they catch fish in the rivers. Some families have electricity generators that are powered by water. Water shortages can result in crop failure and hunger. It is therefore in everybody’s interest to protect water sources.

There are two sources of water for every village. The first is rain, the supply of which is beyond the control of local people. The second is stream and river water, the supply of which can be severely affected by the actions of local people.

The high mountains in Sa Pa District are almost constantly covered by cloud. Clouds are simply water vapour, and this water vapour comes into contact with moss and leaves in the forests at high altitudes, it condenses into water. This water drips off the trees and forms streams. These streams run down the mountain and form bigger streams and rivers. This is known as “occult” precipitation.

In the wet season, half of the water in the rivers is from rain and half is from occult precipitation. However, in the dry season, up to eighty percent of river water is from
occult precipitation. If the forests at high altitudes are destroyed, water will become very scarce, especially during the dry season. This is the most important reason to protect the forest.

Food

During the months of hunger before the rice harvest, many people must go to the forest in search of food. They collect edible roots, and hunt animals with guns and snares. During other times of the year, people may collect bamboo shoots, fungi and other forest foods to eat. Several crops can be grown in the forest, for example cardamom which is sold to generate cash.

As the forest gets damaged, animals become scarcer and it is more difficult to find edible plants. Unless the forest is protected, local people will lose an important source of food.

Soil protection

The soil in the forest is very thin and not very fertile. This is because most of the nutrients are stored in trees and other plants, not in the soil. If the forest is cleared, rain quickly washes the nutrients out of the soil, and even the soil itself may be washed away, leaving the land barren and unusable. Therefore, the forest has an important role in protecting the soil.

If the land is planted with crops after it is cleared, soil erosion is not such a big problem as the plants absorb the nutrients and the roots hold the soil together. However, if no crops are planted after forest is cleared (for example, after a big fire), the soil will quickly be eroded and only plants such as Imperata grass will be able to grow. Within a few years, all the nutrients will be lost and the land will be no use for farming, nor will the forest be able to return.

Medicinal plants

Because many people live a long distance from medical facilities and because they often prefer to use traditional remedies, local people depend upon the forest for their supply of medicinal plants. Medicinal plants can be found in the forest to treat almost every ailment and local people are very knowledgeable about their use. Once again, if the forest is destroyed, their source of medicine will be threatened.

Grazing

The forest is an important grazing place for domestic animals such as buffalo and horses. If there was no forest for these animals to graze in, it would increase the pressure on grazing lands near the villages, leading to these lands being overgrazed.

Domestic animals should be kept out of areas where forest is being planted or allowed to regenerate, otherwise they will eat the young trees and prevent the forests from growing.

Forest products
There are many other forest products used by local people, for example bamboo, rattans and roots for making dye. Perhaps you can get the children in your wildlife clubs to compile a full list!

2.3 THREATS TO THE ENVIRONMENT

Sadly, there are many threats to the local environment. The major threats are described below:

**Fire**

Fire is the biggest cause of forest loss in Sa Pa District. Each year, large areas of forest are destroyed. The end of the dry season is the worst time for fire because the trees and undergrowth are dry and catch fire easily. This is also the time of year when farmers are burning their fields in preparation for planting maize and other crops. If precautions are not taken and fires are left unattended, they can easily spread into the forest, starting large fires. Sadly, most of these fires can be avoided by taking simple measures such as clearing the edges of fields before burning, burning earlier in the dry season, watching fires to stop them spreading and burning into the wind.

Some forest fires are caused by people lighting fires in the forest when they go hunting or tree-felling. Care must be taken to avoid such accidental fires by putting a circle of rocks around fires and extinguishing fires before leaving a campsite.

**Over-exploitation**

As mentioned in the previous section, natural resources (such as timber, fuelwood and edible roots) can be harvested in small amounts so that the supply never diminishes. However, if too much is taken, the resource soon becomes scarce. This has already happened to the timber tree *po mu* and many other species.

**Clearing**

In all communes in Sa Pa District, the number of people increases every year. More people means more demand for food. This forces people to clear forest for farmland. In other places, the forest is damaged without being totally destroyed as people clear undergrowth and cut trees to make cardamom plantations.

Only if villagers can improve yields on their existing land, will they be able to feed increasing numbers of people without clearing new farmland.

**Hunting**

Small animals such as rats and squirrels have large population sizes. Even if hunters kill many animals, there will always be enough young animals born to replace those killed. Larger animals, such as tigers, deer and bears, have much smaller populations.
If hunters kill many of them, there will not be enough young animals born to replace them and their numbers will decrease.

For many years, people have hunted large animals in the forest. There has been so much hunting that animals such as deer, gibbons and bears are now very rare. Some animals, such as tigers, may already have disappeared from the area. If people continue to hunt animals many other large animals and, eventually, many of the smaller ones will also disappear.

Pet Trade

A final threat to wildlife is capture of birds and animals for sale as pets. Birds such as laughingthrushes and Pekin robins, and mammals such as macaques and leopard cats are regularly taken from the forest for sale as pets in Sa Pa. Once again, these animals are becoming increasingly rare.

2.4 ANIMALS OF THE FOREST

Sa Pa District is home to many species of animals. The names of some animals are listed below. You could find out from the wildlife club members which animals they know; perhaps they can add more animals to the list!

Mammals

<table>
<thead>
<tr>
<th>Black Gibbon</th>
<th>Leopard Cat</th>
<th>Giant Black Squirrel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhesus Macaque</td>
<td>Porcupine</td>
<td>Red-bellied Squirrel</td>
</tr>
<tr>
<td>Stump-tail Macaque</td>
<td>Eastern Mole</td>
<td>Burmese Striped Squirrel</td>
</tr>
<tr>
<td>Black Bear</td>
<td>Large Indian Civet</td>
<td>Bamboo Rat</td>
</tr>
<tr>
<td>Wild Pig</td>
<td>Owston’s Palm Civet</td>
<td>Rats</td>
</tr>
<tr>
<td>Muntjak Deer</td>
<td>Yellow-bellied Marten</td>
<td>Mice</td>
</tr>
<tr>
<td>Flying Squirrel</td>
<td>Crab-eating Mongoose</td>
<td>Shrews</td>
</tr>
<tr>
<td>Binturong</td>
<td>Tree Shrew</td>
<td>Fruit Bats</td>
</tr>
<tr>
<td>Pangolin</td>
<td>Eurasian Otter</td>
<td>Insect-eating Bats</td>
</tr>
<tr>
<td>Serow</td>
<td>Small-clawed Otter</td>
<td></td>
</tr>
</tbody>
</table>

Birds

There are over 300 species of birds in Sa Pa District. Some of these birds live here all year; others only spend the winter here, returning to China and Russia to breed; and others only spend the summer here, flying to lower altitudes to escape the cold winter. The following short list is just some of the most common species.

