PACIFIC ISLANDS SPACES

Inner • Outer • Shared

ADAP PROJECT
Agricultural Development in the American Pacific
Pacific Land Grant Programs
**ACTIVITY:**

**Identifying Taro Varieties**

**FOCUS:**
Agriculture and important local crops

**PURPOSE:**
To learn how to identify the different varieties of taro using visible characteristics.

**MATERIALS:**
- Pencils and crayons
- Paper
- Color pictures of taro

**TIME:** 1-4 hours.

**PROCEDURE:**

**Before the meeting:**

1. Arrange a field trip to observe different taro varieties growing at a local agricultural research station. As an alternative, you can take the kids to visit a taro farm.

2. Find color pictures of different taro varieties and other references on local agricultural crops and farming practices.

**During the meeting:**

1. While on the field trip ask the kids to draw pictures of the taro. Tell them to pay special attention to leaf size, shape, and color. They should also look closely at the color of the stem, in the middle, at the base, and where it meets the leaf at the “navel”.

2. If you cannot go on a field trip, display color pictures of taro and have the kids make drawings based on the pictures.

3. Hang up the drawings made by the kids and ask the group to guess which variety of taro is illustrated in each drawing.

**TALKING IT OVER:**

1. Begin a discussion using the information in the fact sheet to get the kids to share what they know about local taro varieties.

2. Provide additional ideas about traditional taro farming, pest management, food preparation, etc.

3. If time allows continue the conversation on other local crops and their varieties including, banana, sweet potato, yam, etc.
FACT SHEET:

There are more than 100 varieties of taro (*Colocasia esculenta*) found in the Pacific islands. They grow to a height of approximately one meter (about three feet) and produces edible corms averaging about thirty centimeters (twelve inches) long. The corm is a source of carbohydrates and minerals and the leaves are high in vitamins.

All *Colocasia* plants have the same parts and growth habits, but the shape of leaves and the color of the stem and navel (the part of the stem that inserts into the leaf) are different for many varieties. Farmers select taro varieties for their taste, texture, color of corm, length of time to harvest, and use in food preparation. Some varieties are considered best for growing in wet conditions and others in dryland production. Certain varieties also have characteristics that improve their resistance to disease and insect attack.

Scientists at the University of the South Pacific in Western Samoa have developed a new variety of *Colocasia* called "Alafua Sunrise." The yellowish corms are much larger and mature more quickly than those of most common varieties. This provides an economic advantage to farmers who can harvest and sell their product sooner.

---

*The following species are sometimes referred to as taro although they are actually different:

- *Cyrtosperma*: A taller plant with bigger leaves and larger, more coarse textured corms. It is grown in Micronesia where it is called giant taro.
- *Xanthosoma*: An easily grown plant brought to the Pacific islands about one hundred years ago that is grown for its edible corm and leaves.
- *Alocasia*: A much larger plant with a thick starchy edible stem. It is less popular than other types and is usually eaten when other starchy foods are in short supply.

---

* A publication of the Agriculture Instructional Materials Service (AIMS), of the Agricultural Development of the American Pacific (ADAP) Project. This leaflet may be reproduced for educational purposes, when doing so please acknowledge the ADAP Project.
ACTIVITY: Fish Printing

PROCEDURE:

Before the meeting:
Obtain some fish from the local market. Select those that have interesting shapes and patterns. Use a book or the help of a fisherman to find out the common and scientific names of the fish. If possible, ask the fisherman to speak to the kids about the fish that will be used for this project.

During the meeting:
The students will create a variety of “prints” or pictures depicting each type of fish. They will then have a record of some of the fish commonly found in their area.

Note: Ink will stain clothing and work surfaces. Have the children wear old clothing or aprons and cover the floor and table with newspaper.

1. Display the fish that will be used in this activity.

2. Ask the kids to name any of the fish they might know. Have the fisherman spend a few minutes talking about local fish and fishing methods or describe your meeting with the fisherman.

3. Thoroughly ink or paint one side of the fish.

4. Place a piece of paper on the inked side of the fish and press lightly over the entire body of the fish.

5. Carefully lift the paper from the fish. It may require two students to lift the paper and avoid smearing the print. One inked fish should make two prints.

6. Dry the print in the sun or overnight.

7. Repeat the process to make more prints. Different colors of ink may be used.

FOCUS: Marine Science

PURPOSE: To learn more about fish by incorporating them into a simple art project.

MATERIALS:
- 5 to 10 different fresh fish of all sizes and varieties
- India ink or printing ink
- medium-sized paint brushes
- newsprint or tracing paper

SETTING: Room with a sturdy table and sink for clean up

TIME: 45 minutes
ACTIVITY:

Layers of the Rain Forest

PROCEDURE:

Before the meeting:

1. Plan a field trip to observe the different layers of the rain forest. Review the FACT SHEET before you go.

2. Prepare a list of safety precautions for the kids.

During the meeting:

1. Take the kids for a walk into a rain forest and ask them to observe, take notes and make drawings while studying the following items.

2. Soil: Notice the amount of litter and humus it contains. Look for decomposers—insects, worms, fungi, and other living organisms that live on decaying organic matter and release nutrients into the soil. Take some soil back to the classroom and see how well it holds water compared to soil from the school yard.

3. Vines: The forest is full of climbing plants trying to reach the sunlight so they can produce food. Observe the different types of vines in the forest and pay special attention to what methods they use to climb up and hold on to the tree trunks.

4. Leaves: Look at how leaves have adapted to the wet environment. Some have drip tips and others are deeply veined or "quilted" to improve water runoff. In the lower, shady levels of the forest, leaves are larger in order to catch the maximum amount of light.

5. Epiphytes: Draw pictures of some epiphytes and try to figure out the food cycle between the host and the epiphyte.

Continued inside...
Most rain forests have five main layers:

- **Canopy**: The top layer of the forest consisting of the largest trees.
- **Understory**: The tree layer directly below the canopy.
- **Shrub**: The layer consisting of multi-stemmed woody plants.
- **Herb**: The layer with soft-stemmed plants and seedlings found below and around the shrubs.
- **Litter**: The lowest layer in the forest containing undecomposed material such as branches, twigs, leaves, and fallen fruit.

Two additional elements of the rain forest are:

- **Lianas**: Climbing vines that can grow in any layer of the forest.
- **Epiphytes**: Airborne plants, such as ferns and orchids, that live on tree branches without causing harm. They do not take food or moisture from the host plant.
ACTIVITY: Observations Around Me

FOCUS: The Scientific Process

PURPOSE:
- To develop observational skills
- To learn how to identify and differentiate objects
- To communicate about observations

MATERIALS:
- Five Identical Seashells
- Five Coconuts Without Husks
- Five Leaves from the Same Plant
- Pencils
- Paper
- Ruler
- Measuring Tape
- Balance Scales
- Magnifying Glass
- Microscope
- Newspaper/Magazine
- Observer’s Log Sheet for each person

SETTING: A comfortable room, large enough to accommodate the activities

TIME: 60-90 minutes

PROCEDURE:

Before the meeting:

1. Read through the activity several times before the meeting to get acquainted with the procedures and materials. Make copies of the OBSERVER LOG SHEET.

