KIWA
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Nature-based solutions for climate resilience

JULY 2025

Working with Nature for Community Climate Adaptation

A guide for facilitating community discussions on Nature-based Solutions in Pacific Islands

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Introduction

Purpose of this guide

This guide is for starting conversations about the strengths of nature in adapting to challenges of climate change. The guide started with a wish by organisations working in conservation, agriculture, and community adaptation to climate change to help communities understand "nature-based solutions".

The guide reminds facilitators and participants that nature-based solutions are just a modern way of describing how life has always been, how the functioning of nature has always supported us. Some things we have not forgotten, but for other things we need reminding how to remember and reconnect.

The thinking and ways of working shown through the images in this guide are starting points in a conversation about remembering the ways older than modern thinking and remembering that communities in the Pacific have always been resilient through their relationships with natural systems.

The images are a starting point in conversations to help share these ways between generations in a community, and remembering how essential it is to live in ways that are positive for nature.

Who is this guide for?

This resource is for anyone supporting communities to adapt to the impacts of climate change, particularly through nature-based solutions. It is especially designed for facilitators, educators, local leaders, and community-based organisations across the Pacific who are looking for simple ways to start conversations about how communities can work with nature to build resilience to climate change.

While the guide was initially developed through collaboration with Kiwa-funded partners, it has been shaped for a broad use across many different contexts. It can support early-stage community engagement, help deepen understanding of nature-based solutions and generally support discussions about the role of nature in the community.

Users of this resource do not require in-depth technical knowledge of nature-based solutions. However it is advised that facilitators build a base level of knowledge through the additional resources provided for each chapter.

How to use the
Facilitation Guide
Right Story – Wrong Story

This approach of this guide is inspired by the following quote about the universe as an emerging story:

> 66 We are the first generation to learn the comprehensive scientific dimensions of the universe story...**The great discovery of contemporary science is that the universe is not simply a place, but a story — a story in which we are immersed, to which we belong, and out of which we arose...** For just as the Milky Way is the universe in the form of a galaxy, and an orchid is the universe in the form of a flower, we are the universe in the form of a human...
>
> Brian Thomas Swimme and Mary Evelyn Tucker, *Journey of the Universe* (New Haven, CT: Yale University Press, 2011), 1–2.

Presenting nature-positive actions as one story among countless universal stories reduces the jargon. We are talking about stories of working with nature, and all people like to think about and tell stories.

As we will be facilitating the telling of stories, the guide uses the **Right Story-Wrong Story** approach inspired by thinking from author Tyson Yunkaporta:

> 66 Right story is not about objective truth, but the metaphors and relations and narratives of interconnected communities, living in complex contexts of knowledge and economy, aligned with the patterns of land and creation. **Right story never comes from individuals, but from groups living in right relation with each other and with the land.** Wrong story, wrong way – this means unilateral or unbalanced ritual, word and thought. Wrong story is stories made by individuals or corrupt groups separated from land and spirit.
>
> *Right Story, Wrong Story: Adventures in Indigenous Thinking*, Tyson Yunkaporta

Thinking about Right Story-Wrong Story and Nature-Positive actions:

When facilitating the sessions about the different nature-positive ways, here are four points[1] to use to guide community discussion about Right Story-Wrong Story for each of the specific topics. These four points are a way for participants to make some decisions about hopeful options and actions they want to take.

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about _____
[insert nature-positive action, like coastal protection]:

- *These are the things that we know are Right Story for nature and* **we want to take with us** *to the future.*

    Having proper waste management in the community protects the coast from litter and pollution.

- *These are the things that we know are Wrong Story for nature, and* **we shouldn't take them** *into the future.*

    Building poorly placed seawalls & letting pigs graze on the beach.

- *These are the things that we know are Right Story, but we stopped doing and* **we need to bring them back to help us** *in the future.*

    Protecting and restoring mangroves.

- *These are the things that we know are Right Story for nature, but* **we can't take them with us** *to the future because there has been too much change so we will remember them in our stories and culture.*

    Traditional fish traps which once dissipated storm surges. Now the fishermen use different techniques, as the fish populations on inshore reefs has declined.

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1 Dougald Hine, *At Work in the Ruins: Finding our place in the time of science, climate change, pandemics and all the other emergencies, Chelsea Green*, 2023

General points about using this guide:

- The drawings and the information in the facilitation notes are not a detailed training, but a way to begin a conversation or story about nature-positive actions for climate change adaption, and to influence engagement and action by the group.

- This guide is for facilitators who feel comfortable engaging with communities and can adapt the suggested activities to suit local ways of sharing, learning, and reflecting. While it was developed with input from Kiwa partners, it is designed for anyone supporting community conversations about how working with nature can strengthen resilience to climate change.

- It is assumed that facilitators know the communities well, and are aware of technical information about local ecosystems, nature conservation opportunities, etc. A close connection with the community will result in greater influence and engagement by the community with the material in this guide.

- It is assumed that the facilitators are familiar with the ecosystems and specific nature-positive actions related to their project, so they can answer specific technical questions during the facilitation session. If facilitators are unsure, then they should review all the technical information listed for each topic as part of their preparation.

- The drawings are to help start a general discussion. Facilitators are encouraged to prepare photographs or video for any specific nature-positive information or examples (such as photographs of examples of agroforestry plots). The links provided to more information on each topic are helpful for this.

- The drawings can be used in any order, and facilitators can select just the topics that are relevant to the participants. We suggest that every session start with the first 5 introduction drawings and discussions.

Session outcomes:

There are three general outcomes for each session:

1. The participants are interested and engaged in the topic.
2. The participants have been able to ask questions and discuss their Right Story-Wrong Story context.
3. The participants have committed to some actions.

The facilitation guide has been written to follow a similar pattern for facilitation instructions and ideas for each image:

- The discussion image
- Statement of three session outcomes
- Right Story-Wrong Story discussion prompts
- Ideas for including local, traditional or Indigenous knowledge
- Technical information summary points, with links to other resources for more information
- Documenting group decisions for actions.

Session timing:

Each session is based on participant discussion, so allow enough time for this. Each session on nature-positive actions concepts should be a minimum of 30 minutes to one hour in length. The sessions on specific nature-positive actions can be longer, depending on community interest and energy for discussion and making decisions for future action.

Participant selection:

Each session can be implemented as an open community discussion, so select a time that is convenient to most in the community (after church, at a weekly market, etc). Try to ensure that there is representation of the whole community, including men, women, youth, people with disabilities, elders, leaders.

It might also be helpful to form a specific group, or work with an established group or committee, in the community to work through the discussion sessions. Try to ensure that this group includes people that represent all the different perspectives in the community.

Spotlight ideas:

There are three important ideas that we want to encourage you to include in the facilitation of all sessions. We are calling these ideas "spotlights" – so you can remember to shine a light on them!

The ideas are:

1. In some communities using nature-positive actions requires **encouraging behaviour change.**
2. **Preserving and sharing local Indigenous and traditional knowledge** is essential for successful implementation of nature-positive actions.
3. We know that climate change affects different people in different ways, with women and children sometimes affected more than men, so we need to **talk about inclusion and power**.

In each of the sessions you will find suggestions on how to encourage thinking about and discussion of these three important areas.
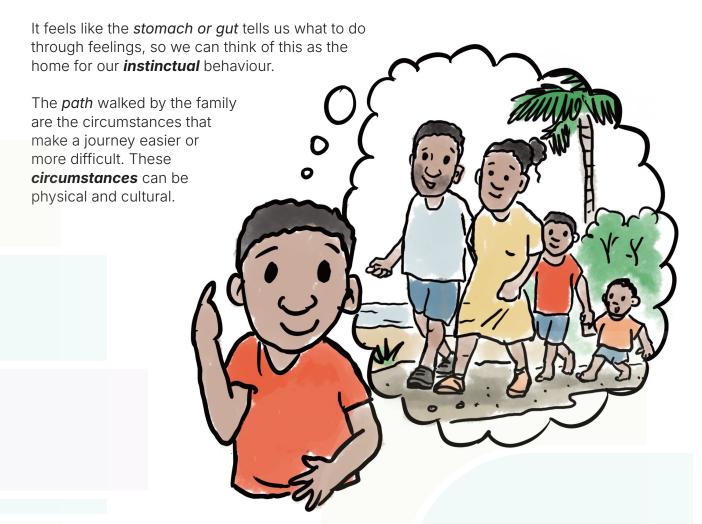
Spotlight 1:
Thinking about behaviour change
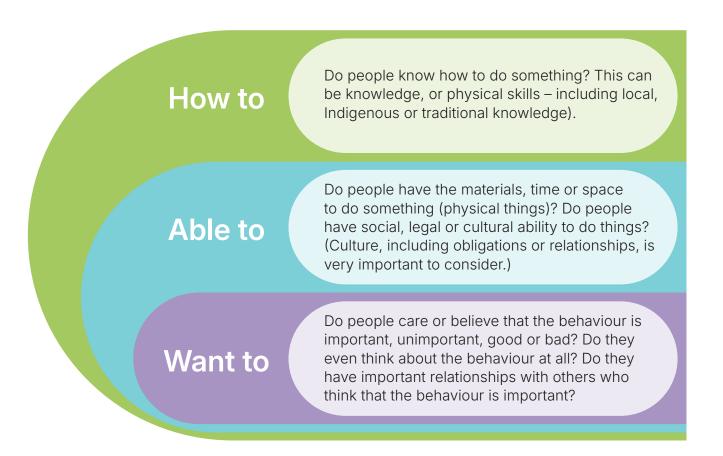
In some communities, using nature-positive actions requires encouraging behaviour change. Behaviour involves actions we can see, but the reasons for the behaviour are often unseen. There are many interconnected reasons for behaviour. One way to think about it is:

1. **Deliberate** behaviour – something that is done after thinking about it
2. **Instinctual** behaviour – done without too much thinking
3. **The circumstances** that make it easier or harder to do a behaviour.

It seems like the *head* is where do a lot of thinking, so we can think of this as the home for our ***deliberate*** behaviour.

It feels like the *stomach or gut* tells us what to do through feelings, so we can think of this as the home for our ***instinctual*** behaviour.

The *path* walked by the family are the circumstances that make a journey easier or more difficult. These ***circumstances*** can be physical and cultural.

To influence behaviour change it helps to explore the deliberate behaviour, instinctual behaviour, and circumstances a bit more deeply. These three things all come from an interaction of **knowing how to**, **being able to** and **wanting to** do something.[2]

How to

Do people know how to do something? This can be knowledge, or physical skills – including local, Indigenous or traditional knowledge).

Able to

Do people have the materials, time or space to do something (physical things)? Do people have social, legal or cultural ability to do things? (Culture, including obligations or relationships, is very important to consider.)

Want to

Do people care or believe that the behaviour is important, unimportant, good or bad? Do they even think about the behaviour at all? Do they have important relationships with others who think that the behaviour is important?

During any community discussion it helps to think about what things might be deliberate or instinctual thinking, and what things might be helping or stopping an individual or community knowing how to, being able to, and wanting to take action.

This chapter is only introducing you to the concepts. Below is a table of some ideas for influencing "how to", "able to" and "want to". These are just suggestions to help you start to think more about behaviour change for strengthening nature-positive actions in the context of each community. Use your own curiosity, knowledge and imagination to take these ideas further – but remember, significant behaviour change work takes time to talk, listen, learn and then develop specific ways to influence a specific behaviour. It is worth taking time to learn more about this in promoting nature-positive actions.

2 Based on the Capability, Opportunity and Motivation framework in Michie, S. Atkins, L. West, R. *The Behaviour Change Wheel, A Guide to Designing Interventions*, 2014

How to...	Activities
Knowledge and skills	Education and skills sharing about nature-positive actions – which could be practical training, and/or inter-generational sharing of knowledge and skills, or sharing knowledge and skills through links to experts. This is one of the easiest activities to do and is often why there are so many "training" programs!

Able to...	Activities
Resources	• Support communities to connect in bioregions (watersheds) to talk through and make joint decisions and plan to share resources for ecosystem use and restoration through nature-positive actions at the bioregional level. • Support communities to connect with existing planning tools or approaches that help them document their community-led planning and resource needs, which then inform support actions of government or NGOs *(e.g. ward plans, district plans, community resilience planning, etc, related to climate change adaptation).* • Link the community to different resource providers *(e.g. government nurseries for plants for riverbank restoration).* • Support the community to map out alternative ways they can meet their economic needs while nature-positive actions are becoming established *(e.g. paying communities for labour to care for replanting sites, or removal of dominant or invasive species).* • Support communities with temporary materials while nature-positive actions are becoming established *(e.g, stabilising a slope with agricultural cloth while tree saplings mature).*
Cultural values or expectations	• Community discussion on their shared values and vision for the future that provides a common foundation for changing behaviour *(e.g. community resilience planning, or Right Story-Wrong Story actions in this guide).* • Leadership makes a decision that changes the rules of behaviour *(e.g. creating tambu areas for fishing or harvesting timber).*

Want to....	Activities
Beliefs	• Community leadership facilitates discussion about traditional beliefs and stories relevant to the behaviour *(e.g. revival of traditional ceremonies or events that highlight connection to land or water or totem species).* • Church leadership endorses or says that the behaviour is appropriate and good *(e.g. sermons or studies about creation care).* • Education or persuasion by respected outsiders (government, NGOs, specialists) to create more positive beliefs about desired behaviour, and negative ones about undesired behaviour (*e.g. facilitating discussions about nature-positive actions like in this guide!).* • Set up models or demonstrations to show that the new behaviour works *(e.g. comparisons of nature-positive farming with conventional farming).*
Relationships	• Community leaders and household leaders use persuasion, rewards and rules to encourage positive thinking about the desired behaviour and negative thinking about the undesired one. • Community leadership does the new preferred behaviour to influence others to do the same. • Strengthen peer influence and provide ways for diverse voices to share ideas *(e.g. champions for nature-positive approaches in women's groups or youth groups influence their relatives and friends, providing ways for people living with disability to share).*

Spotlight 2:
Local, Indigenous and Traditional Knowledge
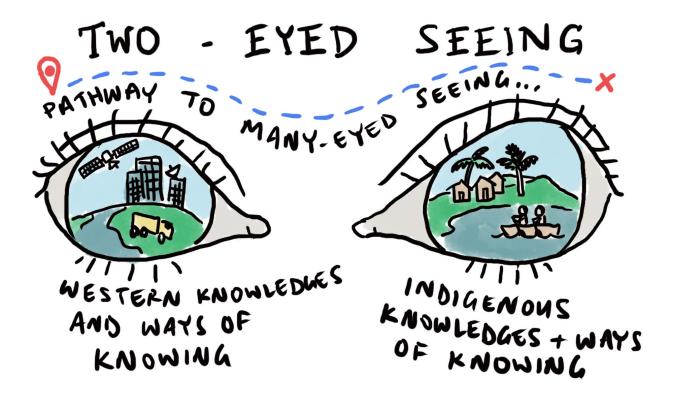
Everything that lives (or has lived) is part of our ecosystem – including humans. All life is nature, and nature is interdependent in ways we can see and ways we don't yet know how to measure or talk about. Preserving and sharing local Indigenous and traditional knowledge is essential for successful implementation of nature-positive actions that support community resilience. Traditional knowledge is also important in influencing behaviour change.

Traditional approaches to ways of knowing usually integrate concepts such as being, knowing, identity, time and space in ways that look at the whole system (not just parts), and the relationships between all things. Indigenous or traditional ways of working are all complex systems thinking – where everything is in emerging relationship to everything else. Local, Indigenous and traditional knowledge cannot be separated from the nature-positive action, or nature-positive actions, because the land or sea is not an object, it is part of the overall relationship between all life in a place.

Due to its ever-evolving nature, traditional knowledge can be adapted to suit present needs. The community participants and facilitators continually "walk" a path that moves between the intersection of Western and Indigenous knowledge, or the intersection of existing knowledge and curiosity for new knowledge. There is no beginning or end, just an ongoing relationship. Being aware of this can promote respect and dialogue that finds "bridges" between different ways of knowing and sparking curiosity.

This has been described as "Two-eyed seeing." Mi'kmaq Elder Albert Marshall has developed this metaphor for negotiating between two cultures. It requires *"learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing, and to use both these eyes together, for the benefit of all."* Common ground can be found between the "different scientific knowledges" of Indigenous and Western science within a co-learning, active and inclusive environment.[3] "Two-eyed seeing" can be essential for successful engagement with nature-positive actions being promoted through local projects.

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3 Bartlett, C., Marshall, M., & Marshall, A. (2012). Two-eyed Seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream. Image source: https://rwok.ca/news/2020/11/7/dialogue-4-resources-for-further-reading?rq=two%20eyed%20seeing

When facilitating the sessions in this guide, we need to ask ourselves often: "**Whose knowledge is being under-valued in this discussion?**" Opening our curiosity and ways of knowing means talking about the enduring effects of colonialism and making space for diverse forms of understanding around what it means to "live well". In many communities, traditional or Indigenous knowledge that is part of nature-positive living is fragmented, so the discussion of nature-positive actions during the sessions in this guide provides opportunity for communities to identify, revive and collectively strengthen traditional nature-positive cultural practices for climate resilience.

In each session there are some simple points to help guide discussions to include local, Indigenous and traditional knowledge. These are just suggestions to help you start to think more about doing this in the context of each community. Use your own curiosity, knowledge and imagination to take these ideas further!

The facilitation of the sessions in this guide nurtures curiosity and the sharing of knowledge through a process that can be called "idea linking", where participants continually build on their initial thoughts and knowledge as they engage in the activities. This process is a nurturing process that can help participants be more open to hearing others' opinions, even if they are different from their own. It also helps to break down any assumptions or misunderstanding from the use of jargon words, such as 'nature-positive actions'!