<table>
<thead>
<tr>
<th>Short-billed Minivet</th>
<th>Brown-breasted Bulbul</th>
<th>Common Kingfisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Wagtail</td>
<td>Little Forktail</td>
<td>Plumbeous Redstart</td>
</tr>
<tr>
<td>River Chat</td>
<td>Black-headed Greenfinch</td>
<td>Eurasian Kestrel</td>
</tr>
<tr>
<td>Crested Finchbill</td>
<td>Silver-cheeked Mesia</td>
<td>Mountain Hawk Eagle</td>
</tr>
<tr>
<td>Yellow-cheeked Tit</td>
<td>Grey-backed Shrike</td>
<td>Tree Sparrow</td>
</tr>
<tr>
<td>Black-headed Sibia</td>
<td>Mountain Bamboo Partridge</td>
<td>Crested Bunting</td>
</tr>
</tbody>
</table>

Other Animals
There are many other types of animals in Sa Pa District. Most of these groups have not been well-studied and many new species are being discovered all the time. Other types of animals which can be found in Sa Pa District include:

Snakes  Butterflies  Worms
Frogs    Ants        Leeches
Fish     Beetles    Crickets
Lizards  Spiders    Bees

2.5 PLANTS OF THE FOREST

There are thousands of different plants in Sa Pa District. Many have economic uses as medicinal, food, timber or ornamental plants. Sa Pa is famous for its orchids, many species of which are found nowhere else in Vietnam. However, because many people are collecting orchids for sale to visitors, they are becoming rarer in the forest.

At low altitudes, the forest contains many large deciduous trees such as Lithocarpus, Castanopsis and Michelia. At higher altitudes, where the climate is colder and more humid, trees typical of the Himalayas such as Rhododendron and Tsuga can be found. On the highest peaks, there are no trees and only the hardiest species, such as dwarf bamboo, can grow.

Plants are important for many reasons. Firstly, they protect the soil and prevent erosion. Secondly, they collect water and protect water sources. Thirdly, they are home to many other animals; for example, squirrels, gibbons and many birds live in trees, if the trees are destroyed, these animals will have nowhere to live and will disappear. Finally, plants are food for other animals.

Plants get their energy from the sun. Animals such as deer, rats and monkeys get their energy from eating leaves, nuts and fruit from plants. Other animals, such as leopard cats and snakes, get their energy from eating animals which eat plants. This idea is known as a food chain. An example of a food chain is given below:

\[
\text{SUN} \Rightarrow \text{PLANT} \Rightarrow \text{RAT} \Rightarrow \text{SNAKE} \Rightarrow \text{MONGOOSE}
\]

Food chains show us that everything is interrelated: everything depends upon something else for its food. If one species is lost, all the species which depend on it for food may also disappear. Therefore, even the smallest species are important as they are food for other species.
3.0 WILDLIFE CLUBS

3.1 WHAT IS A WILDLIFE CLUB?

Wildlife Clubs are groups of children who meet on a regular basis to learn about the environment.

In May 1998, Frontier Vietnam held a planning seminar for their environmental awareness programme. During this seminar, teachers said that they would prefer to do environmental awareness activities outside of school time rather than during school. This way, only children who were interested would attend. In Cuc Phuong National Park and in other countries where there are environmental awareness programmes, children attend “Wildlife Clubs” outside of school time.

A Wildlife Club is a voluntary club open to any children who want to attend. Wildlife Clubs can be run before or after school or in the evening, whenever is most convenient for the teachers. Children should not have to pay to come to the Wildlife Club. Wildlife Clubs are usually organised by teachers and held in a school but there is no reason why this has to be the case: other members of the community may wish to get involved in running the clubs.

3.2 HOW TO SET UP A WILDLIFE CLUB

The first thing a Wildlife Club needs is leaders. All the teachers in a school can be involved in running a club but it can be run by a few or even one teacher. It is usually best to elect one person to have overall responsibility for the club. The leaders will have responsibility for deciding when the club takes place, for keeping a list of the club members, and for planning Wildlife Club meetings.

The second thing a Wildlife Club needs is members. All children should be encouraged to come to the Wildlife Club, if some children are left out it may cause resentment and they will not be able to hear environmental awareness messages. The children who join the Wildlife Club could be given badges or membership cards to show they are a member; you could even get the children to make their own badges when they join.

You might want to talk to the whole school about the Wildlife Club, to explain when it will be and what will happen there. The children who are most interested will come along. You may find that you only get a few children at the first meetings but don’t worry, if the children enjoy it, they will tell their friends and the numbers will soon increase!

You will need to choose a time for the Wildlife Club. If possible, do not choose a time when children will be helping their parents in the fields, or else some children not be able to come to the meetings. Evening time and early mornings are the best times.

Finally, you need to decide how often the Wildlife Club will take place. Meetings can take place every week, every two weeks or every month. Don’t forget that it can take
a lot of time to prepare for each meeting so, if you have them too often, you will have a lot of work to do!

### 3.3 HOW TO RUN A WILDLIFE CLUB MEETING

There are 3 secrets to running a successful Wildlife Club meeting:

1. Be well prepared
2. Have a clear message
3. Have Fun!

It is vital to spend time preparing each Wildlife Club meeting. You will need to decide what the theme of the meeting will be; you need to choose which activities you will run; you will need to produce any visual aids you are going to use; and you will need to write any songs, stories or plays you are going to perform. Practice every song and play beforehand so that you will be able to do them well and you know how much time they will take.

You will also need to prepare the venue for the meeting. If you are holding the meeting in the school, you may want to arrange the classroom differently so that the children do not feel as though they are in a lesson. For example, the children could sit in a circle instead of in rows behind desks. Ensure there are no distractions during the meetings.

The more preparation you put into the meeting, the better it will be. Because of the amount of work involved in preparing for a Wildlife Club meeting, it is a good idea to have several leaders.

Do not be afraid to have fun with the children. If the Wildlife Club is fun, children will want to come; if it is not fun, they will stop coming. If you play a few games at the start of the meeting, the children will realise that it is not like school and get more involved.

Children learn more by doing than they do by listening. Try to avoid standing at the front and talking to the children. Instead, organise activities that give them the opportunity to get involved.

Try to involve the children in all parts of the meeting: if you have a puppet show, let the children make the puppets; if you play a game, let the children draw any pictures to be used. If using a visual aid, give everybody the opportunity to have a good look at it before continuing with the activity. If doing a play, ensure that everyone can see the stage clearly. Encourage all the children to take part in the activities, especially the shy ones, and encourage children to ask questions.

If the children draw pictures or make anything during the meeting, you can let them take it home to show their family. Alternatively, you could stick pictures on the classroom walls so that children who are not members of the club will see them and want to join.

It is a very good idea to have a theme for each meeting. Some themes you could use include “Birds”, “Trees”, “Fire Kills Forest” and “Water Is Life”. All the games,
songs, stories and visual aids you use should be related to your theme. For example, if your theme was “Butterflies” you could play a butterfly game, tell a story about how a caterpillar changes into a butterfly, make caterpillar and butterfly puppets for a puppet show, and sing a song about butterflies. Keep the theme of each meeting simple. Write the theme on the blackboard and keep repeating it.

At the end of the meeting, ask the children what they have learnt and which activities they enjoyed the most. This will help you to plan future meetings.

Always finish with a song so the children go home happy!

Over the next year, Frontier Vietnam hope to visit each school every three months. These visits can take place during school time or during a Wildlife Club meeting. When we visit, we will bring materials for producing visual aids and many new ideas for fun activities. We hope that these visits will encourage and support you in running your Wildlife Clubs.
4.0 VISUAL AIDS

4.1 VISUAL AIDS

Visual aids can be pictures, posters or models that are used to bring learning to life.