2. Display the five seashells, coconuts and leaves in front of you. Make sure that your display is visible to all the kids in the room.

3. If you cannot obtain a microscope, balance scales, magnifying glass, or other measuring instruments, then draw pictures or sketches of them.

4. Keep these instruments out of sight until the last part of your activity, otherwise some kids may not concentrate and enjoy the activity.

During the meeting:

1. Walk slowly around the room from row to row and show a page of the newspaper to the kids. Tell them to take a close look at the page. When that is finished, go to the front of the room and cover the newspaper so it can’t be seen.

2. Ask five volunteers to describe what they saw on the newspaper page. Record their answers on a flip chart or large piece of paper. After writing the responses, go back to the newspaper to see if the answers are correct. If you have more copies of the same newspaper page, pass them out, so others can check the answers as well.

3. Repeat the same activity using a new page of the newspaper. Record the responses again. In this part of the activity you should expect a lot of involvement because the kids will have learned what they should be observing.

Continued inside...
TALKING IT OVER:

Inform the kids that scientists use numerous methods to observe and identify objects. These methods vary from simple observations to complicated scientific measurement. In most cases, scientists use their five senses to learn about an object. When they need more accurate information, they use instruments such as magnifying lenses, microscopes, scales, and telescopes to record the size, color, weight and other specific characteristics of objects.

Ask the kids the following questions:

a. What types of information did you record on the OBSERVER’S LOG SHEET?

b. How did you obtain the measurement data that was needed?

c. Why do we need instruments that provide this kind of measurement and information?

d. Are there conclusions you can make from the data and observations?
ACTIVITY:

Basic First Aid

FOCUS:
Health and Safety

PURPOSE:
- To encourage the kids to think about their roles and responsibilities during emergencies.
- To educate the kids about local remedies such as medicinal plants.
- To give the kids a chance to create their own first aid kits.

MATERIALS:
- First Aid Kit
- Flip Chart/Chalk Board
- Markers/Chalk
- Paper
- Pencils
- Medicinal plant samples or drawings
- Activity Sheets

SETTING:
Enough space to accommodate everyone during the group activities.

TIME: 1-2 hours.

PROCEDURE:

Before the meeting:

1. Basic First Aid is a long lesson; read it carefully before presenting it to your group.

2. Contact a local doctor or Emergency Medical Technician at your hospital. Ask them if they will meet with your group.


4. Make copies of the FIRST AID NOTES and FIRST AID GUIDELINES SHEETS for each of the participants.

During the meeting:

1. Begin the activity by listing current television programs dealing with real-life emergency situations. Some examples are:
   - 60 Minutes
   - Rescue 911
   - Top Cops
   - Emergency Room
   - Any noteworthy news programs

2. Ask the kids to rate the TV programs from the most to the least favorite. Ask the kids the following questions and record their answers on the board:
   - Why do you favor that program most?
   - Why do you rate that program as your least favorite?

Continued inside...
FIRST AID PROCEDURES continued

Animal Bites:
The best protection is to keep away from wild or unfamiliar animals even if they appear tame. If a dog or other animal bites you....

- Know what the animal looks like and where it can be located.
- Notify your parents and the police.
- Wash the bite with soap and water.
- Cover the bite with a clean bandage.
- Get medical attention immediately.

Insect Bites:
Insect bites can cause allergic reactions such as rashes and difficulty with breathing. Know what responses you have to bites from different insects.

Nosebleeds:
Most nosebleeds are easy to stop.
- Squeeze your nose firmly as though you smelt something bad.
- Sit with your head tilted backward.
- Place a cold wet cloth over your nose.
- After the bleeding stops, remain quiet in a sitting position.
  If the nosebleed does not stop, call a doctor.
ACTIVITY:
Mystery Foods

FOCUS:
Food Science and Nutrition

PURPOSE:
To study about the fat and starch content of foods.

MATERIALS:
See ingredients and equipment list for each experiment.

SETTING:
Large tables with enough room for the experiments.

TIME: 1 hour

PROCEDURE:

Before the meeting:
1. Prepare all the ingredients for each experiment.

2. IMPORTANT: Since the kids will be working with iodine, tell them in advance to wear old clothes or provide them with work aprons.

3. Consider making the recipe shown on the FACT SHEET for your group to share at the end of the activity.

During the meeting:
1. Introduce the activity with information from the first half of the fact sheet before starting the experiments. Make sure the kids know that iodine is a poison and should not be eaten.

2. Follow the procedure for the experiments on the following pages.

TALKING IT OVER:

Discuss the results of the experiments. Encourage the kids to ask questions about anything they did not understand.

Share information from the second half of the fact sheet. Explain that nutritional guidelines encourage us to reduce the fat and increase carbohydrates in our daily diets. These guidelines decrease the risk of heart disease and some forms of cancer.

Ask the groups questions such as:

* Which foods have the highest fat content?
* Which foods have the highest carbohydrate content?
* How will this knowledge affect your food choices?
FACT SHEET

About Fat....
If a food contains a lot of fat, it will leave a translucent spot when you rub it on a piece of brown paper bag. The translucent spot allows diffused light to pass through but you can't see objects through the spot. Water in a food will also produce a translucent spot but the spot will disappear when the water dries.

About Starch....
Many foods, especially grains, contain a carbohydrate called starch. The starch causes iodine to change in color from reddish-brown to bluish-black. CAUTION: IODINE IS A POISON! It will stain clothing, equipment, and skin. Do not put it in your mouth and do not eat any foods that contain iodine.

Fat and Carbohydrates in Our Diet:
Nutritional guidelines encourage us to reduce the fat and increase the carbohydrates in our daily diet. The table below is similar to those found on nearly all food products in the United States. The "%Daily Value" shows whether a food is high or low in a nutrient like sodium, carbohydrate, fat, etc. This table shows the nutrients in a simple, common Pacific island food. Look at the recipe ingredients and the % Daily Values. Where do you think the carbohydrate comes from? How about the fat?

<table>
<thead>
<tr>
<th>Estimated Nutritional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount/Serving</td>
</tr>
<tr>
<td>Calories</td>
</tr>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Protein</td>
</tr>
<tr>
<td>Carbohydrate</td>
</tr>
<tr>
<td>Iron</td>
</tr>
<tr>
<td>Calcium</td>
</tr>
<tr>
<td>Vitamin A</td>
</tr>
<tr>
<td>Vitamin C</td>
</tr>
</tbody>
</table>

* Percent daily Values (DV) are based on a 2,000 calorie diet

Servings in this recipe: 8

A publication of the Agriculture Instructional Materials Service (AIMS) of the Agricultural Development of the American Pacific (ADAP) Project. This leaflet may be reproduced for educational purposes, when doing so please acknowledge the ADAP Project.
ACTIVITY:

High Tide, Low Tide

FOCUS:
Marine Science

PURPOSE:
- To learn about tides
- To study tidal pools

MATERIALS:
- pencils and crayons
- paper
- pictures of the seashore at high and low tide
- a globe

SETTING: Classroom and the beach

TIME: 2-4 hours

PROCEDURE:

Before the meeting:

1. Plan a field trip to a beach where you can observe the changing tides and tidal pools.

2. Ask an Extension Agent or marine science specialist about safety precautions, and if they might accompany your group.

3. Find pictures of the seashore at high and low tide.

4. Obtain references that show different types of local seashore creatures and a calendar that contains tide information for your area.