The facilitation process should also try to gently nudge the boundaries of existing community knowledge through sparking curiosity. So, the integration of community-led talking about local, Indigenous and traditional knowledge in each session can help link ideas from climate science with community knowledge and priorities.

Participants of an Indigenous Knowledge Leadership Programme in Katangan, PNG, share and practise traditional weaving skills, strengthening cultural identity and community resilience.

Source: Live & Learn Environmental Education

Spotlight 3:
Inclusion and power

We know that climate change affects different people in different ways, with women and children sometimes affected more than men.

- Women are often dependent on natural resources for their livelihoods – for example, reliance on small-scale or subsistence farming. Women undertake most of the unpaid domestic labour, including collecting food, fuel and water. Climate change affects all these activities negatively.

- People with disabilities and the elderly are even more acutely impacted by extreme weather events.[4]

- An estimated 90 per cent of the burden of diseases attributable to climate change is borne by children under the age of 5.[5]

- In climate-related disasters immediate priorities such as water, food and financial insecurity increased risks to young women of transactional early marriage and transactional sex to access these resources.[6]

Here are some principles to consider inclusion and power in the facilitation of sessions in this guide. These principles are general and are not a gender and social inclusion training. For helpful information on gender and social inclusion and human rights in nature-based solutions projects see the Kiwa resources here:

Kiwa Resources on GEDSI and Human Rights for NbS Projects

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4 https://iwda.org.au/assets/files/IWDA-Climate-Change-Policy-Position-Paper-UPDATED-NOV2021_V3.pdf

5 UNICEF, 2021. The climate crisis is a child rights crisis. Introducing the Children's Climate Risk Index.

6 Murphy N, Rarama T, Atama A, et al. Changing climates, compounding challenges: a participatory study on how disasters affect the sexual and reproductive health and rights of young people in Fiji. BMJ Glob Health 2023;8:e013299. doi:10.1136/bmjgh-2023-013299

Six Lessons of Do No Harm[7]

The facilitation of these sessions should **do no harm**. This means recognising that the things we do in a community based on this guide are not neutral. Our actions *will* affect the relationships within the community. We have a minimum obligation to pay attention to these dynamics so that we do not unintentionally make anything worse. We should think about this in the following ways:

1. **When any activity enters a community, it becomes part of the community** *(gender-sensitive analysis may give a richer picture of the context).*

2. **Every situation is characterized by two sets of things or people: Dividers and Connectors** *(Dividers and Connectors affect gender groups differently and are linked to gendered power relations).*

3. **Any activity will interact with both Dividers and Connectors** *(and with gender dynamics within the context).*

4. **There are predictable patterns by which activities interact with potential conflict.** *(These patterns need to be analysed from a gender perspective.)*

5. **The details of an activity matter.**

6. **There are always options for adapting or changing an activity to improve.** *(Changing program details can enhance inclusiveness of your programming.)*

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7 Adapted from Garred, Michelle, Charlotte Booth and Kiely Barnard-Webster with major contributions from Nicole Goddard, Ola Saleh, Muzhda Azeez and Katarina Carlberg. "Do No Harm & Gender." Guidance Note. Cambridge, MA: CDA Collaborative Learning Projects, 2018.

Dividers *are things that:*

- increase tension or divisions between groups of people
- increase suspicion, mistrust or inequality in a society.

Connectors *are those factors that:*

- bring people together, inclusive of differences
- increase trust, collaboration and equality in a society.

In the facilitation of the sessions in this guide we want to encourage connectors and be aware that we don't make any dividers worse.

Patterns of behaviour – conflict and gender dimensions
Our work always affects Dividers and Connectors in the community. Every action that we take, and every sentence that we say, communicates a message about who and what we value. The chart below summarizes some common patterns of behaviour in relation to RAFT, an easy-to-remember acronym for the key principles of Respect, Accountability, Fairness and Transparency.

While facilitating different sessions in this guide, regularly reflect on this table to help you observe any negative or positive patterns of behaviour during or after the sessions. If you observe positive patterns, then keep on doing what you are doing! If you observe negative patterns, pause and try to understand why and adjust if you can.

Negative Patterns of Behaviour	RAFT	Positive Patterns of Behaviour
• Competition • Perceived superiority or inferiority • Suspicion • Anger and aggression • Indifference	**Respect**	• Cooperation and collaboration • Interdependence and partnership • Trust • Calm • Sensitive to local concerns of women, men and SGMs
• Claiming powerlessness • Impunity • Arms, power, dominance • Threats and intimidation • Silence of the majority	**Accountability**	• Taking positive action • Responsibility • Rule of law, non-violence, no tolerance for harassment • Physically and emotionally safe environment for collaboration • Majority defends minority rights
• Different values for different lives • Ignoring rules • Unfairness • Opportunities and rewards based on gender • Exclusion of family caregivers	**Fairness**	• Recognised value of every individual • Following rules • Fairness • Agency of gender groups equally recognised • Opportunities based on needs for equal access • Rewards based on capacities • Family-friendly arrangements
• Closed (to some, e.g. only one gender group represented) • Decision making process unknown • Decisions made behind closed doors • Hide information • Unspoken barriers to advancement *Lack of transparency contributes to all the above behaviours*	**Transparency**	• Open (to all, with proactive measures to ensure equal participation) • Decision making process shared • Decisions made in open forums • Share information • Rules of advancement are clear to all *Transparency contributes to all the above behaviours*

Inclusion in discussions

Different knowledge about interconnection and interdependence with nature is held by different knowledge holders – women may have different knowledge to men. Make sure you are familiar with the most appropriate ways in the community to discuss these things.

Make sure that discussions are organised in a way so that everyone who wants to be present can access the discussion and is comfortable to speak. This might mean choosing different types of locations for discussions, holding them at times that are best for availability of all participants, and sometimes separating into smaller groups (men, women, youth, etc).

Be mindful of any strong kind of representation of other voices. Examples of this can be elders speaking for youth or husbands speaking for wives. In every culture there is always a balance of relationship dynamics and roles, and facilitation needs to respect this. But also notice if any voices or perspectives are not being shared and find appropriate ways to get input from these voices (which could be small discussions away from the large group, individual chats, observations, etc).

Women in Pangaimotu, Tonga, gather in a dedicated space to share traditional weaving skills, creating an environment where women's knowledge can be heard, valued, and passed on.

Source: Live & Learn Environmental Education

Considering loss and trauma

Adapting to climate change is something communities have been doing for some time now. The adaptations they have already had to make might have involved difficult and traumatic trade-offs that include physical, cultural and spiritual loss. This experience of loss or trauma will be different for different people or groups. For example, youth with access to climate change science information can feel overwhelmed sometimes and wonder if there is a future for them. Women farmers may be feeling the stress of trying to grow food for the family with increasingly difficult conditions (too hot, too wet, more pests, etc). Communities with a strong connection to the sea may be grieving ongoing bleaching of their coral reef.

Each of the images in this guide has been presented in a positive way, with a focus on building strengths, but every facilitation session needs to be respectful of any loss and struggle that is already being managed by the community. Most of the facilitation activities are discussions based on the information in the images. In these discussions it is important to allow enough time for participants to explore the ideas. It is important to feel confident in being able to hold the space for participants to talk about their loss or trade-off decisions openly, without experiencing judgement for past decisions (such as being forced to log part of their water catchment due to urgent cash needs).

The discussions about nature-positive actions can provide communities with more hopeful options for future decisions.

List of Discussion Images

Concept/Topic	Description	Page	Code
Introduction 1: *Interdependence*	Shows the interconnection and interdependence of all natural systems. Highlighting interdependence of humans with ecosystems.	25	IN1
Introduction 2: *Living with climate change*	How being nature-positive helps with the challenges of living with climate change.	32	IN2A+B
Introduction 3: *Right Story-Wrong Story*	Introducing the Right Story-Wrong Story framework for discussing how community has been working with or against nature.	39	IN3
Introduction 4: *Nature-Positive actions and time*	Discussion of natural systems and ecological time: how some of them are quick (days, weeks, months) and some are slower (years, decades).	45	IN4
Introduction 5: *Community action*	Absorb, adapt, and transform approach to talking about community actions that are nature-positive.	48	IN5
Nature-Positive: *Watersheds/Catchment Care*	Discussion about the Right Story-Wrong Story actions that benefit or harm watersheds and water security.	54	NP1A+B
Nature-Positive: *Agroecology – Nature-Positive farming*	Introducing Agroecology as a process of food and ecosystem resilience, not just a different type of farming.	65	NP2
Nature-Positive: *Soil Health*	Discussion about the Right Story-Wrong Story actions that shows the importance of soil for life, and how to care for soil.	72	NP3

Concept/Topic	Description	Page	Code
Nature-Positive: *Restoring Balance (Invasive Species)*	Discussion that shows impact of a dominant species (rats, cats, vines, other plants), and how actions to reduce dominance restore diversity.	81	NP4
Nature-Positive: *Coastal protection*	Discussion about the Right Story-Wrong Story actions that shows how coastal protection and restoration can be done through natural processes.	90	NP5A+B
Nature-Positive: *Systems - Ridge-to-reef*	Explores the interconnections between all systems using a "ridge-to-reef" lens – showing impact on water catchment, soil quality, mangroves, coral reef, ocean.	101	NP6
Nature-Positive: *Fish management*	Discussion that shows how protecting coastal fisheries through working with nature is crucial for the well-being of Pacific Island communities.	109	NP7
Nature-Positive: *Disaster Preparedness*	Discussion about how nature can support community preparedness and response to fires, droughts, floods, and storms.	118	NP8
Nature-Positive: *Livelihoods*	Discussion about how livelihoods in Pacific communities are deeply interconnected with the ecosystems where they live.	127	NP9
Nature-Positive: *Community conservation*	Discussion on the benefits of protected areas managed and owned by the community, integration of traditional and Indigenous knowledge.	134	NP10

Introduction Sessions – Images 1-5

Facilitators should plan to do all five introduction sessions with the community participants.

These five sessions introduce some important concepts in thinking, or remembering, about working positively with nature.

The sessions can be done in any order, though we have presented them in an order that we think is most useful for leading into sessions on discussing specific nature-positive actions. This order is:

Introduction 1: Interdependence

This discussion explores understanding of interconnections in nature, and the interdependency of all life.

Introduction 2: Living with climate change

This discussion explores the reality of living with rapid climate change.

Introduction 3: Right Story-Wrong Story

Communities are always having to negotiate "trade-offs" between different types of actions. Right Story-Wrong Story helps communities talk about these trade-offs, the passing of knowledge through generations of leaders, and how to discuss their options and make collaborative decisions that are Right Story, for now and for future generations.

Introduction 4: Nature-Positive actions and time

Nature is a process based on principles of interdependence for life that contains uncountable activities. Sometimes nature is fast, and sometimes it is slow. The benefits of working with nature do start immediately and can continue to grow and strengthen over long periods of time. But because ecosystems are complex interconnections, working with nature can have unexpected benefits and challenges that we only learn about as time goes on.

Introduction 5: Talking about community actions

Introduces the Absorb (palm tree), Adapt (crab) and Transform (butterfly) framework for planning nature-positive actions the community wants to make.

Introduction:
Interdependence

IN1

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are engaged in talking about connections and interdependence.

2. The participants have been able to ask questions and talk about connections and interdependence in their place.

Facilitation ideas:

Introduction

This discussion explores understanding of interconnections in nature, and the interdependency of all life.

The universe, earth ecosystems, communities, our human-made systems, the bodies and minds of all living things are systems made up of billions of **interconnections** – like knots and links in a fishing net. A complex system is strong when there are a diversity of knots and links in the net. Resilience is found in diversity. Healthy natural systems are rich with diversity, which makes them strong.

Healthy natural systems are more than just interconnections though. There are many examples of connections that are vital – the connected things only exist through complete reliance on each other (**interdependence**). Examples include all plants and soil, trees that produce air for humans, plants that clean water so that animals and humans can drink. Knowledge about interdependent connections is held by many people in a community and is often passed from generation to generation through talking together or watching elders.

Facilitation ideas:

1. Referring to the picture, ask the participants to discuss what natural systems in their place they are completely dependent on.

2. Get the participants to draw some of their most important nature interconnections on the version of this picture with blank squares.

3. Give the participants a set of the cards (or several sets if you have a big group) and a large piece of paper. Have them draw all the connections they can think of. They can also label connections where the things always rely on each other (interdependent). See how many connections they can identify. Check if they include humans in the drawing.

Ideas for including local, traditional or Indigenous knowledge:

- The picture shows an older person and a child. Ask the participants to discuss how knowledge about natural systems in their place are shared between generations.
- What can they do to strengthen the sharing of knowledge and skills between generations?
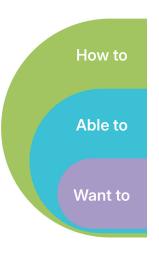
See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about behaviour change:

- **HOW TO:** Encourage elders to share their thoughts about how the community has always been interdependent with the land and ecosystems.

- **ABLE TO:** Encourage community discussion on their shared values about interdependence.

- **WANT TO:** Encourage community leadership to promote the importance of interdependence for community well-being.

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

How to

Able to

Want to
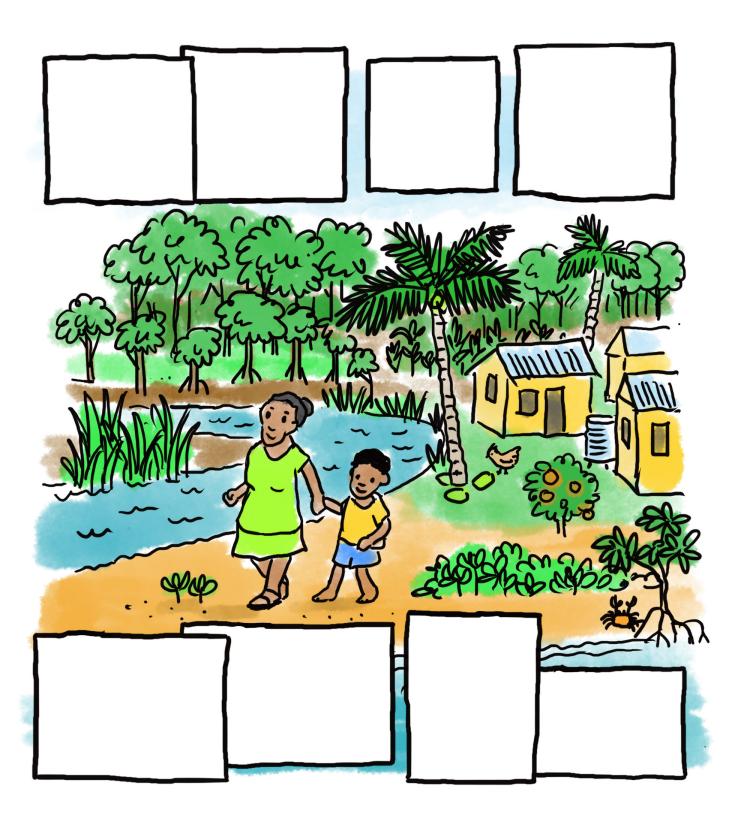
Ideas for inclusion and power:

- If participants worked on their own interconnections diagram, see if they included 'people' or 'community'. Ask the participants to break that down into more diverse terms, like 'elders', 'youth', 'people living with disability', and discuss whether any of the connections might be different.

- There are two people in the drawing, a woman and a child. Think about the connections that they have with other people in the community who are not shown in the drawing.

- Think about the different connections that the woman might have with the environment compared to the child.

  - Are there any special connections that they have with the environment that other people do not have?

  - Are there any connections that some people might have but other people might not have?

See **Spotlight 3: Inclusion and power** (page 17) for more information and ideas.
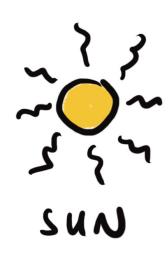
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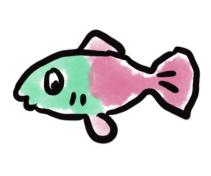
Cards for Web of Life game

VEGETABLE	MONEY
SUN	FISH
COCONUT	RAIN

INSECT

PIG

SOIL

TARO

CHICKEN

RIVER
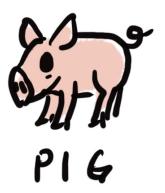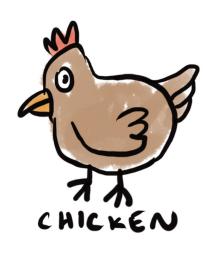
IN2A

This discussion explores the reality of living with rapid climate change. Living with climate change is different from country to country and community to community. Communities in the Pacific Islands already have a long and deep lived experience of adapting to rapid change (volcanoes, storms, etc) and slower changes to living systems over thousands of years. The challenge facing us all now is that changes to living systems are occurring much quicker than lived experience, and many of the rapid changes are much stronger than they have been in the past (for example, multiple strong cyclones in a single season). Some communities are just starting to notice small changes now in weather patterns or sea level. Other communities have been adapting to weather extremes (drought, storms) and repeated damage to the ecosystems they live in.

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about how nature-positive actions can help them with their climate change adaption needs.

2. The participants have been able to ask questions and talk in a general way about their experience and questions about nature-positive actions for climate change adaptation in their place.

3. (Optional) The participants have decided which nature-positive actions they would like to learn more about from the list in this tool.

Facilitation ideas:

Introduction

Using the words "nature-based solution" can be confusing in communities, as the English words seem to mean that nature is something that can be applied like a sticking plaster to a wound. Communities already have a deep understanding of their own elements of resilience, unique to their culture and the place in which they live. From knowing the signs of bad weather, to reliable wild food sources during a disaster, or sustainable fishing methods, this is knowledge they have held in some ways for countless generations. This is why this guide uses the word "nature-positive".

