

4. See the System

Real World Goals

1. Systems Game	Explore how people, places and things (resources) fit into systems and interact with each other, through a competitive card game. [30 mins]
2. Create Resources	Identify important people, places and things in your community in a fast-paced, team activity. Understand that climate change impacts a range of systems. [30 mins]

Preparation

Materials	<ol style="list-style-type: none"> 1. Printed 'System cards' [Resources] 2. Printed 'Resource cards' [Resources] 3. Printed 'Blank resource cards' [Resources] 4. 7 sheets of flipchart paper / large sheets of paper 5. Pens, pencils or markers for all youth
To Do	<ol style="list-style-type: none"> 1. Write the below titles with the relevant example as a heading on 7 different pieces of flip chart paper.

Organisations e.g. city council' would go on one paper. 'Jobs/work e.g. Farmer, Teacher' would go on a separate paper etc.

Titles	Examples
Organisations	Village or City Council
Jobs/Work	Farmer, Teacher
Structures	Road, Bridge
Mobility/Communication	Bicycle, Cell Tower
Knowledge	School
Health	Clinic, Doctor
Nature	Trees, River

Activity 1 – Systems Game

Set-up

1. Divide youth into teams of 4 or 5 players. Games should have 3 - 6 teams.
2. Each team gets a set of 3 Systems Cards.
 - a. Two 'Regular' cards.
 - b. One 'Double points' card.
 - c. NOTE: Remove the 'Stop others from scoring' cards, unless playing the advanced version (instructions below).

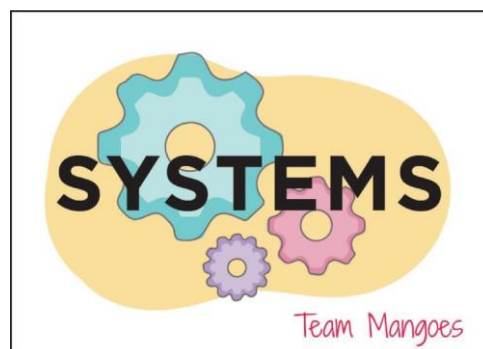
REGULAR	REGULAR	
<p>① PEOPLE Do people become smarter, more mobile, or healthier because of this?</p> <p>① SOCIAL Is this a group, organisation, or person that helps your community? Or does this help people interact with each other?</p> <p>① STRUCTURE Is this a man-made landscape or construction?</p> <p>① NATURE Is this part of the natural environment?</p> <p>① LIVELIHOOD Does this provide money, income, food or jobs?</p>	<p>① PEOPLE Do people become smarter, more mobile, or healthier because of this?</p> <p>① SOCIAL Is this a group, organisation, or person that helps your community? Or does this help people interact with each other?</p> <p>① STRUCTURE Is this a man-made landscape or construction?</p> <p>① NATURE Is this part of the natural environment?</p> <p>① LIVELIHOOD Does this provide money, income, food or jobs?</p>	
<p>Remove unless playing advanced version</p>	<th>DOUBLE POINTS</th>	DOUBLE POINTS
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Instructions

Part 1

Each team writes a team name on the front of all their cards (the 'systems' side).

1. Use the garden card as an example. Ask players what are the benefits or roles of a garden for a community.
2. Explain we've identified 5 categories to describe the benefits or roles of resources.
3. Read out each of the 5 categories, and provide an example for each category.
 - a. **People:** Do people become smarter, more mobile, or healthier



because of this?

- b. **Social:** Is this a group, organisation, or person that helps your community? Or does this help people interact with each other?
 - c. **Structure:** Is this a man-made landscape or construction?
 - d. **Nature:** Is this part of the natural environment?
 - e. **Livelihood:** Does this provide money, income, food or jobs?
4. Looking at the garden card, we see that bubbles for Structure, Nature, and Livelihood are filled in. This is because we think garden fits into those systems:
 - a. **Structure:** a garden is a man-made landscape.
 - b. **Nature:** vegetables and fruit are all natural elements (not man-made).
 - c. **Livelihood:** a garden could provide food, e.g. if you plant tomatoes.
 5. Explain that on these cards not all bubbles are filled in that need to be.
 6. Ask the youth if they think 'people' or 'social' should be filled in on the back of the garden card? If yes, ask them to explain why. If no, ask if a garden improves people's health. If someone gives a good reason why gardens improve peoples' health, you can also select 'people.'
 7. Show that the systems on the back of the 'resource cards' are the same as on the back of the 'system cards.'