During the meeting:

1. Introduce the field trip by sharing the “Background Information” on the next page.

2. Take the kids on a field trip and tell them to observe the seashore carefully. Encourage them to pay special attention to the tidal pools.

3. Ask them to sketch interesting features such as marine life, seaweed, water level markings, human activity, etc.

4. Since you will not be able to see both high and low tide on your trip, use the pictures to show different tide levels.

5. Upon returning from the beach, share your reference materials with the group. Ask them to identify some of their marine life drawings and show them to everyone.
TALKING IT OVER:

Have the kids display their drawings in front of the group and ask them to answer the following questions:

- What are tides and what causes them?
- What are tidal pools?
- How often do tides rise and fall along our shoreline?
- Where does ocean water go at low tide?
- How do seashore animals keep from drying out during low tide?
- What animals come to the shore to feed during low tide?
- How do the tides affect human activity at the beach?

BACKGROUND INFORMATION:

The oceans rise and fall in daily rhythmic cycles called tides. The tides are caused by the gravitational pull of the moon acting on the waters of the Earth. Since the moon is closer than the sun, it has a stronger effect on the tides. The waters recede out to sea during low tide and surge inland during high tide.

Plants and animals along the seashore are adapted to the changing tides. During high tide they need to protect themselves from large fish swimming close to shore. At low tide they must protect against the drying effects of the sun and wind. They do this by hiding in tidal pools and mangrove swamps, or digging under sand, seaweed, and rocks. Low tides also expose seashore creatures to birds, humans, and other predators.
ACTIVITY:

Down the River Flows

FOCUS:
Natural Resources

PURPOSE:
• To measure the amount of water flow in a stream.
• To determine how many people can meet their water needs from a stream.

MATERIALS:
☐ Measuring tape
☐ Pencil
☐ Paper
☐ Watch
☐ Calculator (optional)
☐ Stick or pole marked for measuring depth

SETTING: outdoors

TIME: 2 hours

PROCEDURE:

Before the meeting:
1. Identify a stream site that is easily accessible to conduct the activity, and prepare transportation if required.
2. Timing of this activity may be important as rainy weather will affect stream flow. Do not conduct the activity after extremely hard, long rains as there may be flood danger.
3. Read the activity and practice the calculations. Be ready with answers for the “Talking It Over” section.

During the meeting:
1. Find the speed of the stream. Measure and mark a 25 foot distance along a straight section of stream. Throw a stick in the water above the upper mark. Record how many seconds it takes the stick to go from the upper mark to the lower mark. Do this two more times and take the average time. Divide 25 feet by the average number of seconds. This gives you the speed of the stream in feet per second.
2. Find the width of the stream at three places within the 25 foot distance you marked. Find the average in feet.
3. Find the depth of the stream in three places within the 25 foot distance you marked. Take this measurement in the center of the stream. Find the average in feet.
4. Multiply the average width by the average depth. Next, multiply this product by the speed of the stream. This gives you stream water flow, in cubic feet per second.
5. Work together with the kids to determine how many people could live off the water in the stream. Some numbers to help you are:
   • 7.5 gallons are in a cubic foot of water;
   • Each person uses about 200 gallons of water a day;
   • There are 1440 minutes (60 min. x 24 hrs) per day.
**TALKING IT OVER:**

In some ways streams and catchments offer an easier and less expensive source of water than wells. You don't need expensive drilling equipment and pumps to bring water deep from underground. If pollution could be kept out of our streams and catchments, these could provide much of the water needed in many Pacific islands.

- Find out where the water catchment areas are close to your home.
- What are the regulations to protect watershed areas in your area.
- What agencies monitor catchment water safety, what do they study and what are some of their recent reports.

**BACKGROUND INFORMATION:**

Many volcanic Pacific islands have mountainous areas with heavy rainfall. The rain flows across the land and collects in streams that form in the valleys. The streams carry the water to the ocean. The area of land which drains into a stream is called the "watershed". Large streams provide fresh water to people that live below the areas of high rainfall. Rain catchments are formed by damming up a stream.

Remote villages and sometimes entire island populations depend on water catchment for their fresh water supply. Any activity in a watershed area affects the water collected in the streams. Water catchments are easily polluted by livestock waste, pesticides, and rubbish dumps in the watershed. Some government agencies protect the watersheds. Others monitor the quality of catchment water and issue public warnings when the water is polluted.
PROCEDURE:

Before the meeting:

1. Read through the activity and think about local examples of solid waste management problems for discussion in the “Talking It Over” section.

2. Prepare a TV and VCR to show a 5-10 minute video about solid waste and/or litter problems.

3. If you do not have a TV and VCR, use posters instead. If your posters are small enough, make copies for all of the kids.

During the meeting:

1. Begin with a brainstorming exercise by asking the group to name some local and global environmental problems. List their responses on the board.

2. Some form of solid waste management problem should be amongst the identified topics. Encourage the kids to think about the types of things they throw away each day. Where do these things go when they are “away”?

3. On the board, write in large capital letters “MY WORLD IS FULL OF ____”. Ask the kids to complete the statement by adding types of solid waste and litter that are a problem in their area. Tell them that this meeting is about discovering ways to help solve these problems.

4. Show the video or display the posters about solid waste and litter.

5. Divide everyone into four groups and distribute markers and paper to each group. Tell them to list all the things, big and small, that add to local solid waste problems.
6. While they are making a list, write “3R” on the board, and ask if they know what it means. If they can not figure it out, tell them it stands for Reduce, Reuse, and Recycle. Explain that we can decrease the amount of waste material by reducing our use of certain products. Another way is by reusing items such as glass jars, plastic bottles, paper grocery bags, or packaging materials. We can recycle glass, aluminum, newspaper, cardboard, etc., or compost kitchen and yard waste; instead of throwing it all away.

7. Tell them to divide a sheet of paper into 3 columns labeled REDUCE, REUSE, AND RECYCLE. Ask them to look at the materials on their lists and classify the materials under a heading they feel would solve each problem. Some materials can be put

8. Post the sheets in front of the room. Ask the groups to consider the following information and questions for further discussion:

**TALKING IT OVER:**

Ever since people began living together in families and villages their has been waste. As populations have grown larger so have the amounts of waste. Many man-made waste products break down slowly under natural conditions which causes this material to increase over time.

The U.S. generates 195.7 million tons of garbage every year. Over 100 million tons of this is in the form of paper, paperboard, and yard wastes. More than 80% of that amount is put into landfills or incinerated.

Pacific islands often have difficulty finding appropriate locations for a new landfill. Recycling of some materials such as glass and newspaper may not be economically feasible if large shipping distances are required.