But the climate is now much more variable than traditional knowledge has experienced before, with extremes in heat, wet, drought, and natural disasters occurring more frequently. This is putting pressure on the existing resilience and adaptation skills of communities. There are also pressures to utilise natural resources (land, trees, fish, etc) to meet economic needs like education, health and recovery from natural disaster.

So, ways of working with nature that were part of community life will now need to be more intentional and supported. Ecosystem degradation needs to be turned into a focus on ecosystem restoration.

"Nature-positive actions" simply means choosing a course of action that is a natural system that benefits both people and the planet. The term came from a shift in thinking in Western countries that was a move away from conserving nature alone, to remembering that people have always been part of nature, and are guardians and caretakers of many natural systems.[8]

Facilitation ideas:

This activity is a short introduction for the community to talk about their current story with climate change challenges, and to start highlighting some nature-positive actions that strengthen climate change resilience.

1. Refer to the picture and get the participants to discuss the different actions that are happening. There are 7 specific nature-positive behaviours that help in living with climate change. See what the participants can identify without you prompting them, and what things they don't see in the picture. Then share information about the things that they don't know about.

2. After the discussion about the picture, get the participants to talk about whether they are doing any of these things (the ones relevant to their ecosystem). Then get the group to come up with the words they want to use in their language that mean nature-positive or nature-based solution.

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8 Bioregional Weaving Labs: 2022 Insight Report, Müller, K., Macků, V., Percey, E., Alves, J. / Ashoka NL

1. Covering soils to protect them and keep them moist.

2. Restore or protect naturally occurring mangroves for coastline protection from storm surges, and to provide habitat for seafood.

3. Riverside (riparian) planting with indigenous trees and grasses to stabilise riverbanks to shade and protect the water and reduce erosion and flooding.

4. Removing invasive species to restore balance and biodiversity.

5. Intercropping and food forests to increase soil fertility, reduce temperatures, remove need for artificial fertiliser, and provide diversity in food supply.

6. Protecting/saving natural forest and other vegetation types to protect the watershed, maintain the water cycle, absorb carbon and provide fresh air.

7. Beach vegetation to reduce beach erosion and impacts of rising waters and storms.

Atoll islands

1. Beach (littoral) planting and maintaining indigenous plants to moderate shoreline erosion.

2. Coral reef rehabilitation to enhance fish stocks and surge moderation.

3. Managed fishing areas to combat fish stock loss and maintain healthy reefs.

4. Covering soil and agroforestry to stop water loss during dry periods.

5. Raised garden beds to avoid salination.

6. Replanting of woodland to counter loss during disasters and encourage biodiversity. Stop burning of vegetation to maintain lower temperatures and preserve the water table.

7. Using animal and plant waste for compost.

8. Restore or protect naturally occurring mangroves in lagoons to stop silting and encourage marine life.

Where to find more information:

Pacific Climate Change Portal	Central hub for climate change resources in the Pacific.	https://www.pacificclimatechange.net
Country Profiles	Climate data and information by Pacific country.	https://www.pacificclimatechange.net/country
PCCC E-Learning Platform	Online training provided by the Pacific Climate Change Centre.	https://www.sprep.org/pacific-climate-change-centre/training
SPREP Virtual Library	Digital library of SPREP reports, resources, and research.	https://library.sprep.org/search
USP Virtual Library	University of the South Pacific's academic resources.	http://www.library.usp.ac.fj/cgi-bin/spydus.exe/MSGTRN/OPAC/HOME
Pacific Climate Change Centre	Regional hub for climate knowledge sharing and coordination.	https://www.sprep.org/pacific-climate-change-centre
Pacific EbA Tool	Tool supporting ecosystem-based adaptation approaches in the Pacific.	https://ebatool.pacificclimatechange.net/the-pacific-eba-tool
Pacific Meteorological Desk	Coordination point for weather and climate services in the region.	https://www.pacificmet.net
IPCC AR6 Fact Sheets	Summarised findings from the Sixth Assessment Report of the IPCC.	https://www.ipcc.ch/report/ar6/wg2/about/factsheets

Introduction:
Right Story-Wrong Story

IN3

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about Right Story-Wrong Story idea.
2. The participants have been able to ask questions and talk about examples of Right Story-Wrong Story in their place.

Facilitation ideas:

Introduction

The Concept 3 picture and discussion introduces the community to Right Story-Wrong Story talking. It has been inspired by thinking from author Tyson Yunkaporta:

Right story is not about objective truth, but the metaphors and relations and narratives of interconnected communities, living in complex contexts of knowledge and economy, aligned with the patterns of land and creation. **Right story never comes from individuals, but from groups living in right relation with each other and with the land.** Wrong story, wrong way – this means unilateral or unbalanced ritual, word and thought. Wrong story is stories made by individuals or corrupt groups separated from land and spirit.

Right Story, Wrong Story: Adventures in Indigenous Thinking, Tyson Yunkaporta

Right Story-Wrong Story is used to highlight the benefits and consequences of being nature-positive and implementing different nature-positive actions.

Facilitation ideas:

1. **Share the image with the community and discuss what kinds of Right Story and Wrong Story are illustrated.**

   Row 1 of the image contrasts two types of coastline development. On the left is a coastline with the beach protected by naturally-occurring mangroves and a healthy reef – which both provide habitat for fish and marine life. On the right is a coastline with no vegetation, a rock wall, and a fishing trawler in the background.

   Row 2 of the image contrasts two types of forestry management. On the left is a food forest that provides different foods and forest products for medicine, craft and cultural use. On the right is a forest that has been harvested for timber.

   Discuss how these images represent Right Story and Wrong Story.

2. **Share the below information with the community, then ask them to talk about their stories of awe and wonder inspired by the place where they live.**

   Nature is never still, everything is always changing, growing, dying, being born – the ongoing emerging story of life. What we call "nature" isn't just the forests or waters in protected areas – we are surrounded by and part of nature all the time, when we breathe clean air, drink clean water, eat healthy food, or build furniture from wood. Plastics are made from chemicals that are sourced from nature, the metals in a smartphone are dug up from nature. Human health depends on healthy nature. A healthy economy depends on healthy nature. We can't exist outside nature.

   Nature-positive thinking is rooted in the story of human wellbeing being best met by the food, water, climate regulation and spiritual or cultural connections and beauty that nature provides. Being nature-positive can simply mean making choices that support nature to support our wellbeing – such as protecting strong ecosystems and actively restoring weakened ecosystems, changing harmful waste management or agriculture practices – and re-engaging with the health and cultural stories of awe and wonder inspired by our amazing Earth.

3. **Use the picture and information below and then get the participants to discuss what kind of "trade-offs" they have made in the past that are Right Story or Wrong Story**

   Ecosystem degradation through poor management of land and water leads to drought, soil erosion and desertification. This leads to four losses [9] (Wrong Story):

   1. loss of biodiversity, soil and water
   2. loss of long-term income
   3. loss of jobs and prosperity
   4. loss of purpose or hope.

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9 4 Returns Framework – Commonland *https://commonland.com/4-returns-framework/*

Ecosystem restoration restores soil and water cycles and reverses desertification. This leads to four returns (Right Story):

1. **natural returns** – ecosystems that flourish
2. **social returns** – communities that thrive
3. **financial returns** – realising long-term sustainable and local income
4. **return of inspiration** – futures to believe in.

A "trade-off" is where a decision has to be made but there isn't a way to make the decision so that everyone is happy, or that all outcomes can be achieved. Examples include:

- promoting eco-tourism as a source of income for families, without causing damage to sensitive ecosystems and biodiversity
- preservation of marine or forest ecosystems, while considering sustainable land management for community livelihoods
- implementing disaster risk reduction measures, such as relocating to a lower risk area, while ensuring the preservation of cultural heritage and ancestral lands that have special meaning.

Communities are always having to negotiate "trade-offs" between different types of actions. Right Story-Wrong Story helps communities talk about these trade-offs, the passing of knowledge through generations of leaders, and how to discuss their options and make collaborative decisions that are Right Story, for now and for future generations.

Remember to create a safe space for participants to talk about their loss or trade-off decisions that they now consider Wrong Story openly, without experiencing a negative judgement. The discussions about nature-positive actions can provide communities with more hopeful options for future decisions.

Ideas for including local, traditional or Indigenous knowledge:

- Remember the "four returns" – ecosystems that flourish, communities that thrive, long term sustainable local income and a future to believe in – as the participants talk about how their ancestors lived in this way, in "Right Story" with the land.
- What do we still do today to look after nature? What do we not do?
- What knowledge do we still have today that the ancestors had about the land and our environment?
- Who are the leaders and knowledge holders that the community rely on for guidance with "Right Story"?
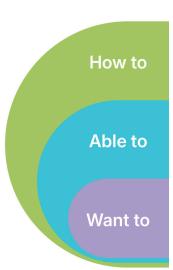
See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills that would help them in doing "Right Story" actions?

- **ABLE TO:** What urgent pressures does this community have to manage that could push them towards "Wrong Story" actions?

- **WANT TO:** Does the community want to talk about how they negotiate "trade-offs" between different types of actions?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:
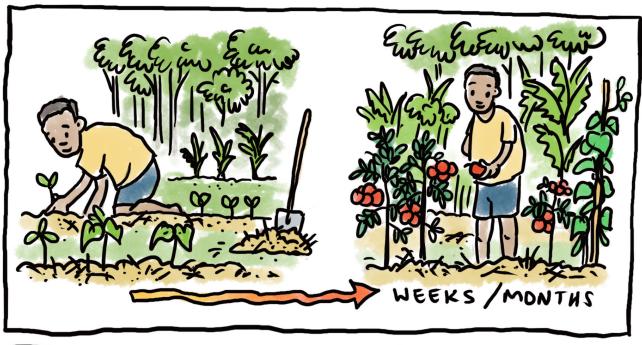
- Are there any "returns" that were discussed that could be a "loss" for some people in the community?

- Are there any people who will not get as much benefit from a "return"?

- For instance, while ecotourism might lead to increased income, are there barriers for some households to get an equal benefit?

- For instance, while preserving ecosystems might have benefits, are there some people in the community who will lose access to a resource?

- For instance, if houses are relocated to reduce the risk of disasters, will everyone still be able to access what they need e.g. farms?

- What processes do participants already have for negotiating trade-offs? Does everyone have access to these spaces? Is everyone able to share whether an activity might lead to a "loss" or a "return" for them?

See **Spotlight 3: Inclusion and power** (page 17) for more information and ideas.

Introduction:
Nature-Positive Actions and Time

WEEKS / MONTHS

YEARS / DECADES

What we want the participants to learn or talk about using this picture:

1. The participants have been able to ask questions and talk about how nature works both quickly and slowly – and how to fit working with nature into the longer-term community vision and plans.

2. Participants have discussed scenarios for their preferred future, and where nature-positive actions fit into these scenarios (both short and long term).

3. (Optional) The participants have decided which nature-positive actions they would like to learn more about from the list in this tool.

Facilitation ideas:

Introduction

Nature is a process based on principles of interdependence for life that contains uncountable activities. Sometimes nature is fast, and sometimes it is slow. The benefits of working with nature do start immediately and can continue to grow and strengthen over long periods of time. But because ecosystems are complex interconnections, working with nature can have unexpected benefits and challenges that we only learn about as time goes on.

Facilitation ideas:

1. Use the image and information provided and then get the participants to discuss their current thinking about nature-positive ways of working (nature-positive actions). Use the term the group decided on when talking about concept 2. Do they have any expectations or misunderstanding?

   Everything in nature has its correct time. Some things take a few days – germination of seeds – and some things take a generation – the maturity of a forest.

   The use of the word "action" in "nature-positive actions" can seem to mean that they are a quick activity or solution to an immediate problem. This is what is wrong with this word. The time for a nature-positive practice to provide a benefit can be fast – like a few months for seedlings in an agroforestry plot to germinate and grow into plants. Or it can be long – like the several decades needed for the restoration of degraded mangrove coasts, to around 100 years for the restoration of forests for carbon projects.

   The image shows different ways of thinking about time in nature-positive actions. With some activities going faster while others are slower. What examples can the participants talk about from their experience and thinking?
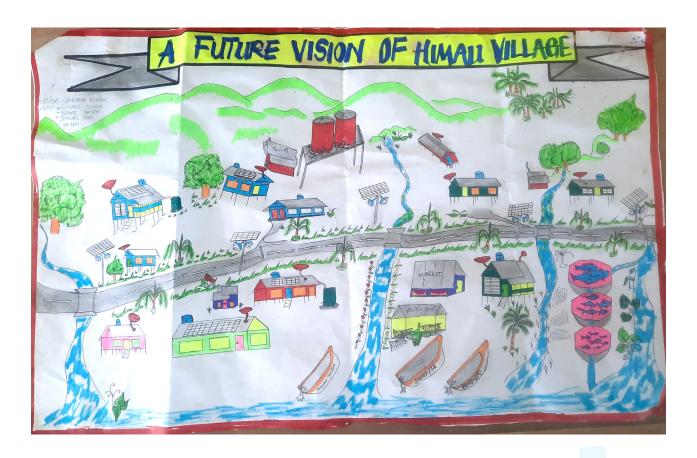
2. **Get the participants to discuss what their dreams are for their community in the next 100 years, and to draw a "Best Future" picture together of what their community and land/sea look like if the dreams are fulfilled.**

The picture should include all the nature-positive things that the participants think are important for life, well-being and livelihoods. Things like:

- Physical Security = Things that people need to live, like water supply, clean air, land, shelter, food supply and ability to earn income. Includes both natural things (like forest plants), and human things (like an outboard boat and motor).

- Knowledge and Connections = Things that make people feel happy and safe – culture, knowledge, kinship, social groups, faith or beliefs, connection to special natural places, etc.

While drawing this picture talk about what nature-positive things can happen quickly, and what things will take a long time (but are still worth doing!).
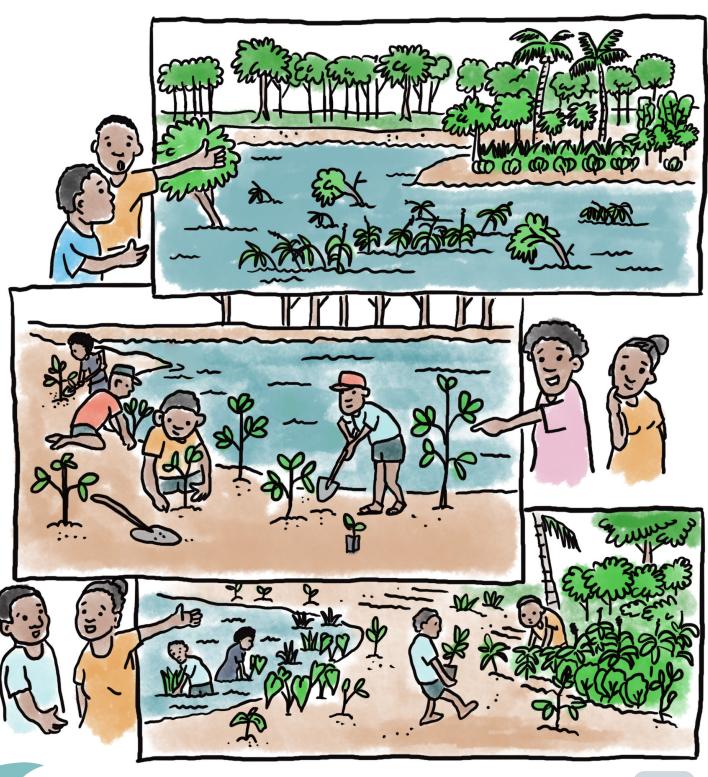
Because ecosystems are complex interconnections, working with nature can have unexpected benefits and challenges that we only learn about as time goes on. Communities need to understand this and plan for it, otherwise we can get disappointed or take shortcuts into Wrong Story. The Best Future picture and discussion, is a good starting point for this planning.[10]

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10 Development of a shared long-term future vision, including a scenario-building approach, helps address both short-term incentives and long-term socio-economic prospects as helpful for gathering support and input for NbS projects. *"Time in and for nature-based solutions. No quick fix solutions for complex ecological and social processes"* https://doi.org/10.1016/j.nbsj.2025.100219

Introduction:
Community Actions - Absorb, Adapt, Transform

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants understand the Absorb, Adapt and Transform thinking (in their own language).

2. The participants are familiar with these ideas as a way to plan different types of nature positive actions.

3. (Optional) The participants have decided which nature positive process / nature positive action they would like to learn more about from the ones in this guide.

Facilitation ideas:

1. **Refer to the picture and get the participants to discuss what they see happening in each panel.**

   - The first panel shows having a second food garden area on higher ground for when low-lying crops are flooded.

   - The second panel shows riverbank restoration, to prevent erosion and flooding.

   - The third panel shows changing land use from dryland to wetlands and creating a food forest on higher ground in response to changes to the landscape from climate change.

   Together each of these panels introduce the ideas of Absorb, Adapt and Transform thinking.

2. **Introduce the group to the ideas of Absorb, Adapt and Transform through introducing and discussing the following examples. You can draw the three pictures on a board, or on large pieces of paper, and translate the English words into local language beforehand:**

ABSORB: *When storms hit, coconut palms bend and lose fronds, absorbing shocks but not breaking. After a storm, their fronds grow back, healthy. Their fruits have layers of protection, allowing them to survive long journeys.*

Communities with good absorptive capacity are informed and prepared for climate adaptation, and they have lots of ways where they support and strengthen the protection that comes from strong natural systems. These include local and traditional knowledge and ways of doing things, as well as information from government or other experts.