Visual aids can:
1) make difficult ideas easier to understand
2) overcome language barriers
3) show things people cannot easily see in real life
4) help people who cannot read to understand
5) be a starting point for discussion

Visual aids are very versatile teaching tools. If you know how to make visual aids you will be able to use them for teaching in school as well as for environmental awareness.

Why make your own visual aids?
1) inexpensive
2) you can design visual aids relevant to your needs
3) children can be involved in their production
4) not available otherwise

How to make your own visual aids

To make your own visual aids requires imagination. This chapter should give you some ideas to get you started but only you know which visual aids you need, so you must use your own ideas.

Visual aids are used to convey a message, for example “be careful with fire” or “we get food from the forest”. You must first decide what message you want to give and then decide which type of visual aid will be most appropriate. In this chapter, there are many examples of different types of visual aid you could use. If there isn’t a suitable visual aid in this manual, you might want to design your own.

Once you have decided which visual aid you are going to make, make a rough copy first and make any changes before you make finished copy. This will allow you to rearrange the picture or change the text if the message is not clear.

If drawing a picture, do not overcrowd it with too many images - keep it simple. If you need to explain a complicated idea, it may be easier to use a series of pictures.

If you make visual aids showing people, animals or places from a different part of Vietnam or a different country, the people looking at it may think that the picture has nothing to do with them. Therefore, use images that local people are familiar with.

Images of buildings, animals, objects, etc are more difficult to recognise than images of people, so draw them more clearly.

You don’t need to draw a background on your visual aids - these only draw attention away from what you are trying to show.
Don’t draw images too small - people may not recognise what they are.

If making a visual aid during a Wildlife Club meeting, practice making it first.

Remember, the best visual aids: 1) are simple to make
2) can be made with available materials
3) can be made by children
4) carry a clear, simple message
5) are durable, so can be used many times

IMPORTANT: tools such as scissors and knives can be dangerous if not used correctly, care should be taken if you allow children to use them

Where to get materials from?

Most visual aids require nothing more than pens, pencils or crayons, paper, and perhaps some scissors or a sharp knife. Frontier Vietnam will provide you with some materials initially but these will not last forever, eventually you will need to obtain your own.

Cardboard is very useful, so ask your local shopkeeper if he will keep any cardboard boxes for you. The Wildlife Club members can collect feathers, leaves, pebbles, etc from around the village which can be used to make visual aids. Do not throw away any paper: if it has been used on one side, draw on the other; if it has been used on both sides, use it to make a shape. Newspaper is excellent for many visual aids, so collect newspapers and use them.

You can make glue by boiling rice until it becomes very sticky. Rice glue is good for sticking pictures on the wall but it is not very good for making masks or models. You need to press the sticky rice very hard to make it stick.

If you do not have pencils and paper, you can draw on the walls or floor with charcoal. Cut sticks into 15 cm lengths and burn the ends in a hot fire to turn into charcoal. Charcoal pencils are good for drawing maps on the floor.

You can make prints from potatoes:

1) cut potato in half
2) cut design into potato
3) dip into paint or ink
4) press hard onto paper

Remember: if you cannot obtain materials for making visual aids, most of the visual aids described below can be drawn on the chalkboard with chalk.
Basic drawing skills

To draw a person:

1) draw a matchstick figure first:

2) the head and body should be the same length as the legs:

3) draw tubes around arms, legs and body:

4) do not include too much detail; noses, ears, fingers, etc can be unnecessary

5) if drawing picture during a Wildlife Club meeting, draw quick, simple images or children will get bored

To draw faces:

1) draw a circle: 4) add mouth:

2) divide in half: 5) add hair and ears:

3) add eyes:

Different expressions:

happy  sad  angry  sleeping  surprised
To draw an animal:

1) big circle for body: 3) add legs and neck:

\[ \text{ big circle } \]

2) small circle for head: 4) add details:

\[ \text{ small circle } \]

Different animals:

- Squirrel
- Tiger
- Chicken
- Bear
- Monkey

4.2 SIMPLE MESSAGE POSTERS

Simple message posters focus on one clear message, for example “the forest protects our river”. The message is written on the poster in big letters. Use simple language that everybody can understand.

As well as the message, you need to draw a picture which is relevant to the message. Therefore, people who cannot read the message will still be able to understand it. Remember to draw clear, simple images, and to only draw things that local people are familiar with.

When you draw the picture, make sure you leave some space for the message. Before you write the words in pen, write them lightly in pencil to make sure that they fit in. To make sure that all the letters are the same size, you can draw faint lines using a pencil and ruler:

\[ \text{ faint lines } \]

Leave small gaps between each letter and large gaps between each word so that the message can be read clearly.

When your poster is finished, you need to display it somewhere where everyone can see it, for example on the wall of the school or on the commune building.

You could design a poster which says “Come to the Wildlife Club” and put it up in the school.
4.3 DISCUSSION STARTERS

Discussion starters are pictures which help the group to discuss a problem, analyse the causes and plan solutions. They are suitable for groups of older children or adults.

A discussion starter is a picture of a familiar, local situation which shows a local problem, for example the dangers of fire. Picture used for discussion starters can be more complicated than those used for simple message posters. They can contain many images as well as words.

The discussion starter should only show a problem but not the solutions. It is up to the group to decide what the solutions could be.

To produce a discussion starter, first decide what problem you want to discuss. Then draw a picture which demonstrates this problem. Make sure that you draw pictures of things familiar to local people so that they will see that the picture is relevant to them.

When you have produced your discussion starter, show it to the group. Let everybody have the opportunity to have a good look at it before you start the discussion. Make sure that everybody understands what the picture shows.

Now it is time to start a discussion about the picture. Begin by asking people to describe what they see in the picture. Then ask them whether what is shown in the picture is true in real life. Ask the group what problems are shown in the picture.

When the group have identified the problems shown in the picture, ask them how the problems are caused. You can then ask the group if they can think of anyway to solve the problems they have been talking about.

If you hold a discussion like this, you should encourage everyone to take part. Don’t let a few people dominate the discussion. Let the group express their opinions, don’t just tell them what you think.

Discussion starters are a good way to get people thinking about problems which affect their community.

The following example is a discussion starter on the topic “the forest protects our streams”. As clouds gather high in the mountains, water vapour condenses onto the plants as “occult precipitation”. This water then drips off the plants and forms streams. People use the streams for washing, drinking and irrigating their fields. If the forests in the high mountains are cut down, the streams will dry up and there will be little water for the people.
4.4 PICTURE CARDS

Picture cards are probably the most useful visual aid. Each card consists of a picture and a word. Picture cards help people to learn words.

Example picture cards:

- Tree
- Butterfly
- Fire
- Snake
- Frog
- Butterfly

You can make sets of picture cards for different themes, for example “animals”, “crops”, “weather”, “people”, etc. It is a good idea to make picture cards out of cardboard so they are more durable.

There are many games you can play with picture cards. These games will make learning words fun.