- Where are our household waste materials taken for disposal?
- What about large items like washing machines, refrigerators, tires, and cars?
- What happens to environmentally damaging materials in air conditioners, car batteries, etc.?
- How many landfills are there on this island and what condition are they in?
- What will happen to our island if we do not dispose of our trash properly?
- What types of 3R programs can we start in our homes and schools?
ACTIVITY:

Water, Water Everywhere...

PROCEDURE:

Before the meeting:

1. Read the fact sheet and be prepared to use the information as an introduction to the activity.

2. Make copies of the Water Consumption Worksheet.

During the meeting:

1. Divide the class into groups of 3 or 4 people. Give a copy of the worksheet and a bucket to each group. Ask them measure the amount of water used for each of the following tasks.

2. Shut off the refill valve to the toilet then flush it. Fill the tank with the bucket and write down how much water it takes to flush a toilet. Open the refill valve.

3. Time how long it takes you to shower. Collect water from the shower in your bucket for the same amount of time. Record the number of buckets of water used to complete the shower.

4. Fill a bath tub with the bucket and write down how much water is used for a bath.

5. Put a load of laundry in a washing machine and use the bucket to fill the machine with water. Multiply that amount by two (for the rinse cycle) and write it down.

6. Time how long it takes to wash a car. Note the time it takes to fill the bucket with water. Divide this time into the total time to wash the car. Multiply by the amount of water in the bucket to get the amount of water used to wash the car.

PURPOSE:

- To learn how to measure water consumption in the home.
- To discover ways of conserving water.

MATERIALS:

☐ 4-gallon buckets with measurement marks
☐ Various sources of tap water
☐ Watch or clock

SETTING:

Residential location indoors and outdoors.

TIME: 1-2 hours
FACT SHEET:

"Water, water everywhere; but not a drop to drink."

The Pacific Islands are surrounded by the largest body of water on Earth but there are still times when drinking water is scarce. Salty ocean water cannot be used for most needs around the home. Fresh water comes from streams, rain catchment systems, and underground wells.

The low types of islands, called atolls, are made of layers of soil and limestone above a thin "freshwater lens". The lens forms when rain water filters down through the soil and floats on top of salt water. The small amount of fresh water in the lens must be used wisely for home and agricultural needs.

Saipan, in the Commonwealth of the Northern Marianas Islands, has an underground water supply that comes from the brackish water region where fresh and salt water combine under the island. The people drink bottled water and only use tap water for household needs such as bathing, washing dishes, and laundry.

Even mountainous islands with high rainfall experience periods of severe drought that can last a long time. In Pohnpei, a water shortage became so serious that tanker boats had to bring drinking water to the island.

Many people in the world take fresh water for granted; some even leave the tap running when they are not using it. In other places, people walk long distances for a bucket of water. Water is a valuable resource. We must use it wisely.
PROCEDURE:

Before the meeting:

1. Read the “Background Information” and be prepared to use it as an introduction to the activity.

2. Collect leaves from 10-12 different plants for each team you will form during the meeting.

3. Make copies of the LEAF IDENTIFICATION TABLE.

During the meeting:

1. Use the illustrations to discuss the botanical descriptors of leaves and introduce the use of scientific names.

2. Divide the group into several teams. Make a pile of leaves from each of the different trees and place it at a set distance in front of each team.

3. A designated leader calls the name of a plant using the common, local, or scientific name and then says, “Go!” At the signal, the first kid in each team runs to the pile, finds the leaf of the named plant and holds it up. A point is awarded for each leaf correctly identified. The player returns the leaf to the pile and goes to the end of the line. Each player does the same until the whole team has had few chances.

4. Review the tree names after the first session of the game. Ask everyone to complete the Leaf Identification Table and study it. Play the game again and note the improvement in scores.

5. This game may also be played in a classroom with the leaves placed in the middle of the group of kids.
BACKGROUND INFORMATION:

We can identify many types of plants by looking at their leaves. One way is to describe the shape of the whole leaf blade. An avocado leaf is simple because its blade is one undivided unit. Drawings on this page show some simple leaf shapes and their botanical descriptions. Other types of plants, such as a "Flame Tree", have compound leaves with the blade divided into many small leaflets.

The shape of a leaf base and leaf tip are used to add more detail in plant identification. The drawings on the next page show some different leaf bases and tips, along with their botanical descriptions.

Leaves are also described according to differences in the margin, or edge, of a leaf. For example, an avocado leaf is entire; it's edge is even and unbroken. By comparison, a papaya leaf is lobed or separated into sections. A hibiscus leaf is serrate; it has small notches or teeth along the leaf margin.

TALKING IT OVER:

We use common, local, and scientific names to describe plants. Some common Pacific island names like "Pua" are used to describe different plants in different locations. Other local names like "Tamalini" may describe many types of plants with compound leaves. Scientific names are used when accuracy is important. For example, Delonix regia is the scientific name of the "Flame Tree", and is not used to describe any other plant.

A plant handbook or botanical key can be very helpful in identifying plants by their scientific and common names. These references describe the leaves, flowers, fruits and stems of many different plants. Other descriptions may include growth habit, ecology, and local names.

A publication of the Agriculture Instructional Materials Service (AIMS), of the Agricultural Development of the American Pacific (ADAP) Project. This leaflet may be reproduced for educational purposes, when doing so please acknowledge the ADAP Projec
FACT SHEET:

There are many different practices and beliefs within the wide variety of cultures found around the world, and even amongst the various Pacific islands. Some of these may seem strange to members of another culture. One example is in the different types of buildings people live in:

- Teepees are cone-shaped tent-houses used by Native American Indians. Some Indians in the reservations still live in teepees.

- Igloos are the ice-houses of the Eskimo people that live in the coldest areas of the Northern hemisphere.

- Galvanized tin-roof houses were introduced by the European cultures.

- Thatched-roof houses made of local natural materials were developed by Pacific islanders. Some people in rural areas still live in these houses.

Some Pacific islands no longer follow many of their traditional practices due to change and modernization. Others put importance on cultural values and the basic survival skills their forefathers possessed. For example, there is a proverb in the Samoan language that says, "If you are a Samoan and you don't contribute and participate in cultural matters, you are not truly Samoan." That person may find it difficult to find a place in the traditional community.

The practices of one culture may not always blend well with others and can appear to be rude even though that is not intended. We need to be aware of those situations. We should appreciate and respect the practices and beliefs of other cultures whether or not they are meaningful to us.

A publication of the Agriculture Instructional Materials Service (AIMS), of the Agricultural Development of the American Pacific (ADAP) Project. This leaflet may be reproduced for educational purposes, when doing so please acknowledge the ADAP Project.
**ACTIVITY:**

**do not understand, I am confused**

**FOCUS:**
Interpersonal Communication

**PURPOSE:**
- To recognize the importance of clear communication.
- To explore the diverse meanings of words.
- To explore the role of language in communication.