Absorptive Capacity: *Strong natural systems already there that help a community cope with climate change. Community actions are decisions to strengthen or work with natural systems already there.*

ADAPT: *Crabs are adaptive creatures. They can survive and thrive at the bottom of the ocean, in rivers and mudflats, and in forests. They are resourceful at finding whatever food is nearby in these various environments.*

Communities that adapt try doing things differently through Nature-Positive actions that help them manage their changing circumstances. Doing things differently can include recovering ways of adapting that ancestors used or restoring natural systems that used to be there.

Adaptive Capacity: *How a community or natural system adjusts or changes the way it is or how it works to respond better to expected difficult events. Community adaptive actions are decisions to do something new with a natural system, and/or restore traditional ways of working with natural systems.*

TRANSFORM: *The butterfly is a symbol of transformation because of its surprising change into what looks like a completely new creature. The caterpillar looks like it has died, but then it breaks out of the cocoon as something surprising and beautiful, able to fly. This transformation is amazing, but it is normal – it is something butterflies have always done.*

Communities that transform make big changes instead of collapsing. This involves deep changes, like setting aside land to recover biodiversity through conservation (meaning finding other ways of making a living).

Transformative Capacity: *Parts of a community or natural system that can be completely changed to reduce impact of climate disasters and other bad events. Community transformative actions make a community different, but better, than what was before.*

3. Get the participants to discuss and draw their own images for Absorb, Adapt and Transform (if they have examples that better suit their understanding).

Ideas for including local, traditional or Indigenous knowledge:

Everyone has a different perspective on natural systems and adapting to climate change. The perspective and knowledge of the elders is essential for the collective picture. Make sure that there are some elders or knowledge holders present (both male and female) and ask the participants to talk about these questions:

- Did the ancestors have a good life? Why?
- What did the ancestors do to look after nature?
- How did the ancestors use the ideas of Absorb, Adapt or Transform?

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for inclusion and power:

- Will any of these actions make life harder for any group in the community (such as youth, women, elderly, or another clan/tribe)?
- Are these actions including all the different groups in the community who need to be involved in important resilience decisions? The group should make any necessary changes after discussing these questions.

See **Spotlight 3: Inclusion and power** (pages 17) for more information and ideas.

Community actions table

When facilitating the sessions about the different nature-positive actions the participants can use a simple table based on these concepts. The table is given at the end of the facilitation instructions for each session.

Nature-Positive Processes – Images 6-15

After completing the five introduction sessions, facilitators should plan with the community which specific nature-positive processes they would like to explore together.

There are 10 nature-positive processes to explore. Almost all of them are relevant to every community – especially the discussions on watershed care, soil health, ridge-to-reef thinking, disaster management, livelihoods and community conservation. But it is good to plan with the community the areas they have the most interest in first.

The discussions about these 10 nature-positive processes can be done in any order. We have started with things that are most important for life – water, soil and food. The final three sessions are also relevant to any community – disaster management, livelihoods and community conservation.

Each session ends with the discussion on the four Right Story points, and with the participants developing some Absorb, Adapt, Transform plans for future action. Make sure you allow enough time in each session for these activities to be done to the depth that the participants would like to discuss.

Nature-Positive: *Watersheds/Catchment care*

How people use land and water within a watershed affects both the environment and how other people downstream can use the water. Activities can result in less water for communities, or polluted water.

Nature-Positive: *Agroecology – Nature-Positive farming*

The word "Agroecology" means farming in harmony with nature. For Pacific Island farmers this means bringing together ecology, economics, culture and traditions on their farms.

Nature-Positive: *Soil Health*

Healthy soil is much more valuable than gold. Without healthy soil our ecosystems fall apart, plants won't grow well, and we don't eat well.

Nature-Positive: *Invasive Species – restoring balance*

Balance is essential in a healthy ecosystem. Introduced plants and animals (invasive species) are things that disrupt the natural balance of ecosystems and can cause harm to the environment and livelihoods.

Nature-Positive: *Coastal protection*

For communities situated on the coast, the beach is an important asset. It's where people fish, gather and can attract tourism to support livelihoods of local families. If coastal areas aren't protected, there is an increased risk of flooding, loss of land, damaged homes and declining fish stocks. And with stronger storms and rising sea levels, looking after these coastal areas has become even more important.

Nature-Positive: *Ridge-to-reef*

"Ridge to Reef" discusses all the interconnections and impact of activities in a watershed – from the ridgeline (top of the mountain) through to the coast and then to the coral reefs fronting the land.

Nature-Positive: *Fish management*

Looking after fisheries isn't just about setting fishing rules or protecting certain areas, it's about taking a holistic approach that considers everything else that is connected to the ocean.

Nature-Positive: *Disaster management*

This discussion is about recognising the role of nature in disaster preparedness and figuring out how we can strengthen those natural protections.

Nature-Positive: *Livelihoods*
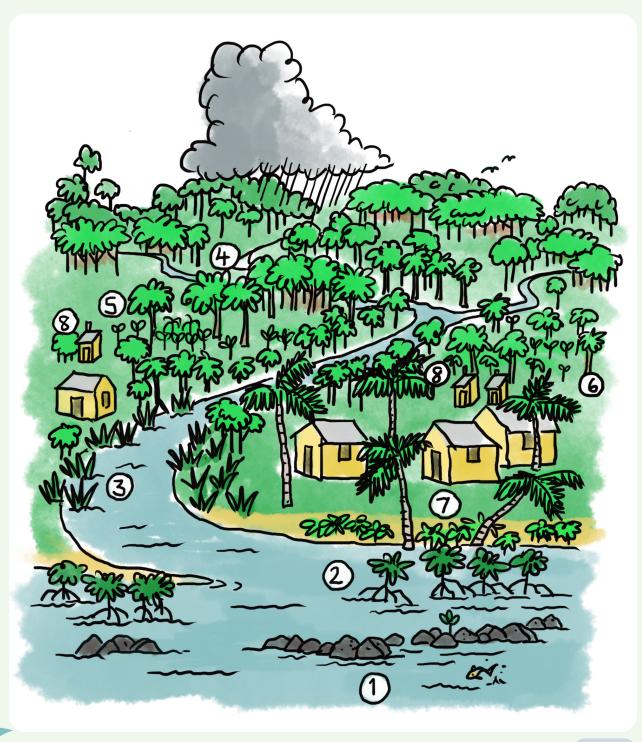
Livelihoods in Pacific communities are (and have always been) deeply interconnected with the ecosystems where they live. The wealth and gifts to a community from the relationships in healthy ecosystems is the original sustainable economics.

Nature-Positive: *Community conservation*

Conservation or protection by the people who belong in the ecosystem is the most effective way to keep habitat safe, reverse wildlife loss and increase resilience to climate change. Community-managed lands have higher levels of biodiversity and resilience.

RIGHT STORY

NP1A

WRONG STORY

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about watershed/catchment care.

2. The participants have been able to talk about their Right Story and Wrong Story regarding water catchment care.

3. The participants have made some decisions on the next actions they want to take to strengthen their watershed/catchment.
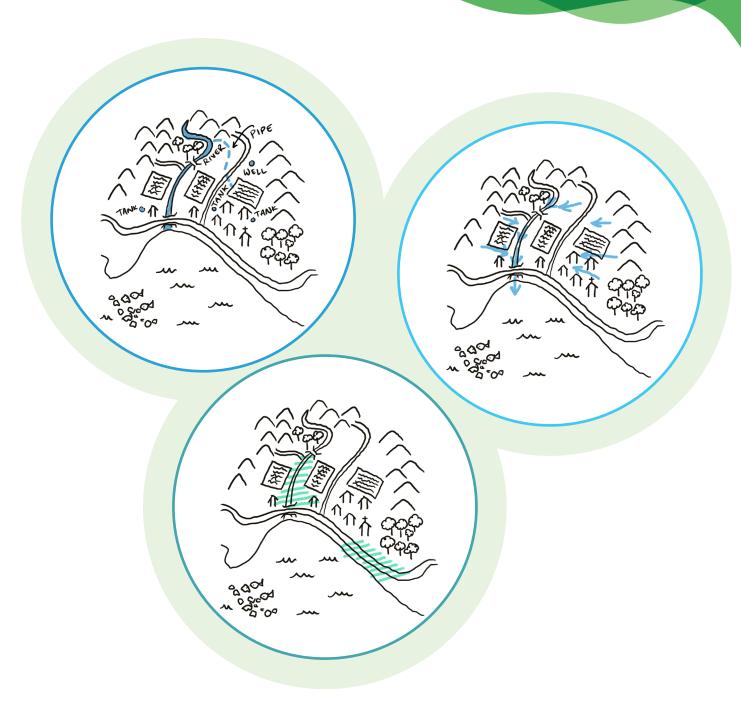
Facilitation ideas:

1. Share the below information with the community, then ask them to discuss their watershed. They can also draw it on a large piece of paper.

A catchment or watershed is where the shape of the land channels the rain that falls on it into groundwater, rivers, creeks and human-built dams. The watershed we live in has an invisible boundary in our local ecosystems that each of us are completely dependent on. Imagine cupping your hands in a downpour of rain and collecting water in your hands. Your hands have become a tiny watershed catchment. The outside edge of a watershed is always the highest point. Gravity then causes all the rain in the watershed to move downhill where it naturally collects in creeks, rivers, lakes, or ground water (especially in atolls), and then eventually to the ocean. The components of our watershed ecosystems, including humans, interact in uncountable ways. Rural area communities are usually very familiar with their watershed, and who they share it with.

If drawing the community watershed, show:

- the rivers, where households get their water, and where water for crops and gardens come from.
- Wet season waterways, steep slopes, gentle slopes and erosion areas
- Where there is permanent water, wet season water, potential flood areas, and river overflow.
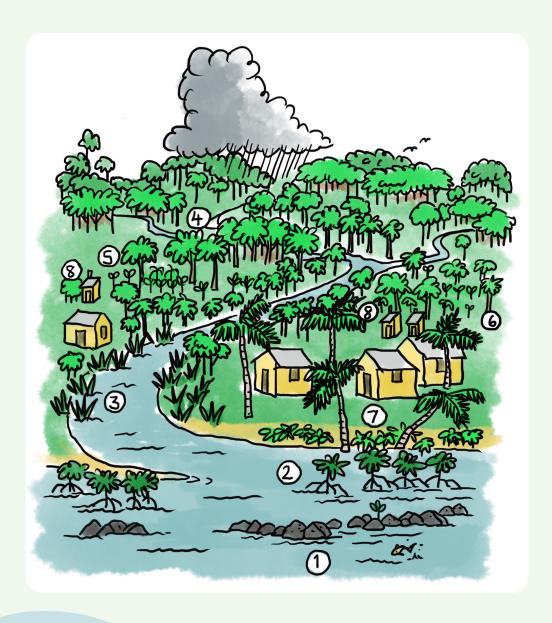
1. **Use the image and the information below and get the participants to discuss the community experience with Right Story or Wrong Story concerning watershed care.**

Water quality in the streams, rivers and underground water in a catchment depends on the type of land, how the land is used, and how much rain you get. Watershed catchments are constantly changing systems. Water is generally clean in the upper areas of a catchment (for example, in hills or mountains, or high in the sky in clouds) but by the time it reaches the middle and lower catchments it has usually been affected by human activities.

How people use land and water within a watershed affects both the environment and how other people downstream can use the water. Activities can result in less water for communities, or polluted water.

RIGHT STORY

1. Caring for reefs protects coastlines and provides habitat for fish and seafood.
2. Protecting naturally occurring mangroves that protect coastlines as well as filter water and provide habitat for seafood.
3. Planting of indigenous species of trees and grasses along rivers and wetlands reduces the impact of flooding, and water stays clean.
4. Replanting indigenous forests and removing invasive plants protects water quality, reduces erosion and strengthens ecosystem diversity.
5. Establishing food forests protects the catchment and provides food and income for communities.
6. Planting crops among trees promotes biodiversity, which strengthens the forest.
7. Beach planting protects the beach from erosion and stops the silting of wells.
8. Toilets are placed in locations where they can't pollute the groundwater.

WRONG STORY

1. Reefs have been damaged by siltation or cleared, and fish stocks have been reduced.

2. Agriculture runoff (chemicals and fertiliser) and siltation has affected the water supply.

3. Clearing of plants on the riverbank has caused erosion, siltation, heating and loss of water.

4. Large amounts of logging have affected the upper catchment area, causing erosion and landslides.

5. Monoculture crops (only one species) has reduced biodiversity and increased the need for pesticides.

6. Forest clearance has caused erosion and siltation and resulted in less rainfall and hotter temperatures.

7. Clearing naturally occurring mangroves has caused coastal erosion and reduced fish stocks.

8. Toilets built too close to rivers have polluted groundwater and rivers.

9. Burning of trees and vegetation has resulted in erosion and loss of soil health and biodiversity.

10. Invasive Tilapia have muddied the waters and reduced numbers of indigenous fish.

Ideas for including local, traditional or Indigenous knowledge:

- Discuss any important community knowledge about the long-term patterns of water availability, water flow and flooding. Are there any important changes?

- In the past, how have communities interacted with the way water moves through the catchment – such as natural water collection points, naturally swampy areas, water sources that never dry out, etc.

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about watershed care behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills about watershed care?

- **ABLE TO:** Does the community have connections to their neighbours to work together on shared watershed care issues?

- **WANT TO:** What could community and church leaders do to strengthen commitment and actions for watershed care?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Looking at the Right Story – are there any parts of the Right Story that might actually be the Wrong Story for some people in the community? For example: toilets might be located where they can't pollute the groundwater but they might also be located where people living with disability can most easily access them.

- Thinking about the water catchment, are there some areas that only some people in the community use? Discussing these special connections might help other people in the community to see impacts of their actions upstream that they were not previously aware of.

- Are there any examples from the Wrong Story that participants were not worried about in their own context? For example, a community with water tanks might not worry about a polluted or silted river. However, if water tanks are low, are there some people who need to access water more than others? A polluted or silted waterway might be part of some people's Wrong Story, but maybe not for those who make decisions.

See **Spotlight 3: Inclusion and power** (page 17) for more information and ideas.

Community Actions: Right Story-Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about watershed care:

- *These are the things that we know are Right Story for watershed care and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for watershed care, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for watershed care, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for watershed care, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about watershed/catchment care. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action given think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?

Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to get more information:
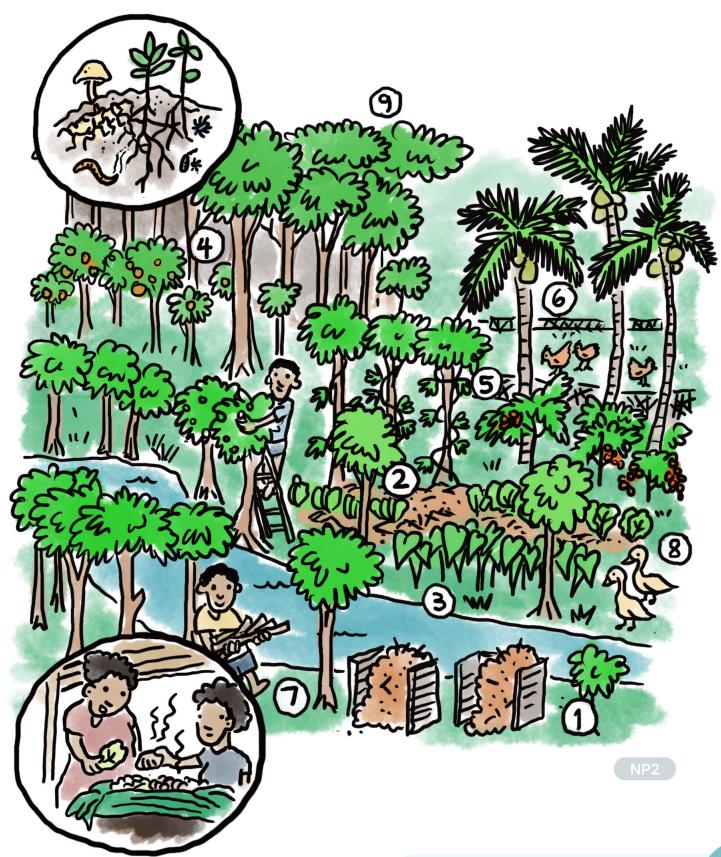
Kiwa WISH+ – Integrated Watershed Management	Integrates biodiversity, climate resilience, and human health outcomes through watershed management in Pacific communities.	https://kiwainitiative.org/en/projects/implementing-integrated-watershed-management-for-biodiversity-climate-resilience-and-human-health-co-benefits-into-the-pacific-communities
Kiwa PEBACC+ – Ecosystem-based Adaptation in the Pacific Islands	Scales up nature-based adaptation strategies to improve watershed and ecosystem resilience.	https://kiwainitiative.org/en/projects/scaling-up-ecosystem-based-adaptation-to-climate-change-in-the-pacific-islands
Live & Learn: Water Safety and Security	A practical toolkit to support communities and schools in Pacific Island countries to manage drinking water safely, using participatory and strengths-based approaches.	https://livelearn.org/assets/media/docs/resources/WinS_WaterSafety_Toolkit_web.pdf
Pacific IWRM Programme Brochure	Regional program supporting integrated water resources management across Pacific Island countries.	https://www.pacificwater.org/userfiles/file/Pacific%20IWRM%20Programme%20Brochure.pdf
Pacific Community Water Management Plus (PacWaM+)	Enhances community water management with a focus on gender equity, social inclusion, and resilience.	https://watercentre.org/projects/pacific-community-water-management-plus-pacwam/
NUWAO: Riverbank Stabilisation	Showcases nature-based infrastructure like living crib walls and brush mattresses for stabilising riverbanks.	https://nuwao.org.nz/living-crib-walls-brush-mattresses-live-brush-mats-brush-matting/

Nature-Positive:
Agroecology
(Nature-Positive farming)

NP2

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about agroecology (nature-positive farming), particularly agroforestry.
2. The participants have been able to talk about their "Right Story and Wrong Story" regarding growing food and crops.
3. The participants have made some decisions on the next actions they want to take to strengthen their ways of nature-positive farming.