Game 1. Matching pairs

1) make two copies of each picture card (2 snakes, 2 frogs, 2 butterflies, etc):

2) make sure the picture cards are all the same size

3) lay the picture cards face down on the floor or on a table:
4) children take it in turns to turn two cards over; if the two picture cards are the same, they get a point, if they are different, they must turn them back over:

![Correct Pair Example]

5) the winner is the child who finds the most correct pairs

Game 2. Word matching

1) for this game, you will need one set of cards with pictures on and one set with the words on:

![Card Examples]

2) lay the word cards out in a row, face up:

![Card Layout Example]

3) take one picture card in turn and ask a child to point to the card with the correct word on it:

![Matching Example]

Game 3. Butterfly mix up

1) draw the life of a butterfly on five cards:

![Butterfly Cards Example]

2) put the cards in the correct order, and let the children see them

3) tell the children about the life of a butterfly: “The butterfly begins life as an egg on a leaf. When the egg hatches, a caterpillar comes out which eats the leaf. When the caterpillar has grown up, it makes a chrysalis. Inside the chrysalis, the caterpillar is transformed. When the chrysalis opens, a butterfly emerges. The butterfly lays its eggs on a leaf and a new life begins.”

4) mix up the cards
5) ask a child to put the cards back into the correct order

4.5 COMIC STRIPS

Comic strips use pictures and words together to tell a story. The pictures help people to understand the text.

First decide which story you are going to tell - the story must be relevant to the lives of the group. Refer to the stories chapter of this manual for more advice on storytelling.

When you have decided on a story, you must translate the story into everyday language. For each line of the story, you will need to draw a picture. The picture will be a person and, above their head, you will write the words they are saying. Decide how many pictures you will need to tell the story - cartoons with more than eight pictures might be too long.

Divide a sheet of paper into boxes - one box for each picture. It is a good idea to put a number in the corner of each box to show the order in which the pictures should be read:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Put the words into each box before the picture, otherwise you might run out of room for the words:

```
Just collect dead wood
```

Do not put too much text in each picture, otherwise people will not be able to read it easily. You can draw a circle around the text, although this is not necessary.

If more than one person is speaking, draw them differently so that people can see who is speaking (you could make them different heights, or have a boy talking to a girl). Do not have too many people in the cartoon or people will get confused.

Instead of writing the words in the box, you could write them under the box:

```
Just collect dead wood
```

The following cartoon is about collecting firewood:
When the children are familiar with the cartoon, you can cut up the boxes, mix them up, and ask them to put them in the correct order.

4.6 OUTLINES

This is a good activity for young children who are not good at drawing. It is a fun way to learn words. If you want to run this activity with many children, you will probably need to photocopy the sheets. Frontier Vietnam will try to provide outline sheets when we visit the schools but if you would like to make your own, here’s how!

1) draw a series of outlines of objects with their names underneath on a single sheet of paper. Use a thick, black pen.

2) photocopy sheet

3) give children sheet to colour in

You might want to draw all the images on one sheet in on a single theme, for example “things around the house” or “food”.

4.7 MAPS

Maps are pictures of an area, such as a village or a country, as it looks from above. Maps can show things like where rivers are, where farmland is, where people live, etc. Maps can help people see the place where they live in a different way.

You can draw a map on a chalkboard or on a sheet of paper. You draw a map on the floor using stones, sticks and leaves. You can pour sand or earth onto a concrete floor to draw paths, rivers, houses, etc; or you can draw them with charcoal.
The whole group can make a map together or everybody can make their own map.

You could start by making a map of the village, showing the rivers, the school and the roads; then everybody could draw their house on it:

You could make a map of the forest, showing where different animals live, or make a map of the village showing all the places people get food from.

4.8 CLOTH BOARD FIGURES

Clothboard figures are cut-out shapes of people, animals, trees, etc which are placed on a board and can be moved into different positions in order to illustrate a story so that children understand it better.

Clothboard figures are a very versatile visual aid. It is worth spending a lot of time making them because when they are finished you will be able to use them many times.

Clothboard figures made of cardboard or flattened Coca Cola cans will be most durable but they can also be made out of paper.

Materials: cardboard, flattened Coca Cola cans or paper pens, pencils or crayons string scissors

1) draw figures onto the cardboard; you must draw each part of the body separately, and leave enough overlap so that the pieces can be connected together:

2) either colour in the figures or leave as silhouettes

3) cut out the pieces with scissors

4) make holes where the pieces will be joined together:

5) attach the pieces with string, tying a knot in each end:
You will need to make a clothboard for the figures to go on. You can use a chalkboard or any flat piece of wood. If you cannot get hold of a piece of wood you can use a table, a chair or even the floor. Cover the board with a soft cloth, such as a towel and prop the board up at an angle:

When you have made your figures, they should stick to the clothboard without falling off. Place the board in a place where everyone can see it.

Use the clothboard figures to tell a story. You can move them into different positions and use different figures at different times in order show scenes from the story:

Instead of telling the story yourself, you could ask the children to make one up. Alternatively, you could move the figures and ask the children to describe what is happening.

Because you will want to use your figures many times, it is a good idea to make figures which can be used in different stories.

People: man, woman, child, Kiem Lam, teacher
Animals: buffalo, dog, snake, monkey
Objects: axe, gun, plough, basket

4.9 NATURE RUBBINGS

Nature rubbings are a good way for young children who cannot draw very well to make images of nature.

Materials: paper
          crayons
          leaves, feathers, shells, seeds, etc

1) collect objects from nature: seeds, leaves, berries, et
2) arrange on hard surface e.g. a desk or the floor

3) cover with paper:

4) hold paper firmly and rub all over with crayon:

4.10 SEASON WHEELS

Season wheels are a good way of showing changes throughout the year. You can use them to talk about farming (what time of year rice is planted, when it is harvested, etc) or you can talk about the weather (when it is coldest, when the rainy season begins, etc). You can use pictures on your season wheel (rain clouds, sun, maize growing, etc) or words or both.

Materials: paper or cardboard
bowl or pan lid
scissors or sharp knife
pens, pencils or crayons

1) place bowl or pan lid on paper and draw around it to make a circle:

2) cut out circle with scissors

3) make small hole in centre of circle with scissors:

4) write names of months around edge of circle

You must decide whether you are going to use the lunar or solar calendar.

5) draw pictures under each month:
6) take a square piece of paper and cut a triangle out of one side:

7) make a hole in the centre of the paper:

8) put the two pieces of paper together and push a stick or pencil through the holes.

9) as you turn the wheel, the different months will appear and you will be able to talk about them:

You could use this visual aid to show other things. For example, you could divide the wheel into morning, afternoon, evening and night, and draw the different animals which are active at these times (e.g. birds in the morning, butterflies in the afternoon, deer in the evening and bats at night).

4.11 PAPER CHAINS

Paper chains are fun to make and are a good way to reuse paper that has been used on both sides.

Materials: paper (newspaper is ideal)  
            scissors or sharp knife

1) cut paper into wide strips:

2) fold in half:
3) fold in half again:

4) draw image onto paper:

Important: be sure image touches both sides of the paper.

5) cut around edge of image :

6) unfold paper :

Ideas for paper chains: butterflies, trees, flowers, frogs

If you like, you can colour in your paper chains with pens or crayons.

4.12 GLIDERS

You can demonstrate how animals fly by making a glider. Some examples of flying animals you could make are bats, eagles, butterflies and dragonflies. The following example shows how to make a flying squirrel.

Flying squirrels fly by gliding from tree to tree. They cannot flap their wings like birds or butterflies. This is why they can only fly short distances.

Materials: paper
pens, pencils or crayons

1) fold sheet of paper in half :

2) fold down corners :

3) fold back one side:
4) draw flying squirrel:

5) fold back other side:

6) launch flying squirrel:

You could organise a competition between the children to see whose glider can fly the furthest.