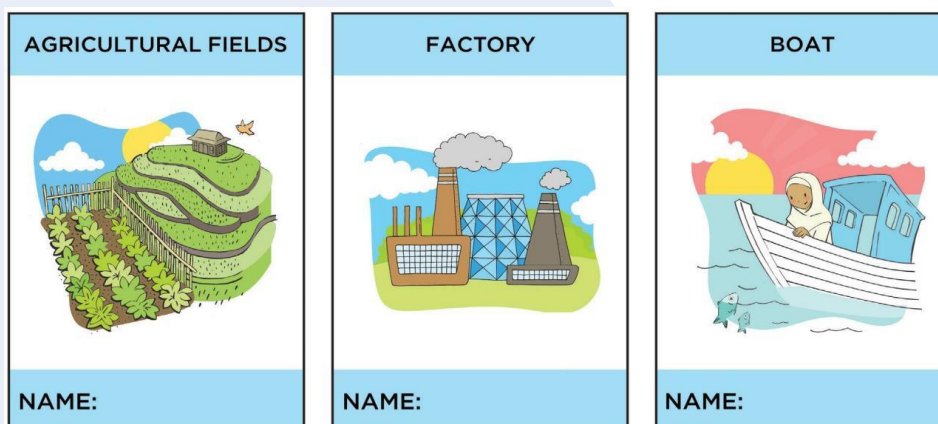
GARDEN	
<input type="radio"/>	PEOPLE - Do people become smarter, more mobile, or healthier because of this?
<input type="radio"/>	SOCIAL - Is this a group, organisation, or person that helps your community? Or does this help people interact with each other?
<input checked="" type="radio"/>	STRUCTURE - Is this a man-made landscape or construction?
<input checked="" type="radio"/>	NATURE - Is this part of the natural environment?
<input checked="" type="radio"/>	LIVELIHOOD - Does this provide money, income, food or jobs?
NAME:	

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REGULAR	
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1	SOCIAL - Is this a group, organisation, or person that helps your community? Or does this help people interact with each other?
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1	LIVELIHOOD - Does this provide money, income, food or jobs?

Part 2

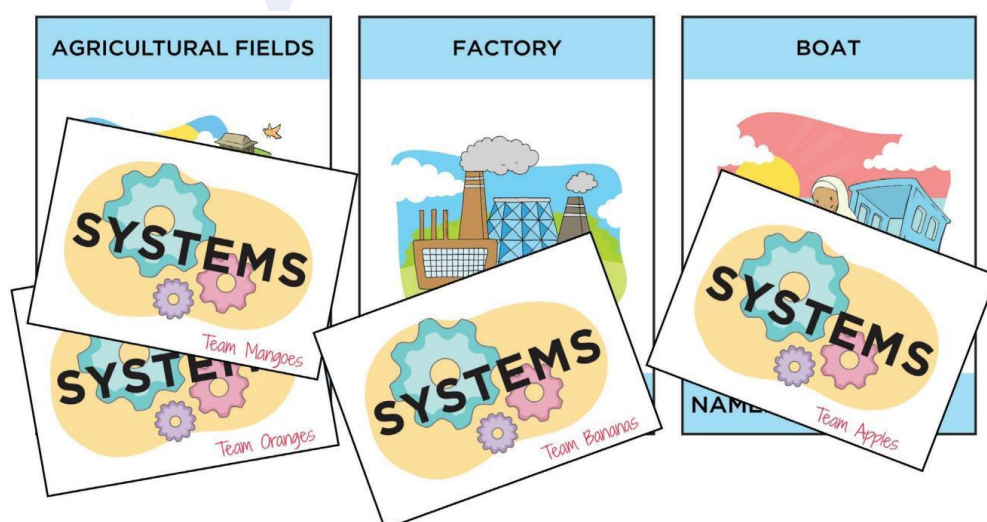
- Place the following 'resource cards' picture side up for everyone to see.



- Have the teams take one of the 'regular' systems cards.
- Give teams a few minutes to do the following:
 - As a team, pick one of the 3 cards that are laid out (e.g. Agricultural Fields, Boat, or Factory).
 - As a team, think about whether this card fits into people, social, structure, nature, and/or livelihood.
 - If you think that the card fits into a system, fill in the system bubble on the 'regular' systems card.
- Teams send 1 player to place their filled in regular systems card face down on the resource card of their choice.

REGULAR	
1 PEOPLE	Do people become smarter, more mobile, or healthier because of this?
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5. Show how scoring will work in the game:
 - a. Flip both the resource card and systems cards over
 - b. For each correct bubble filled in a team earns 1 point.
 - c. If a team has an incorrect bubble filled, they can argue why that card fits that category.
 - d. If a team can't argue why their bubble fits they score zero points

EXAMPLE 1:

Team apples played on factory. They filled in social, structure, and livelihood. Factory has social, structure, and livelihood. Team apples would receive 3 points.

EXAMPLE 2:

Team bananas played on boat. They filled in structure and livelihood. Boat has structure, livelihood and people filled in. Team bananas would receive 2 points.