Facilitation ideas:

Over 70% of Pacific islanders rely on local agriculture for food and livelihood. The word "Agroecology" means farming in harmony with nature. Agroecology activities[11] focus on three main areas:

1. interdependence between agriculture and nature
2. Farming practices that are positive for nature
3. Local food knowledge, identity and culture.

For Pacific Island farmers this means bringing together ecology, economics, culture and traditions on their farms. There is now a strong focus on farming practices that are positive for nature, including the following:

1. Interdependence between agriculture and nature

All farming relies on nature – successful farming depends on healthy soil, healthy plants, sufficient water and sunlight, and balance in ecosystems to avoid problems with insects or disease. Every living being is connected, including humans. Every living being has its role and function in a healthy ecosystem. Our forests, soil, water sources – all are living systems that we rely on for all our food production. The small circle at the top of the image shows this interdependence using the example of soil.

2. Farming practices that are positive for nature

Farming practices that are positive for nature include:

- agroforestry
- sustainable land management
- organic farming
- regenerative farming
- permaculture.

11 https://www.fao.org/agroecology/overview/en/

All these names are ways of farming that are positive for nature by building biodiversity through many different plants and species, and reducing the impact of rising temperatures through integration of trees into farming – which strengthens ecological balance, reduces temperature, and helps to maintain water catchments and soil fertility. All these ways of farming avoid clearing forests and burning vegetation. Instead, they are designed to work within existing natural ecosystems.

For example, agroforestry integrates trees and shrubs into agriculture systems, providing shade and generating humidity to reduce temperature, caring for soil, improving crop yields and reducing the costs of farming.

The main image shows some of the things that are part of an agroforestry system. Discuss with the participants if the community does any farming that uses agroforestry activities.

Agroforestry is "Right Story" because it incorporates:

1. manure and garden waste used for compost
2. feeding the soil with natural fertiliser such as biochar and helpful microbes such as mycorrhizal fungi that helps plants absorb food and water
3. flood tolerant crops for flood mitigation
4. integrating trees into crops, providing shade and reducing temperature, and these trees can also provide fruits and nuts
5. using natural trellising for climbing plants
6. animals integrated into the farming system providing manure
7. forest resources like food, medicine and timber
8. ducks or chickens to eat pests for natural pest control
9. preserving (conserving) mature forests for habitat, forest products, preventing erosion and bringing rain.

3. Local food knowledge, identity and culture

Growing, harvesting, cooking and eating together are important family and community traditions across the Pacific islands. A sense of belonging together and to place is nurtured through shared food traditions. Agroecology recognises the importance of local food knowledge and traditions in maintaining cultural identity, and how closely this is linked to farming practices that are positive for nature. Local food knowledge also contributes to development of resilient varieties of plants, that are best suited to the specific ecosystem where they are grown.

The small circle at the bottom of the image shows a traditional meal. What are important food traditions in the community? What local food knowledge does the community have that is important for them? How is this local food knowledge integrated into nature-positive farming actions?

Ideas for including local, traditional or Indigenous knowledge:

Many of the practices of agroecology are familiar to Pacific Island farmers who have kept using knowledge handed down from grandparents or ancestors. This knowledge is usually the perfect knowledge for that place, as it has been learned across generations. Get the participants to talk about the nature-positive farming practices that they know are positive for their particular place.
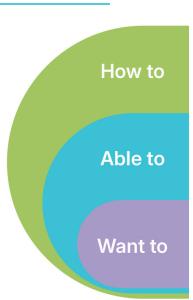
See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (page 14) for more information and ideas.

Ideas for thinking about Nature-Positive farming behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills that would help them commit to nature-positive ways of farming?

- **ABLE TO:** Are there any organisations or government support for the community in strengthening nature-positive farming practices like agroforestry?

- **WANT TO:** Can community leadership facilitate discussion about traditional beliefs, knowledge and stories that support agroecology ways of farming?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- How is land distributed in the community? Does everyone have access to farmland and the right to make decisions about how it is used?

- Are there people in the community who are not able to access agricultural land? What about forest resources?

- Some things in the Right Story might take a lot of time. Things in the Wrong Story can be appealing because they are quicker. When creating a Right Story, it is important to think about whether the extra work is going to impact some people more than others. For example, who is responsible for collecting manure and producing compost? Chemical fertiliser might be harmful to the environment, but it might also save time for some people who might have too much other work to do.

- While cash crops can impact the environment, they might also provide income for people who have no other way to earn money. Think about how the Right Story might mean that some people have to give up more than others.

See **Spotlight 3: Inclusion and power** (page 17) for more information and ideas.

Community Actions: Right Story - Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about nature-positive farming:

- *These are the things that we know are Right Story for nature-positive farming and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for nature-positive farming, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for nature-positive farming, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for nature-positive farming, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about agroecology/nature-positive farming. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?

Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to get more information?

Kiwa POLFN: Organic Learning Farms Network	Builds climate resilience of Pacific smallholder producers through organic farming education.	https://kiwainitiative.org/en/projects/filters/cobenefits/biodiversity-conservation/an-organic-learning-farm-network-to-build-the-climate-resilience-of-smallholder-producers-in-the-pacific
PROTEGE: Agriculture and Forestry	Regional initiative focused on sustainable agriculture and forestry in Pacific Island countries.	https://protege.spc.int/en/themes/agriculture-and-forestry
PROTEGE: Enhancing Biodiversity on Agricultural Lands	Reports on viable agroecological practices for enhancing biodiversity in agricultural settings.	https://protege.spc.int/en/themes/agriculture-and-forestry/management-policy/enhancing-biodiversity-agricultural-lands
PROTEGE Case Study: Integrated Forestry and Agroforestry	Case study highlighting a successful integrated approach to forestry, agroforestry, and coconut grove management.	https://protege.spc.int/en/themes/agriculture-and-forestry/integrated-forestry-agroforestry-and-coconut-grove-management
Pacific Community Agroecology Blog	Showcases Pacific farmers using agroecology to adopt nature-based solutions and sustainable practices.	https://www.spc.int/updates/blog/2024/08/farmers-cultivating-nature-based-solutions-through-agroecology-in-the-south#:~:text=Agroecology%20is%20farming%20sustainably%20in,or%20tradition%20on%20their%20farms.
FAO Agroecology Knowledge Hub	FAO's global hub promoting agroecology principles, tools and case studies.	https://www.fao.org/agroecology/overview/overview10elements/en/
Tropical Permaculture Guidebook	A practical permaculture manual developed in Timor Leste, adaptable for tropical environments.	https://permatilglobal.org/product/complete-guidebook/
NUWAO: Companion Planting and Intercropping	Promotes biodiversity and soil health through mixed planting strategies.	https://nuwao.org.nz/companion-planting-intercropping/
NUWAO: Edible Home Garden	Designs and promotes resilient home garden systems suited for Pacific Island homes.	https://nuwao.org.nz/edible-home-gardens/

Nature-Positive: Soil Health

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about soil health.

2. The participants have been able to talk about their "Right Story and Wrong Story" regarding soil health.

3. The participants have made some decisions on the next actions they want to take to strengthen and caring for soil.

Facilitation ideas:

1. Share the image and the information below with the group, then ask them to discuss their soil. Have they noticed any changes in their soil fertility?

Healthy soil is much more valuable than gold. Without healthy soil our ecosystems fall apart, plants won't grow well, and we don't eat well.

Think of soil as a living thing. Like forests, plants, water and climate – soil is a complex interconnected living system. Soil is the digestive system of the earth – a healthy soil breathes, recycles waste, promotes active growth, stores food for plants, and cleans water. Soil is essential for basic life for all living things. When soils are damaged, so is life as we know it.[12]

Healthy soil is like an underground forest full of bacteria, fungi and tiny animals such as earthworms. Worms create holes for the soil to be able to retain air and water, and their waste makes the soil fertile. Soil also contains trillions of tiny life called protozoa, nematodes, mycorrhiza fungi, and algae. These tiny animals break down waste, recycle nutrients, create food for plant roots and make tunnels that allow water and air to get to plant roots. Beetles and other insects eat slugs and other pests. The more tiny animals, the better the soil health and pest management will be.

The soil contains minerals that plants need to build healthy stems and leaves and fight off pests and diseases. When the soil is healthy and plants take up these good minerals, they are passed on to the humans and animals that eat the plants, giving them better diet and better health. It is important to keep these microorganisms healthy, because of their job of distributing food to plant roots and making natural pesticides; human-made fertilizers can't do the same job.

Healthy soils have a good mix between letting water flow through them and holding water so that the plants can use it over a long period. Good soil, with a cover of mulch, lets heavy rain soak in, which prevents erosion and washing valuable plant food into streams and the ocean. Healthy soil also stores carbon in the form of plant and animal material, and this is a valuable way to stop it entering the atmosphere and contributing to climate change.

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12 Earth Restorer's Guide to Permaculture, Rosemary Morrow, Mellidora Publishing 2022, p165

How can we care for soil?

- Treat soils as living things.
- Respect and leave untouched all naturally occurring soils that support unique ecosystems.
- Repair and restore any soil that we use for growing plants.

2. **Discuss the different soil care practices shown in the image. Ask the group to share which of these practices they are already doing.**

1. Creating compost using plant waste, fish waste, manure, etc.

2. Minimising soil digging to preserve micro-organisms (worms create tunnels for water and fertilise soil, bacteria, nematodes and fungi share resources).

3. Brewing compost tea from seaweed or other waste products.

4. Mulching to retain water, using ridged beds to prevent saturation, crop rotation to rejuvenate soil.

5. Planting green manure/ cover crops fertilises soil. Animals can feed on the remains of harvested crops.

6. Planting different size plants with different depths of roots helps spread nutrients and utilises different soil levels.

Right story for soil care	Wrong story for soil care
Use mulch (like hay, grass clippings, straw, newspaper) to cover and protect the soil.	Leaving soil bare under hot sun
Make and use organic compost and liquid compost on soil regularly.	Using chemical pesticides
Protect your soil and prevent erosion with terraces, tree boundaries and garden borders.	Digging or ploughing the soil too much, as this damages the life living in the soil
Help the soil be healthy through digging crop waste back into the soil, and adding organic materials like rock dust or biochar.	Compacting/squashing soil by walking too much on it or driving heavy machinery on it.
Grow lots of different types of plants, in different places (crop rotation)	Growing the same crop in the same place all the time.

BURNING LAND:

- exposes the soil to the sun
- damages or kills the trillions of living beings in the soil
- destroys valuable materials that can be used to make compost and provide mulch
- destroys valuable plant materials that provide nutrients for the soil
- dries the soil, which can cause flooding during the wet season
- smoke creates air pollution
- burning creates carbon dioxide in the smoke that contributes to climate change.

Ideas for including local, traditional or Indigenous knowledge:

In English people are called humans. This comes from the Latin word for soil, humus. To be human is to be a creature of the earth. In Samoa 'ele ele is the word for soil. It also means "blood" – so the blood of living creatures (including humans) is the same word as soil. Soil is the blood of the earth.

1. Get the participants to talk about this question: *"Are there words for soil or plants in your language that show the connection between soil health and human or animal well-being?"*

2. Get the participants to talk about how they looked after soil before having access to modern fertilisers and chemicals (this could be their parents or grandparents time, or it could be many generations ago).

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (page 14) for more information and ideas.

Community gardens showing traditional soil care practices, reflecting Indigenous and local knowledge about the deep connection between healthy soil, food, and wellbeing.
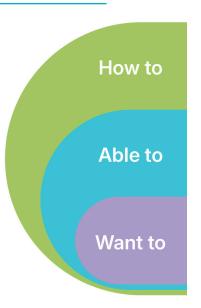
Source: Live & Learn Environmental Education

Ideas for thinking about soil health behaviour change:

- **HOW TO:** What training can the community access to learn more information and skills about soil care – especially mulching and composting?

- **ABLE TO:** How can you help connect this community with other advice on how to care for their soil?

- **WANT TO:** Would having models or demonstration plots show that new behaviours will improve soil?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Some things in the Right Story might take a lot of time. Things in the wrong story can be appealing because they are quicker. When creating a Right Story, it is important to think about whether the extra work is going to impact some people more than others. For example, who is responsible for collecting manure and producing compost? Chemical fertiliser might be harmful to the environment, but it might also save time for some people who might have too much other work to do.

See **Spotlight 3: Inclusion and power** (page 17) for more information and ideas.

Community Actions: Right Story – Wrong Story

At the end of the session get the participants to talk about their answers to the four questions below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about soil health:

- *These are the things that we know are Right Story for soil health and **we want to take with us** to the future.*

- *These are the things that we know are Wrong Story for soil health, and **we shouldn't take them** into the future.*

- *These are the things that we know are Right Story for soil health, but we stopped doing and **we need to bring them back to help us** in the future.*

- *These are the things that we know are Right Story for soil health, but **we can't take them with us** to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about soil care. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/ months? Or will it take years/decades?

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Absorb Actions			
Adapt Actions			
Transform Actions			

Where to find more information:

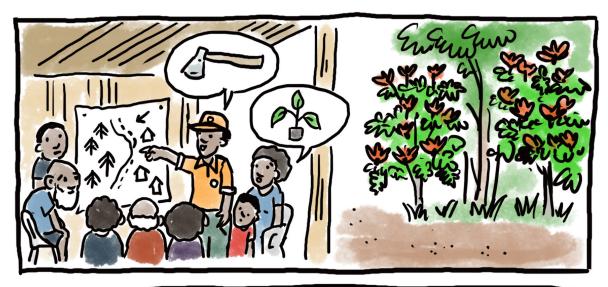|		
Kiwa POLFN: Organic Learning Farms Network	Builds climate resilience of Pacific smallholder producers through organic farming education.	https://kiwainitiative.org/en/projects/filters/cobenefits/biodiversity-conservation/an-organic-learning-farm-network-to-build-the-climate-resilience-of-smallholder-producers-in-the-pacific
PROTEGE: Soil Fertility Management	Actions and guidance on improving soil health to support sustainable agriculture in the Pacific.	https://protege.spc.int/en/themes/agriculture-and-forestry/management-policy/soil-fertilitymanagement
Soil Fertility Management (French)	French-language resource on improving soil fertility under the PROTEGE initiative.	https://protege.spc.int/en/themes/agriculture-and-forestry/management-policy/soil-fertilitymanagement
Pacific Soils Portal	Online database offering maps, soil data, and tools for better soil management in the Pacific.	https://psp.landcareresearch.co.nz
Tropical Permaculture Guidebook – Volume 2: House & Garden	Guidebook on sustainable home gardening, composting, and food systems for tropical environments.	https://permatilglobal.org/product/complete-guidebook/
NUWAO: Composting-Worm Farm Toilets	Showcases nature-based toilet designs that recycle waste and improve sanitation through composting and vermiculture.	https://nuwao.org.nz/composting-vermiculture-toilets/

Nature-Positive: Restoring Balance (Invasive Species)

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about invasive species.

2. The participants have been able to talk about their "Right Story and Wrong Story" regarding managing invasive species.

3. The participants have made some decisions on the next actions they want to take to restore balance and mange invasive species.

Facilitation ideas:

Invasive species like rats, vines, and fast-growing trees are disrupting the natural balance of ecosystems in the Pacific. They spread quickly and outcompete indigenous species, damaging forests, rivers, and reefs. When the natural balance of an ecosystem is disrupted, it becomes weaker and less resilient, making it harder for communities to recover from storms, droughts, and other climate impacts.

Invasive species break important natural connections. Invasive trees can crowd out forests and block sunlight, while their shallow roots leave the land more vulnerable to erosion and flooding. Rats prey on seabirds and their eggs, which play an important role in carrying nutrients between land and sea. Vines can take over forested areas and stop indigenous plants from growing. Bit by bit, the impact of invasive species reduces biodiversity and weakens the resilience of ecosystems that we rely on.

Managing invasive species is not just about pulling weeds or baiting rats, it's about a considered effort where a range of stakeholders are involved in restoring the natural balance of ecosystems so that nature can do its job again. When invasive species are removed and local ecosystems are allowed to recover, the natural processes that keep our environments healthy begin to work again.

Different types of invasive species need different approaches. A solution that works in one place might not work in another. Luckily there are local experts who understand the specific challenges and the best ways to respond.

Invasive species management is everyone's responsibility. Governments and NGOs are working hard to tackle the problem, but the actions of communities are just as important. Local knowledge, consistent action, and community care are necessary for protecting ecosystems from invasive species. In this session, invite participants to reflect on the ecosystems they rely on and how they can get involved in the management of invasive species.

Image description:
This image shows how the African Tulip tree is being managed in a community. It highlights the importance of community involvement at all stages, from planning to management actions, to ongoing monitoring.
Use the following image descriptions and discussion prompts to guide a discussion with the group.

Frame 1:

This frame shows how an expert is working collaboratively in the community to plan an approach to managing the removal of the African Tulip (a common invasive species in the Pacific region) tree from a forested area. Locations, removal methods, and regeneration of indigenous vegetation are being discussed.

Discussion prompts:

- Is this a familiar scene in your community? Are there any invasive species being managed in your area? How are the community getting involved in the management and planning?
- What is the benefit of including a mix of different people from the community when planning invasive species management?

Frame 2:

This frame shows invasive species management in action. A local expert can be seen cutting down the African Tulip tree and treating the stumps with herbicide, a range of different people in the community are also involved in neatly stacking the cut foliage to prevent further spreading, and replanting the indigenous plants to ensure that the area can return to its natural state.