**MATERIALS:**
- Flip Chart/Chalk Board
- Markers/Chalk
- Papers
- Pencils
- Cassette Tape Player
- Music Tapes in English and in another local language

**SETTING:**
Any quiet place with enough room to separate the group into teams of two kids each.

**TIME:** 30 minutes

**PROCEDURE:**

**Before the meeting:**
Gather all the materials and display them in front of you so the group can see them.

**During the meeting:**
1. Tell the kids to close their eyes and listen. Let them know that closing their eyes will reduce distractions and help them concentrate on what's being said.
2. Play a song in the English language for two or three minutes. Ask the kids to open their eyes and tell you about the song. List their responses on the board. Do not ignore or reject any of their comments. Ask them to raise their hands if they did not understand the song.
3. Ask for volunteers to translate a word, phrase, or sentence of the song into another local language.
4. Divide the kids into teams of two and give a paper and pencil to each person.
5. Play a song in another local language.
6. Ask each person to write down a phrase from the song and then translate it into English.
7. Have the team members communicate their translations to each other.
8. Bring the group back together. Ask each kid to repeat the translated phrase they were told by their partner.
9. Ask the group for comments about the accuracy of their translations and interpersonal communications.
TALKING IT OVER:

After everyone has shared their ideas, draw a picture the one below. Ask the following questions:

1. How does it feel when you can not fully understand the message from another person?

2. How can you tell if a person you are talking to is understanding you?

3. What will happen if there is misunderstanding of a word, phrase, or sentence?

4. Why is it important to translate something properly?

5. Why is it important to be a good communicator?

Emphasize that good communication is a two-way process. It becomes one-way communication when your receiver does not pay attention or respond with feedback to you. Always be careful with your translations and interpretations, otherwise the original message may be completely changed. People can become confused if the message is not presented clearly, especially when multiple languages are involved. Understanding more than one language is very useful when you want to communicate a message without changing its meaning.
ACTIVITY:

Planning a Community Project

FOCUS:
Building cooperation with common objectives and goals.

PURPOSE:
• To learn cooperation in small groups and the community.
• To develop planning skills.
• To brainstorm about community projects.

MATERIALS:
- Markers/Chalk
- Newsprint/Chalk board
- Plan-It Sheets
- Pencils

SETTING:
Comfortable meeting area

TIME: 1-2 hours.

PROCEDURE:

Before the meeting:
1. Review the activity and prepare the needed materials.
2. Think about your group and community. Consider the types of projects that are needed and possible given the available time and resources.

During the meeting:
1. Ask the kids to sit in a circle. Inform them that they are going to plan a cooperative community project.
2. Ask the group to take 10 minutes and think of a list of community projects they might plan. Tell them to follow these guidelines when they brainstorm:
   a. Think of as many ideas as possible.
   b. Do not judge your ideas or those of others.
   c. Be creative. It’s OK to be far out.
3. Facilitate the brainstorming and write down their ideas on a sheet of newsprint. Try not to influence the group, but be prepared to answer any questions.
4. Some possible ideas are recycling projects, gardening and beautification projects, or trash cleanup along roads, parks, and beaches.
5. Distribute a PLAN-IT SHEET and pencil to everyone in the group, then briefly explain what is meant by strategies, resources, challenges and solutions.
6. Read the “Background Information” about the Ozone Rangers litter project to the group.
7. Ask them to choose a project from their list.
8. The group will need to brainstorm again, this time focusing on the strategies to complete the project.

Continued inside...
TALKING IT OVER:

Explain that this has been an activity to develop skills in planning and cooperation. Ask the group the following questions:

1. How can you use these planning skills in other parts of your life?

2. Are there differences between working alone and working with a group? Are there times when one is better than the other?

3. Think of a job you would like to have in the future. What kind of planning will you do in that type of work? Will you work alone or with other people?

Some kids may be excited about putting the plan into action. Let them know that it will take more time to discuss with parents and others that may need to give permission. This can be continued in future meetings.
ACTIVITY:

Media Power!

FOCUS:
The positive power of media.

PURPOSES:
• To learn how to use a media campaign to promote an event.
• To gain experience in writing a newspaper article.
• To learn how to use a computer to create media information.

MATERIALS:
- Paper
- Pencils and markers
- Newspapers/magazines
- Dictionary
- Computer with software.

TIME: 2 hours.

PROCEDURE:

Before the meeting:
1. Review the activity and FACT SHEET information.
2. Contact a reporter or editor from the local newspaper and ask if they will meet with your group.
3. Prepare a list of possible events for a media campaign.
4. Prepare for use of a computer with word processing and possibly graphics software.

During the meeting:
1. Ask the kids to think of different slogans they see or hear often. Share information with the group about the power of media. Help them to think about why media campaigns are used.
2. Show the group a list of possible events for a media campaign and ask them to select one for this activity.
3. Introduce your resource person from the newspaper and explain the plan to write an article promoting the event. Encourage the kids to look at articles in newspapers and magazines for ideas on influencing opinions and actions.
4. Ask the kids to follow these guidelines for the article:
   • Write a bright lead to catch the attention of readers,
   • Have a clear theme immediately after the lead,
   • Quote people, but verify their facts,
   • Have a strong closing paragraph,
   • Edit, rewrite, and prepare a final copy.

TALKING IT OVER:

After the group has drafted their article, ask them to think about other forms of media that could be used in a larger campaign. Discuss the time and resources that would be needed. If time allows develop strategies and an action plan.
FACT SHEET: Developing a Media Campaign

A media campaign is an overall effort to focus attention on a particular issue or message. A media campaign can help gain publicity through many forms of communication. For example, we can use radio, newspapers, posters, and banners, as well as messages to school groups, community groups, churches, etc. It takes a lot of work to coordinate all the different organizations and government departments involved in a campaign.

Why run a media campaign?
- To give attention to an urgent problem (for example smoking or AIDS).
- To concentrate efforts into a short period so that results can be achieved without the loss of enthusiasm.
- To combine efforts of different groups and organizations.
- To influence people who might not normally hear the message.

How do you plan and run a media campaign?
- Decide on an objective and the message you want to use.
- Get the cooperation of different groups and choose a leadership team.
- Choose a theme and slogan. Make it short, positive, and something that draws attention. For example, if the campaign is on smoking, it could be Breathe Easier-Without Smoking, Quit for Life, Break the Habit, or Help a friend Quit Smoking.
- Decide on publicity. Information about the campaign must get to everyone. Radio, video, posters, street banners, school marches, newspapers, handouts, church messages, women and mens club activities should all be involved.
FOCUS:
Economic Systems

PURPOSE:
• To learn about traditional and market economies of Pacific islands.
• To realize how these systems affect daily life.

MATERIALS:
☐ Chalkboard/Flipchart
☐ Chalk/Markers
☐ Copies of the story "Same But Different"
☐ Paper and pencils

TIME: 60-90 minutes

PROCEDURE:

Before the meeting:

1. Read through the activity to understand how the “Same But Different” story and “Background Information” are to be used.

2. Prepare materials for the “I have-I want” game. Cut enough paper squares for two per person in the group. Write “have” on top of half and “want” on the others. Make a list of items that will appeal to the age of your group (i.e., sport shoes, video, hamburger, bike, guitar, etc.) Write each item on one set of both types of the squares.