EXAMPLE 3:

Team oranges played on agricultural fields. They filled in people, structure, nature, and livelihood. Agricultural Fields only has structure, nature, and livelihood filled in. Team oranges now must argue why agricultural fields fits into people. Team oranges says, "Agricultural Fields give our community nutritious food, which makes people healthier." The facilitator judges that it is a valid argument. Team oranges would receive 4 points

EXAMPLE 4:

Team mangoes played on agricultural fields. They filled in people, social, structure, nature, and livelihood. Agricultural fields only has structure, nature, and livelihood filled. Team mangoes must argue why agricultural fields fits into people and social. They build on team oranges argument that food makes people healthy and the facilitator likes their answer for people. However, they can't give a good argument for Social. Team Mangoes would receive 0 in total for that card.

AGRICULTURAL FIELDS		REGULAR	
<input type="radio"/>	PEOPLE - Do people become smarter, more mobile, or healthier because of this?	<input checked="" type="radio"/>	PEOPLE Do people become smarter, more mobile, or healthier because of this?
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NAME:			

Part 3

Play the example round before explaining these.

1. The game lasts for 3 rounds. The round you just did as an example counts as the first round.
2. Once a card is played, the facilitator will keep that card.
3. Teams can play any of their available cards that they want to.

4. Double Points will give the team double points if they are correct.

Advanced Version

1. If you feel confident facilitating this game, you can add the card 'stop others from scoring.'
2. Play 4 rounds instead of 3. Teams will use each card one time (2 regular cards; 1 double points card; 1 stop others from scoring card).
3. 'Stop others from scoring' card stops other teams that played on the same resource card as your team from scoring points.
4. 'Stop others from scoring' card only stops others if the card is correct.
5. If two teams play 'stop others from scoring' on the same resource card and both are correct, then they stop each other and both teams score zero.

Debrief

1. Ask youth the questions below. They can discuss with the person next to them.
 - a. What did you learn in this game about resources in a community?
 - b. What was your strategy in this game?

Activity 2 – Create Resources

Set-up

1. Divide the youth into 7 groups and give each group a marker pen.
2. Stick up / place the 7 title flip chart papers (see preparations) around the room as spaced out as possible.

Instructions

Part 1:

1. Read out each title and example written up on the flipcharts.
2. Each group starts at a different title around the room.
3. Each group will have 1 minute to write down people, places, and things in

THEIR community that they think fit into that category.

4. After 2 minutes, shout 'ROTATE.' Groups move clockwise to the next category where they will read what has been listed already and add new ideas to it.
5. Continue until all groups have had a turn at each category.
6. Each group takes the paper for their final category and lays them out on the floor, to create a line of the seven categories.



Completed lists of community resources stuck up around the room

Part 2:

1. Give each youth a pen and ask them to do the following:
2. Draw ticks (✓) next to the people, places or things (resources) they think are most important.
3. Each youth can draw 3 (✓✓✓) ticks in total across all the resources, and can place them however they want:
 - a. They could put 1 tick next to 3 different resources.
 - b. If they think a resource is very important they could give it all 3 ticks.
 - c. They could give 1 tick to 1 resource and 2 ticks to another



Ranking resources in your community with tick mark exercise

Part 3:

1. Give each youth a blank resource card. Ask them to write their name on it.
2. Ask youth to choose 1 priority person, place or thing from the lists:
 - d. Youth can choose anything that has a tick (✓) next to it.

- e. Once they have chosen, they cross it out on the list and write its name on their blank resource card.
 - f. If something is already crossed out they can't choose it.
3. Youth draw what they chose on the front of the card. On the back, they should fill in the bubbles for the systems that it belongs to.
 - g. This step could be done at home if the youth bring the cards back.

Debrief

1. Ask youth the question below. They can discuss with the person next to them.
 - a. What did you learn about resources in YOUR community?

Session 4 Closing

1. Congratulations, we have completed Session 4 of Y-Adapt!
2. We have seen how important people, places and things (resources) are connected in a community system. Changes in one can cause changes in the other. For example: if a garden is flooded, vegetables (nature) may be destroyed meaning people have less food, or if people depend on the plants to sell then livelihoods are impacted. If the flood also impacts other ways of getting food such as livestock (nature), access to markets (structures) and jobs (livelihoods), this can be a big problem.
3. These connections are also important when you design your adaptation plan to deal with the impacts of extreme weather in your community. It is important to think about how one action will influence different people, places and things (resources) in your community system.
4. In our next session, we'll play a game with your resource cards. In the game, you'll think about how your resources are vulnerable to extreme weather and hazards in your community and how you can act to reduce the impacts. Let's see if you're ready to deal with the hazards!