Discussion prompts:

- *What are the people doing in this image that supports long-term change?*
- *How might involving the community in management actions increase the effectiveness of restoring a healthy environment?*

Frame 3:

One year later the landscape has returned to its natural state. Indigenous plants are growing strong, birds are returning to the area suggesting an increase in biodiversity. The area is labelled "Community Rehabilitation Area" demonstrating a sense of pride and ownership by the community, which is important for the ongoing stewardship of the land and monitoring of invasive species.

Discussion prompts:

- Why is biodiversity important for a strong, healthy ecosystem? And how does it increase resilience to pressures like climate change?
- What could this community do to make sure that African Tulip does not return to this area?

This activity is an extension of the activity from the **Interdependence** chapter. *If you have already led the group through this activity, skip step 1 and refer to the web that was already created in that session* (you might use a copy or a photo).

What You'll Need:

- Large piece of paper
- Markers
- Sticky notes

Step 1: Building the Web

1. Ask the participants to discuss what natural systems in their place they are completely dependent on.

2. On sticky notes, ask participants to draw some of their most important natural systems that they rely on.

3. Give the participants a large piece of paper, ask them to stick the sticky notes down and draw all the connections they can think of. They can also label connections that always rely on each other (interdependent). See how many connections they can identify. Check if they include humans in the drawing.

Step 2: Add the invasive species

1. Looking at the web of life, discuss with the groups:

   - "Which parts of the web do these invasive species **directly** effect?"
     E.g. Weeds might directly affect crops

   - "What other connections break when invasive species take over?"
     E.g. Less food for people & lower income for the grower

2. Using a different colour or dotted lines to cross out or fray the connections that are disrupted.

Discussion prompt:

- What natural connections can we restore by addressing invasive species?
- Are there any species or parts of the web that are deeply interconnected and especially important to protect?

Ideas for including local, traditional or Indigenous knowledge:

- Invite elders to share what the forests or landscapes were like when they were younger. Ask them what has changed over time. Have they noticed certain plants becoming more common or disappearing? Why do they think these changes have happened?

- Ask about traditional stories or local knowledge related to forests and land management. Are there any stories about how past generations kept a healthy balance in the environment? What can we learn from those practices that might help manage invasive species today?
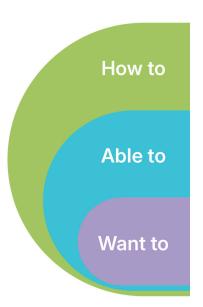
See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about Nature-Positive invasive species management behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills that would help them get involved in invasive species management?

- **ABLE TO:** How can the community be supported to work together with other communities to take joint actions to manage invasive species?

- **WANT TO:** What kind of models or demonstrations can be set up to show that actions to manage invasive species work?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Think back to the interconnection activity, focusing on the unique connections that some people might have to the environment. Invite those people to share their opinions about whether invasive species impact those connections. For example, many participants might think about invasive species that impact crops. However, if there are a few people in the community who have a special connection to a medicinal plant in the forest that is impacted by invasive species, then the rest of the participants might not be aware of it.

See **Spotlight 3: Inclusion and power** (page 17) for more information and ideas.

Serthiac members cut a path through thick merremia vines in Loru.

Source: Nakau – Merremia control in Vanuatu. https://nakau.org/news/merremia-control-in-vanuatu

Community Actions: Right Story-Wrong Story

At the end of the session get the participants to talk about their answers to the four questions below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about restoring ecosystem balance (managing dominant or invasive species):

- *These are the things that we know are Right Story for managing invasive species and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for managing invasive species, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for invasive species, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for invasive species, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about invasive species. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?

Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to find more information:

Kiwa INSPIRE – Invasive Species Management for Resilient Ecosystems	Regional project addressing invasive species to support biodiversity and ecosystem resilience.	https://kiwainitiative.org/en/projects/inspire-invasive-species-management-for-resilient-ecosystems
Kiwa NbS Video: Invasive Species Management	Video explaining how managing invasive species supports climate adaptation in Pacific communities.	https://www.youtube.com/watch?v=jvh_hDX6iPI
PROTEGE: Organic Agriculture Pest and Weed Control	Development and transfer of eco-friendly pest and weed control methods for organic agriculture.	https://protege.spc.int/en/themes/agriculture-and-forestry/management-policy/developing-and-transferring-organic-agriculture
SPREP Video: Resilience Episode 4 – Invasive Species	Documentary-style video on the impact of invasive species in the Pacific and efforts to combat them.	https://www.youtube.com/watch?v=G5Ultc5Vw74
SPREP PISB – Protect Our Islands with Biosecurity	Guidebook promoting biosecurity practices to safeguard island ecosystems from invasive species.	https://www.sprep.org/publications/protect-our-islands-with-biosecurity
SPREP Battler Base	Central resource hub for invasive species management tools, case studies, and guidance in the Pacific.	https://www.sprep.org/invasive-species-management-in-the-pacific/piln/resource-base

Nature-Positive: Coastal Protection

RIGHT STORY

NP5A

WRONG STORY

NP5B

What we want the participants to learn or talk about using this picture:

1. **At the end of this discussion participants are interested and engaged in talking about coastal protection.**

2. **The participants have been able to talk about their "Right Story and Wrong Story" regarding coastal protection.**

3. **The participants have made some decisions on the next actions they want to take to strengthen their coastal protection.**

Facilitation ideas:

Introduction:

For communities situated on the coast, the beach is an important asset. It's where people fish, gather, and can attract tourism to support livelihoods of local families. The sand and shoreline provide natural protection from storms and erosion, create spaces for recreation, and support marine life that communities rely on for food. If coastal areas aren't protected, there is an increased risk of flooding, loss of land, damaged homes, and declining fish stocks. And with stronger storms and rising sea levels, looking after these coastal areas has become even more important.

Nature has its own systems that keep beaches strong, so by taking the right actions, we can work with these natural systems by keeping creeks clean, planting/protecting mangroves and beach vegetation which can all help bring sand back and stop erosion. This chapter is about looking at what's happening in your own community and talking about what we can do to look after our beaches and coastal areas.

Discussion prompts:

1. The *Right Story* and *Wrong Story* pictures show two different situations: one where human action is working against nature, and one where people are working with nature to protect their coastline. Show the images to the group, and using the image key ask:

WRONG STORY

- What are some of the human actions you can see that are having a negative impact on the beach?
- What are the signs of an unhealthy beach that is not in good condition?
- How might a beach in poor condition have a negative impact on a coastal community?

RIGHT STORY

- What are some of the ways that humans are working with nature to protect or restore the beach?
- What are the signs of a health beach that is in good condition?
- How does a healthy beach have a positive impact on a coastal community?

2. Discuss which of these actions (positive and negative) are happening in your own community.
    - Are there any signs in the coastal areas of your community where the beach is damaged?
    - Are there any examples in your community where people are taking actions to protect a beach? Are they working with nature's systems or against them?

WRONG STORY

1. **Sand mining** – Removing sand for construction makes the beach vulnerable to erosion.

2. **Vehicles on the beach** – Driving on the beach compacts the sand, damages vegetation, and destroys the habitats of coastal wildlife.

3. **Path through the vegetation** – foot traffic and vehicle access where beach vegetation used to be. Beach vegetation is important as the root systems hold the sand together and help make the beaches stronger.

4. **Sea wall** – Man-made seawalls can make erosion worse, by disrupting natural sand movement and swell refraction.

5. **Creek pollution** – Not disposing of waste and pollutants properly can cause it to flow down into the ocean. This harms marine life and can make the water unsafe for people.

6. **Rubbish/plastic on the beach** – Plastic waste pollutes the ocean, entangles marine life, and breaks down into tiny toxic particles that enter the food chain.

7. **Signs of a beach on poor condition** – the beach is in a convex (cupped) shape, with eroded sand, fallen trees, and dying vegetation. These are signs that the beach is struggling to protect itself from waves and storms.

8. **Animals on the beach** – Letting livestock like pigs on the beach can cause them to trample dunes and coastal vegetation, eat young plants, and leave waste that can pollute the ecosystem.

RIGHT STORY

1. **Convex shaped beach** – A gently convex (domed) shape of the beach is a sign that it is in good condition.

2. **Dry brush as stabiliser** – Placing dead branches cut from roadside bushes and coconut fronds (brush) can protect the beach from tidal/storm surges, and also trap sand to help build up the beach.

3. **Beach vegetation above high tide line** – A healthy buffer of sand between the high-tide line and the beach vegetation is a sign of a healthy beach. Long uninterrupted stretches of beach vegetation is another good sign of a healthy beach.

4. **Signage/vehicles banned** – Keeping cars off the beach protects fragile sand, prevents sand compaction, and preserves coastal wildlife habitat.

5. **Designated footpaths** – Designated footpaths guide foot traffic, preventing damage to the plants that hold the sand in place.

6. **Creek kept clean** – A healthy creek means cleaner water flowing to the ocean, protecting marine life, coral reefs, and the communities that rely on them.

7. **Rubbish pick-up** – Regularly removing rubbish from the beach prevents plastic pollution, protects wildlife, and keeps the coastline beautiful and safe.

8. **Where there are natural mangroves** – Instead of man-made seawalls, naturally occurring mangrove forests can act as natural barrier, reducing wave energy, preventing erosion, and providing a habitat for fish and crabs.

9. **Keeping livestock off the beach** – Keeping animals away from the dunes and shore (e.g. in pig pens) protects vegetation, prevents erosion, and keeps the water clean.

Ideas for including local, traditional or Indigenous knowledge:

- Invite elders or longtime residents to share what beaches were like when they were younger. Ask them if there is anything that has changed? Why do you think that is?

- Are there any stories or local traditions that talk about the beach or the coastal areas? Is there anything we can learn from those stories about how our ancestors worked with the natural systems in coastal areas?
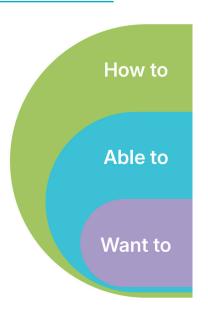
See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about coastal protection behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills that would help them commit to coastal protection actions?

- **ABLE TO:** Can you support communities to connect along a beachfront to make joint decisions and share resources for coastal protection?

- **WANT TO:** Can community leadership use persuasion, rewards and rules to encourage coastal protection actions?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Think about whether the Right Story will mean more work for some people than others. For example, who is going to pick up rubbish from the coastline? Who is going to plant mangroves and vegetation on the shoreline?

- Think back to the interconnections activity. Are there any people who have special connections to the coastline? For example, if only some people have a connection to the mangroves, then the participants might need to create a discussion space for those people so that everyone is aware of that connection.

See **Spotlight 3: Inclusion and power** (pages 17) for more information and ideas.

Community Actions: Right Story – Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about coastal protection:

- *These are the things that we know are Right Story for coastal protection and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for coastal protection, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for coastal protection, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for coastal protection, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about coastal protection. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?
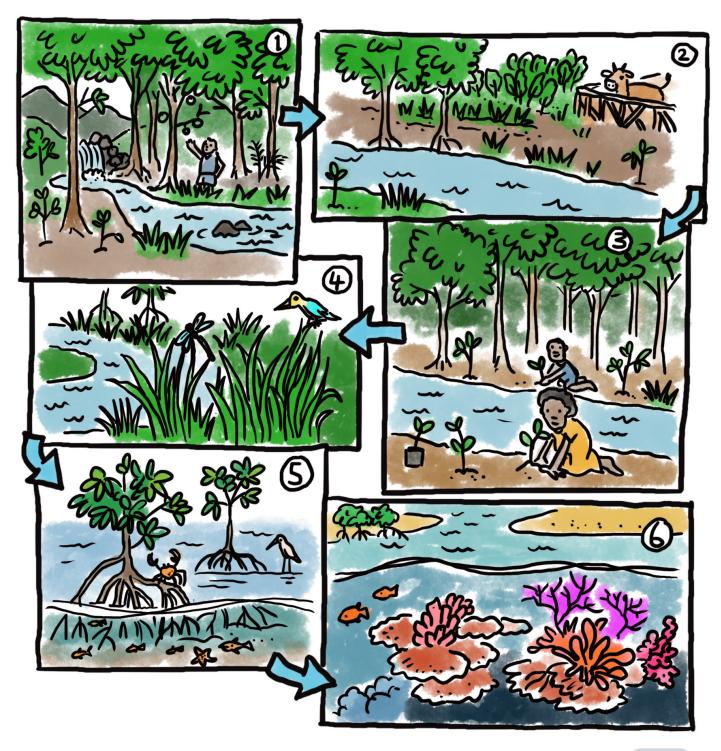
Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to find more information:

Kiwa MiCOAST – Micronesian Community-based Fisheries Management	Supports coastal resilience by empowering Micronesian communities to sustainably manage local fisheries using nature-based solutions.	https://kiwainitiative.org/en/projects/micoast-micronesian-community-based-fisheries-management-as-a-nature-based-solution-for-coastal-resilience
Kiwa PEBACC+ – Ecosystem-based Adaptation in the Pacific Islands	Expands the use of ecosystem-based approaches to help Pacific Island communities adapt to climate change.	https://kiwainitiative.org/en/projects/scaling-up-ecosystem-based-adaptation-to-climate-change-in-the-pacific-islands
Kiwa NbS Video: Healthy Coastal Ecosystems	Video exploring the role of healthy coastal ecosystems in protecting Pacific communities from climate impacts.	https://www.youtube.com/watch?v=Ax01qVDiqFI
Coastal Ecosystem-based Rehabilitation Guide – People Working with Nature	Practical guide for community-led restoration and protection of coastal ecosystems.	https://pacific-data.sprep.org/system/files/Coastal_Ecosystem-based_Rehabilitation_Guide.pdf
SPREP Resource: Locally Managed Marine Areas	Overview of diverse approaches used across the Pacific to manage marine areas at the local level.	https://pipap.sprep.org/content/locally-managed-marine-areas-multiple-objectives-and-diverse-strategies
Video: Protecting Fijian Coral Reefs	Video showing how locally managed marine areas in Fiji protect coral reefs and support fisheries.	https://www.youtube.com/watch?v=PGIMm3bAEVI
NUWAO: Coastal Setback Case Study	Case study on implementing coastal setbacks to protect people and nature from rising sea levels.	https://nuwao.org.nz/coastal-setback/
NUWAO: Living Breakwaters	Introduces reef-like structures that buffer wave energy while fostering marine ecosystems.	https://nuwao.org.nz/constructed-reefs-living-breakwaters/
NUWAO: Coral Reseeding	Demonstrates community-led coral reseeding efforts to restore damaged reefs.	https://nuwao.org.nz/coral-reseeding/
NUWAO: Living Seawalls	Innovative seawalls that support biodiversity while protecting coastlines.	https://nuwao.org.nz/living-seawalls-biodiversity-tiles/
NUWAO: Living Shorelines	Blends natural materials and vegetation to create resilient coastal edges.	https://nuwao.org.nz/living-shorelines/
NUWAO: Te Buibui	Revives a traditional Kiribati approach for climate-resilient shoreline protection.	https://nuwao.org.nz/te-buibui/

Nature-Positive: Systems – "Ridge to Reef"

NP6

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about ecosystem connections in a "Ridge to Reef" way of thinking.
2. The participants have been able to talk about their "Right Story and Wrong Story" regarding ridge to reef care.
3. The participants have made some decisions on the next actions they want to take to strengthen ridge to reef care.

Facilitation ideas:
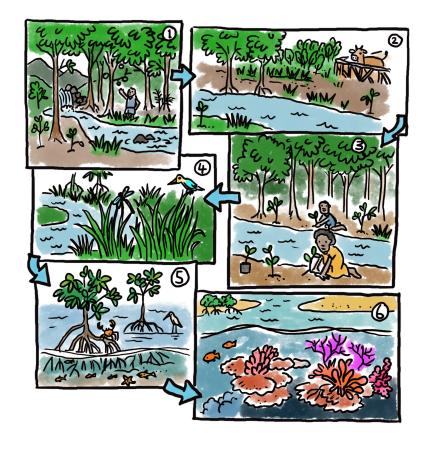
Discussion prompts:

Concept 1 explored understanding of interconnections in nature, and the interdependency of all life. The "Ridge to Reef" concept is an example of thinking about all the interconnections and impact of activities in a watershed – from the ridgeline (top of the mountain) through to the coast and then to the coral reefs fronting the land. These interconnected coastal systems can include many types of ecosystems – such as watersheds, forests, agricultural land, wetlands, rivers, estuaries, beaches, mangroves, seagrass beds and coral reefs.

The different sections in the image show how actions we take from the mountain ridge through the land and into the sea affect the health of the ecosystem.

- Show the image to the group, and using the image key ask:

    - What are some of the actions you can see that are protecting the ecosystem from the ridge to the reef?

    - While the image shows the flow of connections from the ridge to the reef, there are examples of interconnection that move in the opposite direction, such as fish and eels that move from the sea upstream to breed.

Image Key:

1. Protect forests to protect water sources (springs, etc) and attract rain clouds to the watershed

2. Reduce agricultural runoff into rivers to stop pollution and erosion

3. Riverside planting to stabilise and clean riverbanks, which keeps water clear and allows eels, fish and shrimps that breed in the ocean but live in the streams to move up and down the streams and rivers.

4. Protect wetlands for flood mitigation

5. Restoration of any naturally occurring coastal vegetation (such as coastal trees, or mangroves) for water cleaning and coastal protection

6. Clean water helps coral reefs and fish stocks

Healthy interconnected coastal systems are the basis for security and culture of local people. So the "ridge to reef" approach also includes the communities that care for the connected ecosystem, and the important cultural connections and knowledge of the people who live in the "ridge to reef" area.