3. Prepare the story on audio tape or in printed form.

During the meeting:

1. Have the kids play the “I have-I want” game. Give everybody two pieces of paper; one with the name of an item they “have” and the other with a different item they “want”. Let everyone trade items for 5 minutes.

2. When trading is finished ask the kids about problems they encountered? After some responses ask:
   • Do you think the items were all of equal value?
   • How can you compare them using monetary values?

3. Read or listen to the story “Same But Different”. There are several presentation methods that can be used:
   • The group listens to an audio tape.
   • The kids read the story in silence.
   • A volunteer reads the story to the group.
   • One person reads the introduction and two others act out the rest of the story.

4. Write the terms "Traditional Economy" and "Market Economy" on the board. Share the “Background Information” with the group as a way to start discussion.

Continued inside...
### BACKGROUND INFORMATION:

| **Market Economy** | A system in which buyers and sellers agree on a price for goods or services and use money as the medium of exchange. Money allows the exchange of a wider variety of goods between a greater number of people than the traditional economy. Participation is not limited by kinship; it depends on the amount of money owned.  

In the market economy, money makes the system work. It makes possible the exchange process. Money is needed in all aspects of business. |
| **Traditional Economy** | A system in which goods are acquired and exchanged through family relationships. The principal aim of this system is to satisfy the needs of the family. It fosters family ties but it limits the number of goods and people who can participate in the exchange.  

Money can also be used for its ceremonial value to meet some of the contributions requirements of the traditional economy. |

### TALKING IT OVER:

Now that the kids have a better understanding of the two economic systems, divide them into small teams. Give blank sheets of paper to each group. Ask them to discuss the following questions and list their responses. When they have finished bring the group back together to share some answers and examples.

- In the "Same But Different" story, how are Ionis and Andolin the same?
- How are they different?
- What problems do they face because of their differences?
- What values are part of their disagreement?
- What economic system were you operating in during the "I have-I want" game? How would using money as a unit of exchange help you in this game?
- How do you know when you are operating in the traditional economy?
- How do you know when you are operating in the market economy?
- Is there a "Mixed Economy" that combines traditional and market systems?
ACTIVITY:
Solving Problems

PROCEDURE:

Before the meeting:

1. Copy the “Steps for Solving a Problem” and “Problem Statement” sheets for each person in the group.

2. Design two posters that present the following information:
   - Problem Solving Questions:
     - What is the problem?
     - What do I know about the situation?
     - How many solutions can I think of?
     - Which solution is best?
     - What do I need to make that solution happen?
   - Guidelines for Brainstorming:
     - Rule 1: Do not judge ideas!
     - Rule 2: It is okay to think of far-out ideas!
     - Rule 3: Think of as many ideas as you can!
     - Rule 4: Piggyback on the ideas of other people!

During the meeting:

1. Explain that this activity will explore ways to solve different problems. Soon they will be looking for solutions to some real life problems.

2. Use the posters to discuss the steps for solving a problem and the guidelines for brainstorming. Ask the kids to add anything else that would help them solve a problem.
Problem Statements

Problem 1:
You are waiting at a bus stop for your bus and you have been waiting for a long time. A woman who is also waiting for the bus asks you to watch her bags while she dashes into a nearby store. While she is gone, the bus arrives. You are in a hurry to get home because your mom expects to be there no later than 4 p.m. to babysit your younger brother so she can leave for work. It is 3:30 now, and who knows when the next bus will come.

What do you do?

Problem 2:
You are babysitting for the children (a 2-year-old and a 4-year-old) of some friends of your father. They live way on the other side of town in an area you are not very familiar with. During the evening, a storm rolls in and knocks out the lights and the phone system. You have no idea where the people keep the matches, candles, or flashlight. The kids are sound asleep.

What do you do?

Problem 3:
Your best friend borrowed a book from the library to use for a report he was working on. When he showed it to you, you asked if you could borrow it overnight and use it for your report too. The next day when the two of you stop by your apartment to pick it up, it is nowhere to be found. Your friend really needs it for his report, and he also needs to return it to the library in three days. It would be an expensive book to replace!

What do you do?

Problem 4:
On your way to school, two older kids jump in front of you and start calling you another persons name and demanding the money you owe them. You try to explain that you are not that person and you do not know what they are talking about, but that just seems to make them angrier. No one else is around to help you out.

What do you do?
ACTIVITY:

Human Treasure Hunt

FOCUS:
Personal experiences

PURPOSE:
• To help group members feel comfortable with sharing information about themselves.
• To recognize the different responsibilities kids have and the roles they play in daily life.

MATERIALS:
☐ Find Someone Who... sheet (one per person)
☐ Pencils

SETTING: Anywhere

TIME: 20-30 minutes

PROCEDURE:

Before the meeting:

Review the Find Someone Who... sheet and decide if you want to make any changes to the sheet so that it better matches your group.

During the meeting:

1. Explain to the kids that they are going on a human treasure hunt. Pass out pencils and the Find Someone Who... sheet. Tell them they have about 10 minutes to find people in the group who fit the descriptions listed. Tell them they can use each person only once.

2. After about 10 minutes, stop the search and have the kids sit in a circle. Ask if anyone found people for all the descriptions. Ask them to share some of the special things they found out about people in the group.

3. Tell the kids that the things listed on their sheets describe roles people play or responsibilities they have. You may need to define these ideas for the group. Ask them to come up with descriptions to indicate other types of roles and responsibilities they have. Go around the circle and have them introduce themselves to the rest of the group and share their special description.

Leaders Note:
This is an icebreaker activity designed to get everyone in the group to interact and be comfortable about sharing their personal experiences. Use it before some other Inner Space activities.
**FIND SOMEONE WHO...**

Find someone in your group who matches these descriptions. Fill in their name and other information on the form. Only use each person one time.

<table>
<thead>
<tr>
<th>Find someone who...</th>
<th>Name...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has at least 3 brothers &amp; sisters.</td>
<td>Their names</td>
</tr>
<tr>
<td>• Comes from a different island.</td>
<td>Island name:</td>
</tr>
<tr>
<td>• Plays on a sports team.</td>
<td>Sport:</td>
</tr>
<tr>
<td>• Likes to go fishing.</td>
<td>Where:</td>
</tr>
<tr>
<td>• Sings in a choir.</td>
<td>Favorite music:</td>
</tr>
<tr>
<td>• Helps his or her family recycle.</td>
<td>What they recycle:</td>
</tr>
<tr>
<td>• Plays a musical instrument.</td>
<td>Instrument:</td>
</tr>
<tr>
<td>• Has travelled beyond this island.</td>
<td>To where:</td>
</tr>
<tr>
<td>• Helps grow a family garden.</td>
<td>Likes to grow:</td>
</tr>
<tr>
<td>• Likes to read.</td>
<td>Favorite book:</td>
</tr>
<tr>
<td>• Helps to cook family meals</td>
<td>Special food:</td>
</tr>
</tbody>
</table>
ACTIVITY:

Families in Many Shapes & Sizes

PROCEDURE:

Before the meeting:

1. Read through the entire activity to determine if it is appropriate for your group.

2. Prepare the materials and room for the activity.

During the meeting:

1. Explain to the group that this activity will get them thinking about families. Tell them that each family is unique and they should feel free to share their version of a family with the other kids. Emphasize that even though families look different, every type of family is important.