4.13 HIDDEN PICTURES

Hidden pictures are a good way to involve children in an activity because you can ask questions about them. Hidden pictures are very easy to make and use. Once again, make sure that you use clear images and give everybody the opportunity to see the visual aid before asking questions about it.

You can use hidden pictures to teach children about any topic, the example below deals with the question “where do animals live?”

Materials: paper
pens, pencils or crayons
scissors or sharp knife

1) fold a large sheet of paper in half:

2) on one side, divide the right hand side into four boxes:

3) in each box, write the names or draw different animals:

Gibbon
Squirrel
Deer
Mole
4) on the other side, divide the right hand side into four boxes:

5) draw a picture of the forest:

6) cut along the dotted lines as shown:

7) fold the paper in half, so that the forest picture is at the front:

8) for each animal, ask the children “where does it live?”

9) if they answer “in the tree tops”, fold back the tree tops to see if they are right:

In the tree tops, we find gibbons and minivets. Amongst the tree trunks, we find woodpeckers, squirrels and butterflies. On the ground, we find deer, wild pigs and partridges. Moles, worms and centipedes live under the ground.

4.14 MOBILES

Mobiles are a great way to decorate the room in which you hold Wildlife Club meetings. Mobiles are shapes which you hang from the ceiling or from a model. You can make mobiles out of paper or card but you can also use leaves, feathers, seeds or anything you can think of.
A mobile is a good activity for a group of children. First, choose a theme for the mobile, for example “birds” or “life in the river”. Then get each child to make one shape for a mobile. For example, if you are making “life in the river”, some children could make fish, others could make frogs, others could make snails and some could make pond weeds.

Once the children have cut out the shapes, you can attach them to pieces of string tied across the roof of the classroom or stand up a tree branch and hang them from that. In the example below, the shapes are hung on a frame made from sticks and string.

Materials:  
- string  
- sticks  
- paper  
- scissors  
- pens, pencils or crayons

1) draw shapes on paper:

2) cut out shapes:

3) cut sticks into lengths of 15, 25 and 30 cm:

4) tie sticks together with string in following shape:

5) attach string marked “X” to ceiling

6) attach each shape to a string by tying a knot in the end of the string in slipping it into a notch cut into the top of the shape as shown:
7) You can thread shells, seeds, flowers or leaves onto the strings to decorate them:
5.0 SONGS

Everybody enjoys singing songs. They are a great way to finish a Wildlife Club because everyone gets to take part and go home happy. Songs can also help people to learn Vietnamese.

Songs are used in schools very often and teachers are very good at writing songs. To write songs for your Wildlife Club you could change the words of a song you already know so that it is about the environment. Alternatively, you could have a competition amongst the children to see who can come up with the best song.

If you are singing a song, it is a good idea to write the words on the chalkboard so that all the children can see them. You should sing the song to the children at least once so that they can learn the tune.

If you can teach the children to make actions to the song or to dance, they will enjoy it even more.

I like the forest

I like the forest
I like the butterflies
I like the tigers
And the trees that grow
I like the birds
I like the squirrels
I like the monkeys
And the trees that grow

The birds in the forest

The birds in the forest go tweet tweet tweet
Tweet tweet tweet
Tweet tweet tweet
The birds in the forest go tweet tweet tweet
All day long

The snakes in the forest go hiss hiss hiss
Hiss hiss hiss
Hiss hiss hiss
The snakes in the forest go hiss hiss hiss
All day long

The monkeys in the forest go ooook ooook ooook
Oook ooook ooook
Oook ooook ooook
The monkeys in the forest go ooook ooook ooook
All day long

Note: you can make up other verses for this song for any animals
Ten green frogs

Ten green frogs sitting by the pond
Ten green frogs sitting by the pond
And if one green frog should jump into the water
There would be nine green frogs sitting by the pond

Nine green frogs sitting by the pond
Nine green frogs sitting by the pond
And if one green frog should jump into the water
There would be eight green frogs sitting by the pond

Eight green frogs sitting by the pond…

Five po mu trees

Five po mu trees in the forest of Sa Pa
Tall and straight with branches of leaves
Along came a man with an axe one day
He chopped down the tree and took it away

Then there were only

Four po mu trees in the forest of Sa Pa
Tall and straight with branches of leaves
Along came a man with an axe one day
He chopped down the tree and took it away

Then there were only

Three po mu trees…

Animal noise game

This game is very simple. You make the noise of an animal and the children have to guess what it is. You could put a poster of different animals on the wall so that children can point to the animals. When you have finished the game, you could ask the children to make any animal noises they know.
6.0 GAMES

6.1 GAMES

Children do not always learn very much from playing games but they are great fun. If you play lots of games during the Wildlife Club meetings, children will want to come. It is always good to start with a game so that the children relax.

It is very easy to invent wildlife games, simply think of a game you already know and change it slightly so that it is related to wildlife in some way. Most of the following games have been created in this way.

6.2 WILDLIFE MIX UP

This game can be played with a large number of children. You might want to play this game outside.

1) everybody stands in a big circle :

2) choose the three animals, for example squirrels, frogs and butterflies

3) walk around the circle and give each child the name of a different animal:

   “Squirrel”
   “Frog”
   “Butterfly”

4) when everybody has an animal name, call out the name of one of the animals

5) all the children with that name must run across the circle to the other side. For example, if you shout “frogs”, all the frogs must run across the circle

6) the last child to run across the circle must stand in the middle and it is their turn to call out the name of an animal

7) when they have shouted the name of an animal, they must run to the side of the circle like everybody else

8) once again, the last child to run across the circle must stand in the middle and call out the name of an animal

6.3 WILDLIFE ALPHABET

This is a quieter game. It is a good game to play indoors. You will need a chalkboard and some chalk.
1) write all the letters of the alphabet on the chalkboard
2) for each letter of the alphabet, the children have to think a word for an animal or plant that begins with that letter
3) write the word on the chalkboard, next to the appropriate letter

This is a fun way to learn words.

6.4 TREES, BIRDS, AXES

For this game, the children pretend to be birds and the teacher pretends to be a man with an axe.

1) you will need to make “trees”. You can pretend pieces of paper or large stones or chairs are trees. Whatever you use, you will need one “tree” for each child

2) put the “trees” on the floor. Spread them as far apart as possible - you might need to go outside to play this game:

3) the children run around pretending to be birds:

4) when the teacher shouts “fly home”, the children must run and stand on a “tree”

5) only one child can stand on each “tree”. If any child cannot find a “tree” to stand on, they must come and sit at the side until the end of the game

6) the children start “flying” again and the teacher “cuts” one “tree” and takes it away

7) keep playing the game until all the “trees” have been “cut” down. The last child to be playing is the winner

Most birds live in trees. If the trees are cut down, they will have nowhere to live. Therefore, when the forest is destroyed, the birds that live in it disappear as well.
6.5 KIM’S GAME

Kim’s game tests the children’s memory.
1) collect ten small objects, such as a feather, a white flower, a blue flower, a leaf, a stick, a big seed, etc

2) show the objects to the children for one minute (make sure that all the children can see them:

1) the children run around outside

2) the teacher shouts “monkey”, “elephant” or “tree”
3) if the teacher shouts “monkey”, the children have to jump around and pretend to be monkeys:

![Monkey Illustration]

4) if the teacher shouts “tree”, the children must get into pairs and stand like this:

![Tree Illustration]

5) if the teacher shouts “elephant”, the children must get into groups of three and stand like this:

![Elephant Illustration]

6) each time the teacher shouts out a word, the last children to do the correct action must sit down at the side until the end of the game

6.8 STALKING TIGERS

In this game, the teacher pretends to be a wild pig, and the children pretend to be tigers, creeping slowly through the forest, trying to eat the pig.