Stresses to the "ridge to reef" system include increased sedimentation (mostly because of deforestation for agriculture, settlement, and roadbuilding), pollution (waste, urban run-off, and sewage disposal), and increased harvesting throughout the different parts of the ecosystem (timber, plants, fish, etc) to meet the demands of a growing population.

Discussion prompts:

- Are there any signs in the coastal areas of your community that show stress in the ridge-to-reef ecosystem? An example can be the invasive tilapia fish, that eats indigenous fish and water plants.

- Are there any examples in your community where people are taking actions to strengthen the ridge-to-reef ecosystem?

Ideas for including local, traditional or Indigenous knowledge:

- Invite elders or longtime residents to share what the coral reefs were like when they were younger. Ask them if there is anything that has changed? Why do you think that is?

- Are there any stories or local traditions that talk about the reef or the coastal areas? Is there anything we can learn from those stories about how our ancestors worked with the natural systems in coastal areas?

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.
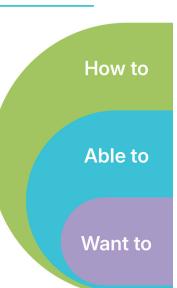
Ideas for thinking about reef-to-ridge behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills about ridge-to-reef connections?

- **ABLE TO:** How can you help connect this community to others in the ridge-to-reef area to make joint decisions and plan to share resources for nature-positive actions?

- **WANT TO:** Are there community champions for ridge-to-reef actions that can be strengthened so that others will listen and follow them?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Looking at the Right Story – are there any parts of the Right Story that might actually be the Wrong Story for some people in the community?

- Thinking about the ridge-to-reef connections, are there some areas that only some people in the community use? Discussing these special connections might help other people in the community to see impacts of their actions upstream that they were not previously aware of.

- Are there any examples from the Wrong Story that participants were not worried about in their own context? For example, a community with water tanks might not worry about a polluted or silted river. However, if water tanks are low, are there some people who need to access water more than others? A polluted or silted water might be part of some people's wrong story, but maybe not for those who make decisions.

See **Spotlight 3: Inclusion and power** (pages 17) for more information and ideas.

Community Actions: Right Story – Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about Ridge to Reef approach:

- *These are the things that we know are Right Story for ridge to reef and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for ridge to reef, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for ridge to reef, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for ridge to reef, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about ridge-to-reef. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?
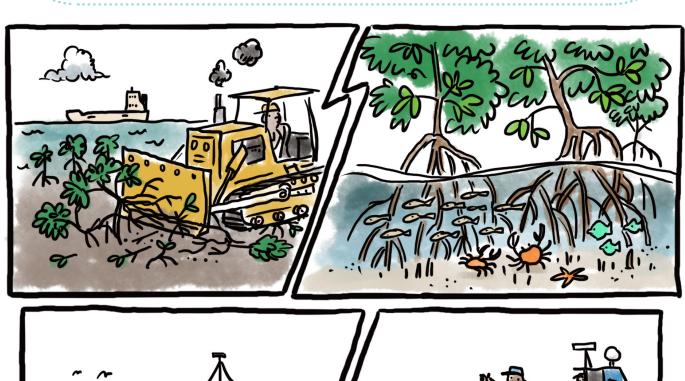
Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to find more information:

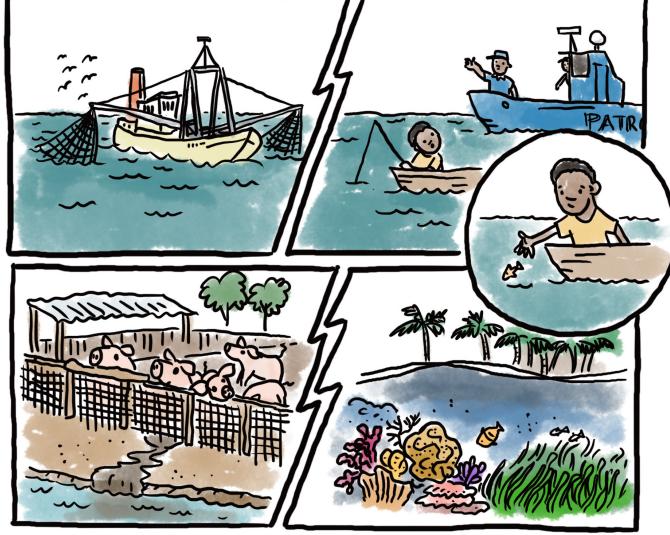|		
Kiwa WISH+ – Integrated Watershed Management	Integrates watershed management to improve biodiversity, climate resilience, and human health across Pacific communities.	https://kiwainitiative.org/en/projects/implementing-integrated-watershed-management-for-biodiversity-climate-resilience-and-human-health-cobenefits-into-the-pacific-communities
Kiwa MiCOAST – Micronesian Community-based Fisheries Management	Community-driven fisheries management initiative enhancing coastal resilience through nature-based solutions.	https://kiwainitiative.org/en/projects/micoast-micronesian-community-based-fisheries-management-as-a-nature-based-solution-for-coastal-resilience
Kiwa PEBACC+ – Ecosystem-based Adaptation in the Pacific Islands	Regional program to expand the adoption of ecosystem-based adaptation to climate impacts.	https://kiwainitiative.org/en/projects/scaling-up-ecosystem-based-adaptation-to-climate-change-in-the-pacific-islands
Kiwa INSPIRE – Invasive Species Management for Resilient Ecosystems	Strengthens ecosystem resilience by supporting invasive species management initiatives across the Pacific.	https://kiwainitiative.org/en/projects/inspire-invasive-species-management-for-resilient-ecosystems
Pacific Ridge to Reef	Explains the "ridge to reef" approach, integrating land and sea management for sustainable development.	https://www.pacific-r2r.org/help/faq/what-ridge-reef
Pacific Ridge to Reef – Country Reports	Country-level reports detailing national implementation of ridge-to-reef environmental management strategies.	https://www.pacific-r2r.org/index.php/resource-library?term_node_tid_depth=18
NUWAO: Riparian Restoration	Showcases efforts to restore riverside vegetation and stabilize waterways for ecological health.	https://nuwao.org.nz/riparian-restoration/
NUWAO: Revegetation and Renaturing	Focuses on bringing native vegetation back into urban and semi-natural environments.	https://nuwao.org.nz/revegetation-renaturing/
NUWAO: Planting for Biodiversity	Promotes urban planting designs that enhance biodiversity and provide habitat for native species.	https://nuwao.org.nz/planting-for-biodiversity-and-urban-habitat/

Nature-Positive:
Fish Management

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about nature-positive management of fish.

2. The participants have been able to talk about their "Right Story and Wrong Story" regarding fishing.

3. The participants have made some decisions on the next actions they want to take to strengthen their management of fish.

Facilitation ideas:

Introduction:

When we talk about a "fishery", we're talking about the fish and marine life being caught, the people who rely on them, the environment they live in, and the rules that help manage them. For communities that rely on the ocean, fisheries are more than just a source of food; they support livelihoods, cultural traditions, and the health of the overall marine ecosystems.

People fish to feed their families, sell at markets, and pass down knowledge through generations. Healthy fish stocks also support tourism and local economies. But when fisheries aren't managed properly, overfishing and habitat destruction can deplete fish populations and disrupt marine ecosystems. With increasing pressures from climate change, pollution, and modern fishing techniques, it's more important than ever to take care of our fisheries so that future generations can continue to rely on the ocean and its resources.

Looking after fisheries isn't just about setting fishing rules or protecting certain areas, it's about taking a holistic approach that considers everything else that is connected to the ocean. It is important to consider how things on land can impact marine environments, like how runoff from livestock is managed.

Nature has so many amazing systems that support healthy fish populations. We can support these natural systems by doing things like protecting fish habitats, managing catch sizes, and using traditional fishing practices. This chapter is about looking at what's happening in your own community and talking about what we can do to protect our fisheries for the future.

Row 1 – Protecting habitat

- On the left side, we can see the "Wrong Story" picture, where a construction worker is clearing naturally occurring mangroves with a bulldozer. When mangroves are removed, it also removes essential habitat for marine life. There is a large container ship in the background, suggesting that the mangroves might be getting cleared for better ship access (or perhaps for logging purposes).

- On the right side, we see the "Right Story", where a healthy naturally occurring mangrove system is providing habitat for an array of sea life. Many of the fish we see on reefs or out in deeper water actually start their lives in the mangroves. They hatch there and stay in the sheltered waters around the mangroves until they're big enough to move out to other habitats. Without mangroves, these fish (and plenty of other marine life) wouldn't have a safe place to grow before heading out to the reef and eventually returning to reproduce.

- Remember, mangroves are indigenous living systems that belong in specific places. If your place didn't have naturally occurring mangroves then you probably won't be able to successfully establish new mangroves.
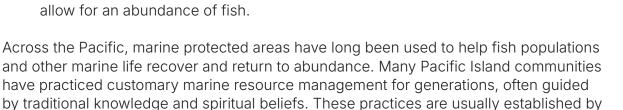
Row 1 - Discussion Prompts

- Conserving or restoring critical marine habitats is one way that we can work with nature to ensure a healthy fishery. What are some of the key marine habitats in your area? Are there any threats to these habitats from infrastructure or development?

- What actions could help protect these habitats?

Row 2 – Regulations and protected areas

- On the left side, the "Wrong Story" shows a large-scale industrial fishing vessel using unsustainable fishing methods. This can lead to overfishing, habitat destruction, and bycatch of endangered species.

- On the right side, a local fisher is practicing sustainable fishing by putting back a fish because it was a protected species, or perhaps it was undersized. The presence of a patrol boat suggests active enforcement of regulations. These regulations ensure that important marine areas are protected to allow for an abundance of fish.

Across the Pacific, marine protected areas have long been used to help fish populations and other marine life recover and return to abundance. Many Pacific Island communities have practiced customary marine resource management for generations, often guided by traditional knowledge and spiritual beliefs. These practices are usually established by community leaders to ensure that marine resources remain available for future generations.

Some of these methods include seasonal bans on fishing, temporary no-take zones, bans on bottom trawling, and restrictions on certain species, locations, or who can fish. These approaches allow fish stocks and marine ecosystems to regenerate while maintaining cultural traditions.

Different Pacific communities have their own names for these protected areas, including tabu (Fiji, Vanuatu, Kiribati), ra'ui (Cook Islands), kapu (Hawaii), tambu (Papua New Guinea), bul (Palau), mo (Marshall Islands), tapu (Tonga), and rahui (New Zealand Māori). These systems have helped keep Pacific fisheries strong for centuries, and when combined with modern conservation approaches, they continue to play a key role in sustainable fisheries management.[1]

Row 2 - Discussion Prompts

1. Are there any fishing regulations in your area? How are they enforced? Do you think that they are contributing to the good management of fish stocks?

2. What are the traditional marine management practices that take place in your community?

Row 3 – Impact of land-based actions

1. On the left side, an intensive piggery near a river is polluting the water. Poor waste management from farming leads to nutrient runoff, which can cause algal blooms and degrades fish habitats.

2. On the right side, clean water flows into the ocean, supporting healthy seagrass and coral reefs. The is the "Right Story" which shows how good inland actions like waste management and farming practices have reduced the impact on marine environments.

Row 3 - Discussion Prompts:

1. Have you seen land-based actions like piggeries impact the marine life around your community?

2. What are some practical steps your community could take to better manage waste in coastal areas?

Ideas for including local, traditional or Indigenous knowledge:

For generations, Pacific Island communities have used traditional fishing practices to manage marine resources sustainably. Methods like no-take zones or seasonal bans allow fish stocks to recover. Many communities also rely on ecological indicators, such as moon cycles or tree flowering, to guide when and where to fish. By combining these approaches with modern science, fisheries management can be more effective and culturally relevant. Ensuring that local leaders, elders, women, and youth are involved in decision-making strengthens community ownership and long-term sustainability.

Discussion Prompts:

- Many fishermen use signs from nature like moon cycles or tree flowering to guide when and where to fish. What traditional fishing practices or knowledge exist in your community?
- Are there any modern fisheries management approaches in your area that can benefit from this traditional knowledge?

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about fisheries management behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills that would help them commit to nature-positive fisheries management?

- **ABLE TO:** Are there ways to support the community to meet their economic needs while they are establishing nature-positive fisheries management?

- **WANT TO:** Can community leadership use persuasion, rewards and rules to encourage positive fisheries management?

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

How to

Able to

Want to

Ideas for inclusion and power:

- Thinking about all the different people in the community and the different knowledge they have – what are the different types of fish that are important, and for what reason?
- Are there any barriers for some people in the community to learn about fishing?
- If a community is selling fish, think about the whole process from catching the fish to selling it. Who does what during that process? Does everyone involved get the benefit?

See **Spotlight 3: Inclusion and power** (pages 17) for more information and ideas.

Community Actions: Right Story – Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about nature-positive fisheries management:

- *These are the things that we know are Right Story for nature-positive fisheries management and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for nature-positive fisheries management, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for nature-positive fisheries management, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for nature-positive fisheries management, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about fish management. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?

Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to find more information:

Kiwa MiCOAST – Micronesian Community-based Fisheries Management	Empowers Micronesian communities to manage fisheries for coastal resilience using nature-based approaches.	https://kiwainitiative.org/en/projects/micoast-micronesian-community-based-fisheries-management-as-a-nature-based-solution-for-coastal-resilience
SPREP: Mangroves Living on the Edge in a Changing Climate	Report exploring the role of mangroves in climate adaptation and biodiversity protection in the Pacific.	https://www.sprep.org/publications/mangroves-living-on-the-edge-in-a-chaning-climate
SPC: The Fisher's Tales Video Series	Video series sharing the stories and voices of Pacific fishers practicing sustainable community-based fisheries management.	https://cbfm.spc.int/resources/species-and-habitats/fishers-tales-videos
FAO: The State of World Fisheries and Aquaculture 2024	Flagship global report on trends, innovations, and sustainability in fisheries and aquaculture.	https://openknowledge.fao.org/items/06690fd0-d133-424c-9673-1849e414543d
TEDxSuva: Rethinking Fisheries Management to Include Fisher Women	Sangeeta Mangubhai's TEDx talk advocating for inclusion of women in fisheries decision-making.	https://www.youtube.com/watch?v=p5z1nKmY9U0
FAO: Ecosystem Approach to Fisheries and Aquaculture	Framework promoting holistic, sustainable, and inclusive management of fisheries and aquaculture.	https://www.fao.org/fishery/en/eaf-net/about/what-is-eaf
Pacific Framework for Action: Community-based Fisheries Management 2021–2025	Regional roadmap for scaling up community-based fisheries management across Pacific Island nations.	https://www.spc.int/DigitalLibrary/Doc/FAME/Reports/SPC_21_Framework_for_action.html
Guidelines: Community-based Fisheries Management for Pacific Countries	Step-by-step guidance for designing, implementing, and supporting community fisheries initiatives.	https://coastfish.spc.int/component/content/article/58-a-community-based-ecosystemapproach-to-fisheries-management-guidelines-for-pacific-island-countries

Nature-Positive:
Disaster Preparedness
(Fire, Flood, Storm, Drought)

NP8

What we want the participants to learn or talk about using this picture:

1. **At the end of this discussion participants are interested and engaged in talking about benefits of nature in preparedness for natural disasters.**

2. **The participants have made some decisions on the next actions they want to take to strengthen through nature-positive solutions preparedness for natural hazards and disaster.**

Facilitation ideas:

Introduction:
Floods, droughts, storms, fires are all part of life in the Pacific. For generations communities have had ways of dealing with disasters, such as thinking about where they build their homes, and how/where/when to grow food, or store water. But over time some of this knowledge has been lost and sometimes it is forgotten why certain practices existed in the first place.

At the same time, modern approaches to preparing for disasters have often over-prioritized developing infrastructure like seawalls, drainage systems, and concrete barriers. While these solutions do have their place, they can sometimes create new problems - like disrupting natural water flows or even damaging ecosystems. There are other ways to prepare for disasters that rely less on human-made infrastructure and work more with the natural systems that already exist in a place to make it more resilient. For example:

- Healthy mangroves can absorb storm surges.

- Healthy forests and wetlands slow down floodwaters.

- Coral reefs act as natural breakwaters.

- Planting crops on the contours of land can reduce soil loss to erosion and help water be absorbed into the ground in storms.

Many of these activities are things that communities have already done traditionally. They are often cheaper, more sustainable, and can also provide other benefits like food, clean water, and stronger ecosystems.

This discussion is about recognising the role of nature in disaster preparedness, and figuring out how we can strengthen those natural protections. What's already working? What's been lost? And what actions can we take to work with nature, rather than against it?

Facilitation ideas:

Image description:
The image tells the story of a community that cleared its traditional taro fields to build houses. They were unaware that the taro fields were intentionally planted there, to help absorb floodwaters.

After experiencing severe flooding, they held a community meeting and realised that the taro crop was important for the protection of their houses. Eventually they restored the taro fields, bringing back a traditional practice that protects their homes and makes them more resilient.
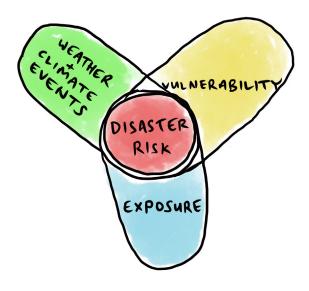
Facilitation activity:

(Adapted from: Participatory Capacity and Vulnerability Analysis – A Practitioners Guide by Oxfam)

1. Draw the Disaster Risk diagram (Weather & Climate Events, Vulnerability, Exposure) on a board or large paper. Briefly explain each of the sections of the diagram:

    - **Weather & Climate Events** =
      Disasters like storms, floods, droughts, and fires.

    - **Exposure** =
      Where and how people live or the location of their sources of livelihood that make the impact of a disaster worse (e.g., houses in flood zones, deforestation increasing landslides).