2. Give the kids markers and paper. Ask them to draw a picture of every member of their family (including themselves) on the pieces of paper. Each piece should have one family member on it. Ask them to label each family member by name.

   (Keep in mind that the kids ideas of what a family is will differ according to their own families and how they define the term family. Some kids might include grandparents, foster parents, aunts and uncles, close friends, or a pet.)

3. When the kids have finished drawing, have them each arrange their family members into a family group. (Have them do this on a table or on the floor.) Tell them to move around the room and look at each other's families. Ask them to look at the different characteristics of families. They should think about their own families and how the members are similar to or different from other families.

   Continued inside...
TALKING IT OVER:

Have the kids get back into the large group and share what they discussed with their partner. Ask some of the following questions:

1. What are some of the most common ways families spend time together? Do some families set aside special time that is just for family activities?

2. Is it important for families to spend time together? Why or why not?

3. Do some of families set aside time to spend with members that you do not see very often? Describe some of these special times and whether you think they are important.

4. Think ahead to when you might be a parent. What are some ways that your family might spend time together?

5. Were you surprised when you thought about some of the work inside and outside the home that different family members do? Are there jobs that you wish you had more or less responsibility for?

6. Think ahead to when you might be a parent. What are some of the jobs inside and outside the home that you might be responsible for? What kind of things would you want your kids to be responsible for?

A publication of the Agriculture Instructional Materials Service (AIMS), of the Agricultural Development of the American Pacific (ADAP) Project. This leaflet may be reproduced for educational purposes, when doing so please acknowledge the ADAP Project.
ACTIVITY:
You Can Make It If You Try!

FOCUS:
Personal Goals

PURPOSE:
To develop the ability to set realistic personal goals.

MATERIALS:
- Markers/chalk
- Newsprint/chalk board
- Pencils
- Copies of the next three pages

SETTING:
A comfortable location with tables for individual and small group work.

TIME: 30 - 60 minutes

PROCEDURE:

Before the meeting:

1. Prepare copies of the following three pages for each of the kids in your group.
2. Read through the activity and think about examples of realistic and unrealistic goals appropriate to the age of your group.
3. Arrange the room for individual and small group work.

During the meeting:

1. Introduce the activity by talking about goals, using a few appropriate examples. Relate this to the story of Kimo as the three pages of worksheets are distributed to each person in the group.
2. Explain that since we are learning about personal goals it is important to take the time to individually think about and complete the worksheets. As the group leader you will circulate and be available for any questions.
3. When everyone has completed their work form small groups for discussion.

TALKING IT OVER:

Bring the entire group back together and ask general questions to be sure everyone understands. For example:

What are some reasons to set goals?
When is a goal not realistic?
Are short term and long term goals both important?

Continued inside...
Everything Takes Time

Goals can be classified according to the amount of time it takes to reach them:

* Short-term goals usually take a few days or weeks to accomplish. Give some examples of a short-term goal:

* Long-term goals usually take several months or years to accomplish. Give some examples of a long-term goal:

---

Set a short-term goal that you can accomplish in a week:

1. State your goal: ____________________________
   Decide whether it is realistic. If not, change it.

2. Identify the advantages of meeting your goal.

3. Identify your strengths and how you can use them to meet your goal.

4. List how people act when they are successful at this goal. Remember to act successful.

5. Evaluate your progress daily and make changes when needed. Don’t forget to pat yourself on the back.

Day 1 ________________________________________
Day 2 ________________________________________
Day 3 ________________________________________
Day 4 ________________________________________
Day 5 ________________________________________
Day 6 ________________________________________
Day 7 ________________________________________
ACTIVITY: Decisions, Decisions...

FOCUS: Decisions and Consequences

PURPOSE:
- To investigate reasons for making consumer decisions.
- To think about the consequences of decisions.
- To discover that achieving a goal can involve many good and bad consequences.

MATERIALS:
- Markers/Chalk
- Flip chart/Chalk board
- Copies of worksheets for everyone in the group.

SETTING:
Room with work space for individuals and small groups

TIME: 1 hour

PROCEDURE:

Before the meeting:

1. Prepare the room so that everyone will be able to work individually after you introduce the activity.
2. Make copies of the following three pages for each person in the group.

During the meeting:

1. Introduce the activity by explaining that all of us make decisions throughout our lives. As we get older, we need to make more and more decisions. Some of these decisions can be very important to our future.
2. Ask the kids to think about the decisions they have made in the past or the ones they will make in the future. Ask them to:
   - Name some decisions that are easy to make.
   - Name some decisions that are difficult to make.
3. Distribute the worksheets and ask each person to work on them individually. Circulate amongst the group to help with any questions.
4. When individuals are finished, let them choose 2-3 friends to form a group for sharing their answers.

TALKING IT OVER:

Bring everyone back together to talk about their worksheet answers and small group discussions. Ask the group to:

- Name some decisions you make by yourself.
- Name some decisions you make with other people.
- Name some decisions that affect only yourself.
- Name some decisions that affect other people.

Continued inside...
Now It’s My Turn to Decide!

Select a personal goal that is important to you. Think about some of the different decisions that will be needed to reach that goal. Then write as many consequences (both good and bad) that might result from each decision. Be prepared to talk about this with friends in your group.

<table>
<thead>
<tr>
<th>MY GOAL</th>
<th>DECISIONS I COULD MAKE</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>New pair of shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work at a neighborhood store</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule conflict with friends</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY:

When Others are Affected

FOCUS:
The consequences of personal actions

PURPOSES:
• To help the kids understand the affect their decisions have on people, things, and situations now and in the future.
• To give the kids the opportunity to practice the technique of “idea mapping”.

MATERIALS:
☐ Newsprint
☐ Markers
☐ Masking tape

SETTING:
Indoors.

TIME: 1 hour.

PROCEDURE:

Before the meeting:
Copy the sample idea map from the next page onto a piece of newsprint paper.

During the meeting:

1. Tell the kids they are going to look at how their actions affect people, things, and situations. Ask if someone will share an important action (or decision) they or another family member made recently. Ask them to think about how that action affected others in the family. Allow time for other examples or comments.

2. Divide the kids into groups of three to five. Tell them that each group will receive a paper with an example of an action or decision written on it. Their task is to create a drawing to show all the people, things, or situations which could be affected by that action. The drawing will link the effects together using a process called “idea mapping”. Show them the sample “idea map” you have prepared.

3. Give each group some markers, newsprint paper and their example. Ask them to define the situation and write it in the center of the sheet. Allow them 15 minutes to create an idea map showing all the possible consequences of that decision.

4. Ask each group to tape their map to the wall and explain it. After each group finishes, invite the others to suggest any other affects they can think of. Encourage all the students to join in the discussion.