1) the children line up at one end of the playground and the teacher stands at the other end, looking away from the children

2) the children start to slowly creep towards the teacher:

![Creeping Illustration]

3) if the teacher hears the children moving, they must quickly turn around

4) if they see any children moving, they must send them back to the end of the playground to start again:

![Sent Back Illustration]

5) the winner is the first child to creep all the way up to the teacher
6.9 PICTURE DOMINOS

For this game, you will need a set of picture cards. The visual aids chapter describes how to make picture cards, but for this game, you need picture cards with two pictures on:

![Picture Card Examples]

You need to make more than twenty cards but you should use the same images many times. For example, make five cards with frogs on, make five cards with trees on, make five cards with flowers on, etc.

You can play this game with two, three or four children.

1) sit in a circle, and share the cards between the children

2) choose a child to go first - they should put one of their cards on the floor in the middle of the circle:

![Card in Circle Example]

3) the next child can put one of their cards down if one of the pictures on it matches one of the pictures on the first card:

![Matching Card Examples]

4) the next child can put one of their cards down, if one of the pictures on it matches one of the pictures on the end of the line:

![Matching Card Examples]

5) if a child cannot put one of their cards down because none of the pictures match, they must miss their turn

6) the winner is the first child to put all their cards down
6.10 BOARD GAMES

Board games do not involve a lot of running about. They are suitable for children as well as adults. They work best with small groups of three, four or five.

For all board games, you need a board. A board is a piece of paper or cardboard divided into squares. Each square has a number in it, from 1 upwards. You can design your board in any way you like. The following board is shaped like a snake:

![Snake Board]

You will also need to make a spinner. A spinner tells the players how many squares they can move forwards. To make a spinner, draw the following shape onto a piece of cardboard:

![Spinner]

Cut out the spinner and make a hole in the middle. Push a pencil through the hole. If you spin the pencil, the spinner will turn. When it stops, one number will be resting on the table. This is the number of squares the player can move forwards:

![Spinner Result]

As well as a board and a spinner, you will need to make playing pieces. The playing pieces must be small enough to fit in the squares on the board. All the pieces must be different shapes or colours so that the people playing the game can see which is their piece. You can cut playing pieces out of paper, or use bottle tops, stones or seeds:

To start a board game, each player puts their playing piece on square one. They take it in turns to spin the spinner and move forwards the number of squares shown. The first player to reach the last square wins.

Once the players understand the game, you can introduce more rules:

EITHER
a) if a player lands on a tree, they move forwards one square and you read out a positive message such as “we can find medicinal plants in the forest”.

If a player lands on a fire, they move backwards one square and you read out a negative message such as “our forest is being destroyed by fire”.

Before you begin the game, you could get the players to suggest the positive and negative messages to be used.

OR

b) everytime a player lands on a picture square, ask them a question.

If they get the question correct, they move forwards one square.

If they get the question wrong, they move backwards one square.

You can ask questions about any topic you choose.

6.11 MOUNTAIN, FOREST, VILLAGE, RIVER

This game can be played with a large group of children. You can play indoors or outdoors.

1) point to one side of the playground and say “this is the mountain”

2) point to another side of the playground and say “this is the river”

3) point to another side of the playground and say “this is the forest”

4) point to another side of the playground and say “this is the village”

5) shout out “mountain”, “river”, “forest” or “village”

6) the children must run to the correct side of the playground

7) the last child to reach the correct side must sit down at the side until the end of the game

Once the children understand the game, you can introduce more rules:

a) when you shout “tree”, the children must stand like this:
b) when you shout “frog”, the children must stand like this:

```
  /\  \\
 /   \
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 o  \\
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c) when you shout “forest fire”, everyone must pretend to be dead:

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```
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```
```
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You can invent your own rules to make the game more exciting.
7.0 PLAYS

7.1 HOW TO WRITE PLAYS

Plays can take a long time to prepare but they are a good way to get a message across to a large number of people. You can perform a play in front of the Wildlife Club or the whole school, or you can even perform it in front of the whole village.

Before you write a play, you must decide who it will be for. A play for children might use simpler language than a play for adults.

Plays are easy for people with low levels of literacy to understand. A play does not have to be very long to carry a clear message.

Every play needs characters. The characters will speak the lines of the play. You should choose characters that will be easily recognisable by the audience. For example, a young girl, an old man or a member of the Kiem Lam. The actors can put on different clothes so that they look like the characters they are representing. They could also make masks (described in the following section).

Like every other activity, the play needs a message. Once you have chosen a message, you can decide what the characters will say in order to get the message across to the audience. As well as speaking, the actors can move or make noises.

The actors should practice what they are going to say several times, so that they can learn the words. If they cannot remember what to say, they can write it down on a piece of paper.

When you perform the play, you should make sure everybody can see the place where the actors will stand. If you perform the play in the evening, make sure that the actors stand in the light. Ask the audience to be very quiet, and make sure the actors speak loudly and clearly.

After the play, you could ask the audience what they thought the message of the play was and whether they thought it is relevant to their lives.

7.2 MASKS

The actors in a play can wear masks to make them look more like the characters they are representing. Masks are especially useful if the characters in the play are animals. Mask making is a good activity for Wildlife Club members.

There are 3 kinds of mask: face mask

head mask

papier mache mask
Face mask

Materials: paper
pens, crayons or pencils
scissors
string

1) draw the mask onto a sheet of paper - you must make the mask the same size as a person’s head:

2) cut out the mask

3) cut out holes for eyes, nose and mouth:

4) if you like, you can colour in the mask

5) either attach the mask with string:

or with a band of paper:

6) put the mask over the face:

Head masks

Head masks are made in a similar way as face masks, except that the mask is worn above the face instead of over the face:
Papier mache masks

Materials:  
- newspaper
- string
- water
- flour
- bucket
- large bowl

1) mix flour and water together in a bucket until a thick paste is formed

2) tear newspaper into small squares and put into bucket with the paste

3) mix the newspaper with the paste until it is soaked

4) place a large bowl upside down on the table and cover with squares of soaked newspaper:

5) add at least six more layers of newspaper

6) leave to dry in the sun for two days (keep away from rats because they love to eat papier mache!)

7) when mask is dry, remove bowl

8) make holes for eyes, mouth and nose.

9) you can colour in the mask with pens or crayons

10) attach the mask with string:

7.3 PUPPETS

Puppet shows use models of people and animals to tell a story. Because they are more fun than ordinary stories, people will listen to the message more.

Puppets shows can be performed by the Wildlife Club and the whole village can come to watch. The children can make the puppets and move them during the show, and the teachers can tell the story.

You must write the story before you make the puppets so that you will know which puppets you need to make. Once you have made your puppets, you can use them to
tell many different stories. You can make puppets of people, of animals or of objects such as the sun, trees or clouds.