    - **Vulnerability** =
      Factors that make people experience more bad impact during and after a disaster (e.g., dependence on a single food source, lack of protective infrastructure, economic hardship).

The **disaster risk** happens where all three of these things overlap - when a weather or climate event impacts something highly exposed and vulnerable.

2. Share the main image of the community and the taro field above (from the page) with the group. Then ask: *What is happening in this image? What is the story being told?*

3. Use the Disaster Risk Diagram to lead a discussion about the story of the community and the taro field. You can ask the group:

    - What was the weather or climate event that caused disaster?
    - How did removing the taro increase exposure to flooding?
    - Why was the community vulnerable once the taro was gone?

4. Now, ask the group to identify real examples from their own communities where a natural system, or assets in their community are exposed to disaster risks.

    List key things about your community that fall into each part of the disaster risk diagram. For each example from the group, discuss its strength, vulnerability, and exposure to hazards.

    Example: *If a community had only one vegetable garden (vulnerability) in a low-lying area near the coast (exposure) and there was a storm surge from a cyclone coming (hazard), that would mean a high risk to that asset (the vegetable garden) and therefore negative impact for the community's food security.*

5. Ask the group to identify one way that the community could work with a natural system or better manage the land in a way that could reduce disaster risk.

Ideas for including local, traditional or Indigenous knowledge:

Traditional practices often have disaster resilience built into them, even if it's not always seen clearly.
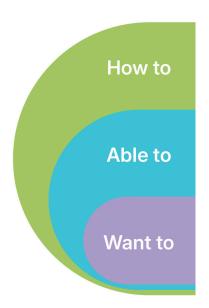
Discussion prompts:

-   Are there any stories from elders or past generations about disasters. What can we learn from these stories about how people used to prepare for or recover from disasters?

-   What traditional practices exist in your community that help with disaster preparedness? Have any of these practices been lost or changed?

-

-   Are there any modern infrastructure solutions in your area that are intended to reduce disaster risk? Do the modern approaches compliment or contradict the traditional knowledge about disasters in your community?

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about Nature-Positive disaster preparation behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills that would help them do nature-positive disaster preparation planning?

- **ABLE TO:** How can you connect the community to existing government plans and support for nature-positive disaster preparation?

- **WANT TO:** What can community leadership model about nature-positive disaster preparation and influence others to follow?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Think about an area of land, sea or coast and the different connections that people in the community might have with it. Are there any special connections that disaster preparation might impact or block?

- If disaster preparation is going to require work, who is going to do it? Will disaster preparation mean that some people have to do more work than others?

- How will nature-positive disaster preparation meet the needs of different types of people?

See **Spotlight 3: Inclusion and power** (pages 17) for more information and ideas.

Community Actions: Right Story – Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about nature-positive disaster preparedness:

- *These are the things that we know are Right Story for nature-positive disaster preparedness and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for nature-positive disaster preparedness, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for nature-positive disaster preparedness, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for nature-positive disaster preparedness, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about disaster preparedness. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?

Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to find more information:

Kiwa WISH+ – Integrated Watershed Management	Integrates biodiversity, climate resilience, and human health through community-led watershed management in the Pacific.	https://kiwainitiative.org/en/projects/implementing-integrated-watershed-management-for-biodiversity-climate-resilience-and-human-health-cobenefits-into-the-pacific-communities
Kiwa PEBACC+ – Ecosystem-based Adaptation in the Pacific Islands	Regional initiative scaling up ecosystem-based approaches to support adaptation to climate change.	https://kiwainitiative.org/en/projects/scaling-up-ecosystem-based-adaptation-to-climate-change-in-the-pacific-islands
UNDRR: Nature-based Solutions for Disaster Risk Reduction	Resources and videos exploring how nature-based solutions can reduce disaster risks and build resilience.	https://www.undrr.org/words-action-nature-based-solutions-disaster-risk-reduction
SPREP: Nature-based Solutions in Response to Climate Change	Article highlighting practical NbS applications in Pacific Island communities facing climate change.	https://www.sprep.org/news/using-nature-based-solutions-in-response-to-climatechange-impact-in-the-pacific
Prompting Pacific Islands Nature-based Solutions (PPIN)	Platform promoting and coordinating regional nature-based solutions for resilience in the Pacific.	https://www.spc.int/cces/ppin
NUWAO: Nature-based Stormwater Management	Designs and case studies showcasing natural approaches to managing urban stormwater in Pacific settings.	https://nuwao.org.nz/nature-based-stormwater-management/

Nature-Positive: *Livelihoods*

What we want the participants to learn or talk about using this picture:

1. At the end of this discussion participants are interested and engaged in talking about nature-positive livelihoods.

2. The participants have been able to talk about their "Right Story and Wrong Story" regarding livelihood.

3. The participants have made some decisions on the next actions they want to take to strengthen their nature-positive livelihoods.

Facilitation ideas:

Introduction
A livelihood is everything that a household uses to meet their needs for life. It includes things like harvesting things from forests and the sea, farming, working for paid employment, or receiving money from family who live somewhere else. Livelihoods in Pacific communities are (and have always been) deeply interconnected with the ecosystems where they live. The wealth and gifts to a community from the relationships in healthy ecosystems is the original sustainable economics.

Every nature-positive process in this facilitation guide can be connected in some way to community or household livelihoods, because of the interdependence of Pacific communities with nature.

Image discussion prompts
In the image we see how nature-positive activities create many livelihood benefits. Livelihood examples from interdependence with nature include:

- having healthy soil and ways of farming that hold water in the soil, prevents erosion and results in healthy plants for eating and sale at the market.

- having a healthy forest that provides timber for homes, fruit and nuts through a food forest, and forest products for traditional crafts.

- having a healthy conservation area that provides a place for animals and plants to thrive, which can also provide opportunity for sustainable eco-tourism.

- having a healthy marine ecosystem that provides fish and seafood for eating and sale at the market.

- having a healthy, beautiful beach that protects the community from storms and erosion, as well as providing opportunity for sustainable eco-tourism.

Discussion Prompts:

1. Discuss how local livelihoods in the community depend on ecosystems (e.g., fisheries, tourism, agriculture).

2. What are the Right Story or Wrong Story interactions between local livelihoods and ecosystems in the community?

3. Get the group to talk about the benefits to community livelihoods and social or cultural health if ecosystems are strong and healthy.

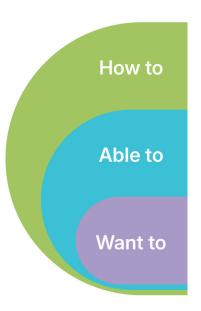# Ideas for including local, traditional or Indigenous knowledge:

1. Discuss specific cultural or social practices that are important for family or community livelihood that are directly tied to ecosystems (for example, traditional fishing methods or customary land use).

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about Nature-Positive livelihoods behaviour change:

- **HOW TO:** What training is there that will help the community establish nature-positive livelihoods?

- **ABLE TO:** What support is there for the community to map out alternative ways they can meet their economic needs while nature-positive actions are being established?

- **WANT TO:** What education or persuasion can be done by respected outsiders (government, specialists) to strengthen community commitment to nature-positive livelihoods?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Think about the different livelihood options that different people might have.
- Are there any barriers for some people in the community to engage with a livelihood activity?
- If a community is selling a product, think about the whole process of producing it. Who does what during that process? Does everyone involved get the benefit?
- For example, if a community is running an eco-tourism business, does everyone have the same workload? If not, how should the benefits be shared to reflect this?

See **Spotlight 3: Inclusion and power** (pages 17) for more information and ideas.

Community Actions: Right Story – Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about nature-positive livelihoods:

- *These are the things that we know are Right Story for nature-positive livelihoods and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for nature-positive livelihoods, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for nature-positive livelihoods, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for nature-positive livelihoods, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about livelihoods. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.
- The example has space for three actions, add more columns as needed.
- Each action should also include organisations, government or other experts that they will get further help from.
- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?

Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to find more information:

Kiwa POLFN – Organic Learning Farms Network	Builds the climate resilience of smallholder farmers in the Pacific through organic learning farm networks.	https://kiwainitiative.org/en/projects/filters/cobenefits/biodiversity-conservation/an-organic-learning-farm-network-to-build-the-climate-resilience-of-smallholder-producers-in-the-pacific
Kiwa MiCOAST – Micronesian Community-based Fisheries Management	Supports coastal resilience through community-led fisheries management in Micronesia using nature-based approaches.	https://kiwainitiative.org/en/projects/micoast-micronesian-community-based-fisheries-management-as-a-nature-based-solution-for-coastal-resilience
Kyeema Foundation PNG: Village Chicken & Reef Restoration	Enhances food security and income through sustainable chicken rearing and reef restoration in Papua New Guinea.	https://kyeemafoundation.org/explore-our-work/papua-newguinea/food-security-papua-new-guinea/
Nature-based Solutions for Forests and People	Explores how forest-focused NbS enhance livelihoods and climate resilience in Pacific communities.	https://livelearn.org/projects/climate-resilient-by-nature/
WWF: Nature-based Solutions Addressing Challenges	Overview of NbS projects addressing climate, biodiversity, and community resilience in Australia and beyond.	https://wwf.org.au/what-we-do/climate/nature-based-solutions/
Nature-Based Solutions Inventory for Fiji	Comprehensive inventory of NbS initiatives and opportunities across Fiji.	https://www.iisd.org/system/files/2024-09/nature-based-solutions-inventory-fiji.pdf

Nature-Positive: Community Conservation

What we want the participants to learn or talk about using this picture:

1. **At the end of this discussion participants are interested and engaged in talking about community conservation.**

2. **The participants have been able to talk about their "Right Story and Wrong Story" regarding community conservation.**

3. **The participants have made some decisions on the next actions they want to take to strengthen community conservation.**

Facilitation ideas:

Introduction

Ecosystems become established over generations, changing based on seasons and species, becoming more complex as the centuries pass. This depth and diversity are the foundation for life, it is Right Story. But it can be so quickly destroyed by a Wrong Story decision.

Conservation is actively choosing to protect ecosystems. These ecosystems can be mature, complex and diverse – ecosystems that have matured over many generations – or they can be ecosystems that need time for restoration. Conservation or protection by the people who belong in the ecosystem is the most effective and way to keep habitat safe, reverse wildlife loss and increase resilience to climate change. Around one third of the world's remaining intact forest landscapes are on Indigenous land.

Community-managed lands have higher levels of biodiversity and resilience. Around the world, for many generations Indigenous peoples and local communities have protected their lands and waters in partnership with nature, guided by deep connections to place, identity, culture and ways of knowing.

Throughout the Pacific region, communities have thrived in isolated environments through maintaining a deep relationship with the land, maintaining the wealth of cultural resources and traditional knowledge, as well as leading local conservation management and climate resilience activities in their communities.

Image discussion prompts

In the image we see discussion about different types of conservation decisions. A community sees neighbouring land being mined and discusses whether to follow that path or protect their land through conservation and community-managed use and care. Examples include:

- Establishing a land or sea protected conservation area must be the result of a community-wide participatory process, with every group and land user given a voice, as land use rules can impact community families differently.

- Setting up conservation areas requires the community to plan land use together, thinking about both present and future needs. In a conservation area, the community can still access natural resources, but in a sustainably managed way, based on the rules that the community have agreed on together.

- Creating sustainable use rules, based on traditional ways of living with the land. These can include tabu sites, traditional rules, compliance by rangers, etc.

- Establishing complimentary livelihood sources in protected areas, such as bee-keeping or coral and fish habitat restoration.

- Having a healthy conservation area that provides a place for animals and plants to thrive, which can also provide opportunity for sustainable eco-tourism.

- Conducting education and conversations to share traditional or Indigenous knowledge between youth and elders while caring for the conservation area.

Discussion Prompts:

1. Discuss what kinds of ecosystem conservation are already being done by the community.

2. What are the Right Story or Wrong Story interactions about ecosystem conservation in the community?

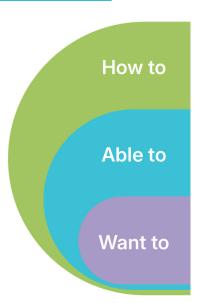# Ideas for including local, traditional or Indigenous knowledge:

- How is traditional or Indigenous knowledge about conservation (such as traditional forest products for crafts or traditional fishing methods) shared in the community? Is this an area that needs strengthening?
- What traditional tambu or other rules are already in place, or used to be in place, that are helpful for community-led conservation?

See **Spotlight 2: Local, Indigenous and Traditional Knowledge** (pages 14) for more information and ideas.

Ideas for thinking about community conservation behaviour change:

- **HOW TO:** What gaps does the community have in knowledge or skills that would help them implement community conservation actions?

- **ABLE TO:** Can you support communities to connect in watersheds to talk and make joint decisions about community conservation actions?

- **WANT TO:** Can community leadership facilitate discussion about traditional beliefs, practices and stories that highlight connections to land, water or totem species?

How to

Able to

Want to

See **Spotlight 1: Thinking about behaviour change** (page 10) for more information and ideas.

Ideas for inclusion and power:

- Think about an area of land, sea or coast and the different connections that people in the community might have with it. Are there any special connections that conservation might impact or block?

- If conservation is going to require work, who is going to do it? Will conservation mean that some people have to do more work than others?

- Who will manage the conservation area? Will that group include different types of people?

See **Spotlight 3: Inclusion and power** (pages 17) for more information and ideas.

Community Actions: Right Story – Wrong Story

At the end of the session get the participants to talk about their answers to the four statements below:

Because we are part of nature, and our future depends on working together with nature, this is what we want to do about community conservation:

- *These are the things that we know are Right Story for community conservation and* **we want to take with us** *to the future.*

- *These are the things that we know are Wrong Story for community conservation, and* **we shouldn't take them** *into the future.*

- *These are the things that we know are Right Story for community conservation, but we stopped doing and* **we need to bring them back to help us** *in the future.*

- *These are the things that we know are Right Story for community conservation, but* **we can't take them with us** *to the future because there has been too much change, but we will remember them in our stories and culture.*

Community Actions: Absorb Adapt Transform

- Then get the participants to document some actions they want to take about conservation. The table can be drawn on a big piece of paper, or a blackboard or whiteboard.

- The example has space for three actions, add more columns as needed.

- Each action should also include organisations, government or other experts that they will get further help from.

- For each action give think about nature-positive actions and time – will it take weeks/months? Or will it take years/decades?

Community Actions	Action 1	Action 2	Action 3
Absorb Actions			
Adapt Actions			
Transform Actions			

Where to get more information:

Kiwa WISH+ – Integrated Watershed Management	Enhances biodiversity, health, and climate resilience through watershed management in Pacific communities.	https://kiwainitiative.org/en/projects/implementing-integrated-watershed-management-for-biodiversity-climate-resilience-and-human-health-cobenefits-into-the-pacific-communities
Kiwa MiCOAST – Micronesian Community-based Fisheries Management	Uses community-based fisheries management as a nature-based solution for coastal resilience in Micronesia.	https://kiwainitiative.org/en/projects/micoast-micronesian-community-based-fisheries-management-as-a-nature-based-solution-for-coastal-resilience
Kiwa PEBACC+ – Ecosystem-based Adaptation in the Pacific Islands	Scales up ecosystem-based adaptation actions to build climate resilience across the Pacific.	https://kiwainitiative.org/en/projects/scaling-up-ecosystem-based-adaptation-to-climate-change-in-the-pacific-islands
Kiwa INSPIRE – Invasive Species Management for Resilient Ecosystems	Strengthens ecosystems by managing invasive species to support biodiversity and climate resilience.	https://kiwainitiative.org/en/projects/inspire-invasive-species-management-for-resilient-ecosystems
Kiwa POLFN – Organic Learning Farms Network	Supports climate-resilient smallholder farming through organic learning networks in the Pacific.	https://kiwainitiative.org/en/projects/filters/cobenefits/biodiversity-conservation/an-organic-learning-farm-network-to-build-the-climate-resilience-of-smallholder-producers-in-the-pacific
NUWAO: Customary Resource Management	Showcases how traditional Pacific knowledge and customs support sustainable resource management.	https://nuwao.org.nz/customary-resource-management/
NUWAO: Ecosystem-based Management	Introduces ecosystem-based approaches to managing human and environmental wellbeing.	https://nuwao.org.nz/ecosystem-based-management-and-ecosystem-based-adapatation/
IUCN – Oceania	IUCN's regional platform supporting biodiversity conservation and climate resilience in Oceania.	https://iucn.org/our-work/region/oceania
Conservation International – Asia Pacific	Regional hub for Conservation International's projects promoting climate and nature solutions in the Asia-Pacific.	https://www.conservation.org/places/asia-pacific
WWF – Pacific	WWF's regional office working to protect ecosystems and strengthen community resilience in the Pacific.	https://www.wwfpacific.org
BirdLife International – Pacific	Regional branch of BirdLife promoting bird and biodiversity conservation across Pacific Islands.	https://www.birdlife.org/pacific/
Talanoa Consulting	Fiji-based consultancy specializing in climate change adaptation, resilience planning, and community engagement.	https://www.talanoa-consulting-fiji.com/projects-expertise/
Samoa Conservation Society	Local organization protecting Samoa's environment and promoting conservation awareness.	https://samoaconservationsociety.com

Working with Nature For Community Climate Adaptation

A guide for facilitating community discussions on Nature-based Solutions in Pacific Islands

This guide and the accompanying posters help community facilitators start conversations about the strengths of nature in adapting to challenges of climate change. The thinking and ways of working shown through the images and discussion questions are starting points in conversations about remembering the ways older than modern thinking, and remembering that communities in the Pacific have always been resilient through their relationships with natural systems.

For more information: http://www.kiwainitiative.org/