5. Examples for idea mapping might include:
   • Sue drinks alcohol at a party then drives her car home.
   • Mr. Cook pours his used auto oil down the drain.
   • Ted sprays his garden with insecticide.
   • Tony burns his land so he can use it for farming.
   • Judy decides to drop out of school at age 16.
TALKING IT OVER:

When the groups finish discussing the mind maps, ask some of the following questions:

• How do you predict the effects of your actions?
• Did you include effects and consequences that might occur in the future?
• What does this activity teach you about actions and decisions?
• Who provides you with guidance when making decisions?
• Are there other times that idea mapping can be useful?

Sample Mind Map

A camper decides to cook his food over a fire. When he finishes cooking, he pours water onto the fire and leaves the area. However, the fire does not go out all the way and it starts a forest fire.

Air pollution

Trees destroyed

Fire

Grasses burn

New Growth

New Plants

Hurts lumber production

Animals hurt

People lose jobs

Many die

Soil Erosion

A publication of the Agriculture Instructional Materials Service (AIMS), of the Agricultural Development of the American (ADAP) Project. This leaflet may be reproduced for educational purposes, when doing so please acknowledge the ADAP.
ACTIVITY:

**Who Am I?**

FOCUS:
Self-awareness.

PURPOSE:
- To recognize how people define themselves by various qualities, actions, and relationships.
- To explore the different qualities the kids feel they possess and the different roles they fulfill.

MATERIALS:
- Paper and pencil (one per person)

SETTING:
A large room with space for the kids to work alone and spread out in pairs.

TIME: 30 minutes

PROCEDURE:

1. Explain to the group that this activity will start them thinking about themselves. Distribute the WHO AM I? sheet and ask everyone to complete it individually.

2. When everyone has completed the sheet, ask them to each choose a partner. Try to find someone who has not been their partner in another activity.

3. One member of each pair should be Partner A and the other should be Partner B. Tell them that A is going to ask B, “Who are you?” over and over for 2 minutes. Each time A asks the question, B should answer with whatever comes to mind. Partner A will write down each of B’s responses. After two minutes, Partner B will ask questions and Partner A will answer.

4. To get them started share some examples, such as:
   - Who are you? A student.
   - Who are you? A brother.
   - Who are you? A generous person.
   - Who are you? A baseball player.
   Tell the kids that 2 minutes might seem like a long time, but that they should keep trying to come up with different answers to the question.

TALKING IT OVER:

Have the kids sit in a circle and ask them to share their WHO AM I? answers and those their partner recorded:

1. Which answers describe qualities you have. What qualities do you think you will have when you’re 18?

2. Which answers describe what you do. Do you think these will be different in 2 (or 5) years?

3. Which answers describe you in relation to other people. Can you think of words describing who you might be in the future in relation to other people?
Ask yourself these questions. Write your answers in words or short phrases.

What is your favorite color?

What is your favorite song?

Who is your favorite singing star or group?

What is your favorite food?

What is your favorite television show?

What is your favorite movie?

What is your favorite book or story?

The questions below are a little harder. You may not be able to answer every question but you should try to answer most of them.

When you look in a mirror, what is the most pleasing thing you see?

What do you add to a group that no one else can add?

Name something special you can do with your hands better than anyone else you know.

Name something special you can do with your voice.

Name another person, besides yourself, who loves you for what you are.

What dream have you had that no one else has ever had?

A publication of the Agriculture Instructional Materials Service (AIMS), of the Agricultural Development of the Americas (ADAP) Project. This leaflet may be reproduced for educational purposes, when doing so please acknowledge the ADAP Project.
**ACTIVITY:**

**My Strengths and Weaknesses**

**FOCUS:**
Self-esteem

**PURPOSE:**
- To identify strong and weak personal qualities.
- To develop a plan to improve upon weak qualities.

**MATERIALS:**
- Newsprint
- Markers or crayons
- Strengths and Weaknesses Worksheet
- Pencils

**SETTING:**
A comfortable room where the kids can work privately.

**TIME:** 30 - 60 minutes

---

**PROCEDURE:**

**Before the Meeting:**

1. Prepare a sheet of newsprint with the list of words shown below. Review the words and be ready to provide definitions if asked by members of your group.

2. Make enough copies of the *Strengths and Weaknesses Worksheet* for each person.

**During the Meeting:**

1. Begin the activity by telling the kids that everyone has strengths and weaknesses, even those people we think could not possibly have any limitations. Ask if they can think of anyone they know who is really good at most things but has some limitations. One example you could share is Thomas Edison, who was an outstanding inventor although he was almost deaf.

2. Explain that in this activity they will have the chance to identify their own strengths and weaknesses. Put up the following words on a sheet of newsprint where everyone can see it:

   - Generous
   - Open-minded
   - Considerate
   - Humorous
   - Persistent
   - Enthusiastic
   - Dependable
   - Ambitious
   - Tactful
   - Intelligent
   - Loyal
   - Honest
   - Friendly
   - Patient
   - Sincere
   - Peaceful
   - Optimistic
   - Trusting
   - A leader
   - Cooperative

Continued inside...
IMPROVING MYSELF

Follow this strategy:

Select one quality you want to change about yourself. Then write a positive goal statement based on what you want to change. In other words, what new strength will you have if you change this weakness?

Goal Statement

1. Identify whether your change is a realistic one.
   If not, choose another weakness from the list you made.

2. Identify the advantages of making the change you identified.

3. Look at the group of strengths you have that will help you make your change.
   Figure out how to best use these strengths. Write down your plan.

4. Describe how you will act after you make this change. Start acting this way now!

5. Evaluate your progress once a week. Identify changes that are needed. Don't forget to pat yourself on the back.

End of week 1

End of week 2

End of week 3

End of week 4

How did you do?
A Publication of the Land Grant institutions of the Pacific:
American Samoa Community College (ASCC), College of Micronesia (COM), Northern Marianas College (NMC),
University of Guam (UOG), and University of Hawai'i (UH),
through the Agricultural Development in the American Pacific (ADAP) Project. Funded through the USDA Cooperative State Research, Education, and Extension Service, Grant #94-38826-0179

ADAP Directors:
Salei'a Afele-Fa'amuli, ASCC
Chin T. Lee, UOG
Anita Suta, COM
Ismael Anastacio, NMC
Harry Yamamoto, UH

Agriculture Instructional Materials
ADAP 95-7

PACIFIC ISLANDS SPACES

AIMS 4-H Work Team Participants:
Tavita Elisara, ASCC
Ismael Anastacio, COM
Ed Demers, NMC
Ted Iyechad, UOG
Rose W. Saito, UH

Compiled by:
Michael T. Harrington, AIMS Coordinator

All rights reserved. Parts of this publication may be reproduced for educational purposes. When doing so please credit the Land Grant institutions and ADAP Project.

For additional copies, contact:
AIMS
ADAP Project
University of Hawai'i
3050 Maile Way
Honolulu, HI 96822
Tel: (808) 956-5294
Fax: (808) 956-3618