The teacher should stand to one side and read the story. The children should stand behind a screen and hold the puppets above it. You can make a screen by standing up a chalkboard or hanging a sheet over a length of string:

For a good puppet show: 1) speak loudly and clearly so the audience can hear 2) the puppets must face the audience 3) move the puppets when they are speaking 4) make sure that the audience cannot see the people holding the puppets 5) don’t be afraid to include songs in the puppet show

There are three kinds of puppets: 1) finger puppets 2) glove puppets 3) stick puppets

Finger puppets

Finger puppets are the easiest kind of puppet to make. The top half of the puppet is made of paper or cardboard, and you use your fingers for the legs.

Materials: paper or cardboard pens, pencils or crayons scissors

1) draw the puppet on a sheet of paper. Remember, you don’t need to draw the puppet’s legs:

2) cut out the puppet

3) cut 2 large holes near the bottom of the puppet:
4) put your fingers through the holes for the puppet’s legs:

Glove puppets

Materials: cloth
            needle and thread
            chalk

1) fold a piece of cloth in half:

2) place your hand on the cloth and draw around it in chalk:

3) cut out the shape

4) stitch the two pieces of cloth together:

5) turn inside out

You could decorate your glove puppet by sewing on small pieces of cloth for eyes, nose, etc. Alternatively, you could embroider a face onto the puppet.

Stick puppet

Materials: cardboard or paper
scissors
sticks
pens, pencils or crayons

1) draw puppet on a sheet of paper:

2) cut out puppet and colour in with pens, pencils or crayons

3) cut two parallel slits in the centre of the puppet:

4) push stick through the slits:

If you use two sticks, you can make moving puppets:
8.0 STORIES

8.1 HOW TO WRITE STORIES

Stories are a great way to teach people.

Every story needs a message. The message can be “if we work together, we can achieve things” or “we need water to grow our crops”.

Once you have decided on the message of the story, you need characters. The characters are the people in the story. If you describe the characters and give them names, people will relate to them better. For example, you could say “Lu was 12 years old. He was a tall boy and very naughty. He was always getting into trouble for doing things he shouldn’t”.

Stories with only a few characters are easiest for people to understand. The characters do not always have to be people. You could also write a story about animals.

Once you have a message and characters, you have to decide what the characters will do. If the characters in the story act behave like people in real life then people will believe the story. The places in the story should be familiar to the people listening.

If the story is dull, people will not listen to it. Therefore, you should not make the story too long or they will get bored.

If you want to tell the story in a Wildlife Club meeting, write it down beforehand, so that you don’t forget it. Practice reading it to make sure that everything makes sense. When you read the story out, make sure you speak loudly and clearly so that everyone can hear.

You can help people to understand the story by using pictures or clothboard figures to illustrate the important scenes (you can find out how to make clothboard figures in the visual aids chapter). Encourage people to ask questions if there is anything they do not understand.

After you have told a story at the Wildlife Club, you could ask the children to invent their own stories. They can write them down or stand up and tell them to everybody.

8.2 IMPROVISED STORIES

Improvised stories are stories which you don’t write before hand but you invent as you tell them. You can use improvised stories to teach children about story telling.

For improvised stories, you need a set of picture cards, the visual aids chapter explains how to make these. The cards will help the children to invent a story.

1) place the picture cards face down on the table
2) ask a child to choose 3 cards
3) they must look at the cards and think up a story which involves these three things. For example, if they chose “dog”, “boy” and “river”, they could tell a story about a boy going to the river with his dog.

It is a good idea for the teacher to tell the first story so that the children can learn how to do it.

8.3 FACES

Faces is a good activity for teaching children the correct way to do something. You can use faces to teach children how to stay healthy, how to keep clean, how to protect the environment, or how to be well behaved. You can also use faces to find out how much children know about something.

1) give each child 2 small pieces of paper and a pen

2) ask them to draw a happy face on one piece of paper and a sad face on another piece:

3) when the children have drawn their faces, tell them a story about the correct way to do something, for example how to keep themselves clean or how to prevent malaria.

Example story:

“Mi went to the river to collect drinking water. She collected the water from upstream of where the buffalo go to drink. She filled a clean bowl with water and carried it back to her house. She boiled the water on the fire for twenty minutes. She put the water in a clean flask and put the stopper in the top.”

4) now repeat the story, one sentence at a time, but change some of the sentences so that the thing the person in the story is doing is wrong

5) after each sentence, the children must decide whether what you have said is the correct thing to do or the wrong thing to do

6) if they think the sentence is correct, they should hold up a happy face:

“She boiled the water on the fire for twenty minutes.”

7) if they think the sentence is wrong, they should hold up a sad face:

“She collected the water from where the buffalo go to drink.”

8) after the children have held up their faces, you should explain why each sentence is correct or wrong
This activity can also be used to teach adults about health, hygiene, farming, etc.

8.4 STORIES WITH SOUNDS AND ACTIONS

You can make your stories more interesting by making noises or doing actions during the story. For example, if you are telling a story about animals, you can make the noise of each animal when you mention them. If you are telling a story about frogs, you can jump like a frog.

Once you have made the noise, you can teach the children how to make it and get them to join in. Children always enjoy making noises!

The following story is an example of a story with sounds and actions:

Where I was born

A man grew up in a village near the forest. One day he left his parents and went to live in the city. Many years later he had a son. He took his son back to the village where he was born because he wanted to show his son all the animals in the forest. His son had never seen any animals because there are none in the city.

When they came to the forest, the man said “one animal which lives in the forest is the bear. The bear is as tall as a man and is very strong. ***walk around like a bear*** The bear makes a noise like this ***growl loudly like a bear***”. The boy looked around the forest but he could not see any bears. He asked his father “where are the bears?” And his father answered “I don’t know.”

As they walked further into the forest, the man said “another animal which lives in the forest is the tiger. The tiger is covered in stripes and it is very fierce. ***walk around like a tiger*** The tiger makes a noise like this ***roar loudly like a tiger***”. The boy looked around the forest but he could not see any tigers. He asked his father “where are the tigers?” And his father answered “I don’t know.”

As they walked further into the forest, the man said “another animal which lives in the forest is the gibbon. The gibbon has very long arms and swings through the trees. ***move around like a gibbon*** The gibbon makes a noise like this ***cry like a gibbon***”. The boy looked around the forest but he could not see any gibbons. He asked his father “where are the gibbons?” And his father answered “I don’t know.”

Later they came to the village where the man was born. At the village they met an old man. The man said to the old man “when I was a boy, there were many animals in the forest but now there are none. Where have they gone?” The old man replied “people have shot the animals and caught them in traps, they have started forest fires, and they have cut down the forest which is the animals’ home. Now all the animals are dead or have gone away.” When the man heard this he was very sad, and he went back to the city with his son.
9.0 EXERCISES

Exercises are activities which give children the opportunity to learn by doing something rather than by listening about something.

9.1 WILDLIFE NOTEBOOKS

The members of the Wildlife Club can each be given a notebook. On the front of the notebook they can write their name and draw a wildlife picture. These will be their wildlife notebooks.

The children should take their wildlife notebooks home after each Wildlife Club meeting. If they see any animal or plant which they find interesting, they should write it down in their notebook or draw a picture of it. For example, if they see a beautiful butterfly, they could draw a picture of it and write down where they saw it, what day, and any other information:

Butterfly

- blue wings
- white stripes
- Tuesday
- Near river

The children should bring their notebooks to each Wildlife Club meeting. They can take turns to tell the other children about what they have seen. Perhaps you can give a small prize to the child with the best notebook each meeting. This will encourage the children to use their notebooks.

9.2 SOIL EROSION

When a hill side is covered by forest, the plants hold the soil together and protect it. If the forest is destroyed by fire, the soil is quickly washed away by the rain. Once the soil has been washed away, the forest will not grow back and crops cannot be grown on the land.

Materials: board
- earth
- cup of water

1) place a flat piece of wood such as a chalkboard or table top on the ground

2) place stones under one side, to form a slope:
3) cover the wood with earth:

4) pour water onto the earth to demonstrate what happens to bare earth when it rains:

You can repeat the exercise using steeper slopes, to demonstrate that the problem of erosion is greater on steep hill sides than on flat land.

9.3 WATER FROM CLOUDS

When clouds pass over the high mountains, water condenses on leaves and moss. This water drips off the plants and forms streams. We use the water for drinking, cooking, washing and irrigating our fields. This exercise demonstrates how water comes from clouds.

Materials: flask of boiling water
bowl

1) take a dry bowl. Explain that it represents a tree in the forest high in the mountains

2) take the stopper out of a flask of boiling water and hold the bowl upside down over the neck of the flask:

3) after a couple of minutes, turn the bowl over and show that it has collected water:

4) explain that this is how water condenses from clouds onto plants and forms streams.

If the forest on the high mountains is destroyed, there will be a shortage of water
9.4 FROG RACES

In a frog race, teams of two people race to move their frog from one end of the classroom to the other. This exercise can be lots of fun for everybody taking part.

Materials: cardboard  
scissors  
pens, pencils or crayons  
string

Before doing this exercise, you must make the frogs:

1) draw leaping frog shape onto a piece of cardboard:

2) cut out frog with scissors

3) make two large holes in the middle of the frog:

4) cut two pieces of string, each should be about 5 metres long

5) put one piece of string through each of the holes you have cut in the frog:

To play the game:

1) divide the children who are playing into pairs

2) each pair has one frog between them

3) one child stands at one end of the classroom, the other child stands at the other end

4) each child holds one piece of string in each hand:

5) all the frogs begin at one side of the classroom and by lifting and lowering the string, the children make the frog “jump” across the classroom:
6) the first pair to get their frog to the other side are the winners

**9.5 SWIMMING FISH**

Swimming fish is a similar game to frog racing. The children race to move their fish from one side of the classroom to the other.

Materials:  
- newspaper  
- cardboard  
- pens, pencils or crayons  
- scissors

1) draw fish shapes on pieces of newspaper; the shapes should be about 20cm long:

2) cut out the fish shapes

3) give each child a fish and a square piece of cardboard

4) line the fish up at one side of the classroom:

5) the children must blow their fish across the classroom by waving their pieces of cardboard:

6) the first child to blow their fish across is the winner

**9.6 MINI NATURE RESERVES**

This exercise is run outdoors. It makes children think about the idea of a nature reserve. This exercise can also work well with adults.

1) take the children to a patch of land that is not being used for growing crops

2) ask the children to spread out so that there is about 1 metre between each child

3) tell each child that the small patch of ground near them is a nature reserve. They should kneel down and look carefully at it. They should look at all the different plants which are growing in their nature reserve, and try to find any small animals which are there

4) after a few minutes, ask each child in turn to describe their nature reserve to the
other children. They could talk about the most interesting animals and plants that are living there. Perhaps you could ask the children to draw their nature reserves in their wildlife notebooks:

The Hoang Lien Nature Reserve is similar to the mini nature reserves the children have made but it is much bigger. It also contains many plants and animals. The Hoang Lien Nature Reserve was set up because the environment of Sa Pa District is very special and very important to the local people.
10.0 ENVIRONMENTAL AWARENESS FOR ADULTS

10.1 HOW TO RAISE ENVIRONMENTAL AWARENESS AMONG ADULTS

It is easier for teachers to raise environmental awareness among children than it is among adults. However, you may find that the adults in a village are interested in environmental problems and want to learn more about them.

Adults could be encouraged to come to the school during the visits by Frontier Vietnam, or they could be invited to the Wildlife Clubs. Alternatively, you could run a few environmental awareness activities during adult literacy classes.

Many of the exercises described earlier in the manual would be suitable for adults but you will need to adopt a slightly different approach. You should still try to make the exercises interesting but you should focus less on games and more on activities which allow people to discuss local problems.

If you organise a discussion, make sure everybody understands what the discussion is about and allow everybody to express their ideas. You might find it easier to run separate activities for men and women, as women might find it difficult to speak if men are there.

If everybody sits in a circle, people will get more involved in the activities than if they sit behind desks. At the end of each activity, you should summarise the group’s opinions - don’t just give your opinions.

10.2 AGREE - DISAGREE

1) ask the group to sit in a circle

2) read out statements to the group

3) the group must decided whether they agree or disagree with the statement

Statements can be related to any topic you want. Here are some examples of statements you could use:

“we need to stop all hunting of animals”
“local people will never obey forest laws”
“people will always need to cut trees for timber”
“in the future, people will need to clear more forest for farmland”
“management of the forest is the responsibility of local people”

10.3 PROBLEM SOLVING SIMULATIONS

1) sit the group in a circle

2) describe a problem, for example “every year areas of forest is destroyed by fire”
3) ask the group whether they agree that this is a problem
4) ask them what they think the causes of this problem are
5) ask them if they can think of any solutions to the problem

Encourage everybody to take part in the discussions.

10.4 DRAMAS

1) divide the group into small groups of three or four people
2) give each group a topic for a short play
3) the groups have 30 minutes to plan their plays
4) when every group is ready, they should take it in turns to perform their play to the rest of the group
5) after each play, the whole group can discuss the issues raised by it

This activity works well if the teachers perform a play to start with. Then everyone will understand what they have been asked to do.

10.5 MORAL DILEMAS

1) tell a short story to the group. For example:

“Water is scarce in the village. One villager has access to the river where it comes into the village. If he takes all the water he needs for his crops, the other people in the village will have very little. If he lets other people have the water, his crops will fail and his family will go hungry.”

2) ask the group what is the morally right thing to do

When the group have reached a decision, ask each member of the group what they would do in that situation.

10.6 ROLE PLAYING GAMES

In role playing games, the people taking part pretend to be different people. They must behave as the people they are pretending to be would behave.

You need to think of a situation where a decision must be made. For example, “which village shall be the next to get a road?” or “shall the village grow any new crops this year?”. In the following example, the decision to be made is “where shall we plant trees?”

1) give every person a role. For example villager, nature reserve staff, commune leader, member of District People’s Committee, etc
2) explain the situation, for example that the nature reserve want to plant 5 hectares with trees at either place A, B or C:

The nature reserve staff want to plant the trees at A because the land is near the village and the people will be able to protect the forest better.

The villagers don’t want to plant trees at A or B because they intend to clear this land for farmland in the future.

The District People’s Committee think it is a bad idea to plant the trees at C because they are planning to build a road here.

The commune leader wants to support the villagers but he also must listen to the District People’s Committee.

3) the group must discuss amongst themselves which option to choose

When the group has reached a decision, you could ask them whether the activity has any relevance to them in real life.