



Kaya cards

Para sa Kabataan at Kalikasan

A Youth Engagement Toolkit
Towards Sustainable and Inclusive
Landscape Governance



Forest
Foundation
Philippines
Let's grow together.

www.forestfoundation.ph



www.tropenbos.org

Kaya



Hello there!

At a time when our world calls for urgent care and action, it is the youth who can bring the courage and creativity that we need. They are not just the leaders of tomorrow, but also the changemakers of today.

Whether you are an environmental advocate, a facilitator, a youth leader, or a community member, **if you believe in the power of youth to protect both the lands and the life it sustains, this toolkit is for you.**

Together, let's nurture spaces where youth can learn, lead, and act – for a *more sustainable and inclusive world.*

Kaya





About The Toolkit

This toolkit was created to support **facilitators, educators, youth leaders, community leaders, and advocates who want to design meaningful engagements with youth learners** in conservation and landscape governance.

In this toolkit, you'll find practical strategies, facilitation tips, and activity ideas that you can adapt to your own context.

The cards are designed to help you make youth participation more open, rooted in community, and impactful for sustainable futures.

What Inspired The Toolkit

This toolkit is a culmination of the youth engagement initiatives under the Sustainable and Inclusive Landscape Governance (SILG) Program, a joint program of Forest Foundation Philippines and Tropenbos International.

It carries forward the lessons learned, along with the hope that more youth will be empowered and inspired to continue the advocacy for sustainable and inclusive landscape governance.

The title itself, **Kaya Cards**, serves as a reminder that both youth and facilitators have the capacity to learn and grow together.

Para sa kabataan

Para sa kalikasan

Para sa kinabukasan



How can we create meaningful learning experiences for the youth?

As you explore this toolkit, you'll come across **four design principles**. Think of them as your guide: a reminder that engaging youth in environmental action is not only about what we teach, but also how we create spaces for learning.

These principles are the foundation of the tools and strategies that follow, helping you design meaningful learning experiences for young people.

Design Principles



Clear

Malinaw

A good learning experience is easy to follow and focused on what matters most.



Inclusive

Kasya Lahat

A good learning experience is open and accessible to all voices.



Human

Makatao

A good learning experience is authentic and participatory.



Inspiring

Nagsusulong

A good learning experience is meaningful and energizing.

How to use this toolkit



Front of the card:

You'll find a strategy linked to one of the four principles (*Malinaw, Kasya Lahat, Makatao, Nagsusulong*).

These strategies will guide you in framing the purpose of the activity or approach.

Back of the card:

You'll see a suggested activity you can try, and other strategies to adapt or combine.



How to use this toolkit

You can use the cards in different ways:

- **Explore the strategies:** Pull one for inspiration while designing a session.
- **Facilitator Check:** Pick a few to check if your facilitation is balanced across the principles.
- **Collaborate:** Share them with youth participants to co-design activities together.
- **Mix and match:** You don't need to use the cards in order. Shuffle, combine, or pick the ones that best fit your audience, context, and goals.
- **Reflect and iterate:** After using a card, take time to reflect on what worked well and what can be improved. Each session is a chance to learn, adapt, and grow.



Facilitation Basics



*What it means to show up as a facilitator:
the mindsets, values, and tools you carry.*

Kaya



My Facilitator Self



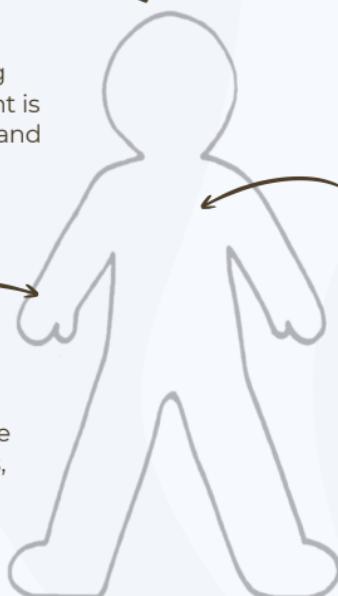
Our mindset

remind us to enter each space with curiosity and openness, trusting that every moment is a chance to learn and grow together.



Our tools

are the bridges that bring ideas to life, through the logistics, activities, and stories we create and share.



Our values

ground us in empathy, respect, and collaboration, helping us create spaces where every voice matters and every story has a place.



A gentle reminder for facilitators:

The energy, presence, and care you bring into a space come from how well you take care of yourself, too! Trust your instincts, rest when you need to, and remember: you are also learning and growing alongside the youth.

My Facilitator Self

As facilitators, there are **three elements** that we facilitate:



People



Spaces



Processes



Facilitating People

Every gathering is shaped by the people in the room: their stories, energy, and perspectives. As facilitators, our role is to honor these voices and make sure each one is heard.



Facilitating People

Here are some guide questions to reflect on:

- How can I sense the emotions of my participants?
- What will be the role/s of the participants?
- What will be my relationship with them?
- What might I do to establish a safe learning space for the participants?

Facilitating People



Set norms
and introduce
team roles



Use icebreakers
and energizers



Weave in
movement activities
and breaks



Use simple hand
signals and cues to
guide the group

Facilitating People



Use check-ins and check-outs to sense the group



Invite resource persons



Secure parental consent



Assign buddies



Facilitating Spaces

The environment affects how people show up. Spaces that feel safe, welcoming, and open invite deeper sharing and collaboration.



Facilitating Spaces

Here are some guide questions to reflect on:

- How does the setup (seating, language, atmosphere) affect participation?
- Are there barriers (physical, social, cultural) that I need to address?
- What kind of spaces do the participants need (common spaces, resting spaces, etc.)?

Facilitating Spaces



Imagine and identify the materials you need



Experiment with seating arrangements



Assign zones (resting, sharing, learning, etc.)



Consider how the learners will move around

Facilitating Spaces



Choose welcoming
venues



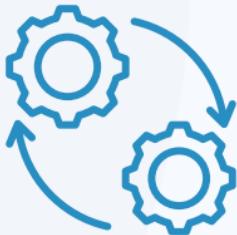
Create spaces
that connect



Prepare
participant kits



Be ready with
health kits



Facilitating Processes

Processes guide how conversations flow and decisions are made. Good processes balance structure with flexibility, ensuring clarity while leaving room for creativity and ownership.



Facilitating Processes

Here are some guide questions to reflect on:

- Do my participants know the goal of the session? How do I start and frame the session?
- How do I clearly communicate my ideas?
- How do I encourage my participants to share their ideas?
- Do I park the questions for a later time? Where do they park their thoughts? How do we proceed with these questions?

Facilitating Processes



Clarifying learning goals



Use well-phrased and dynamic prompts



Set parameters for interaction and collaboration



Estimate time needed for tasks

Facilitating Processes



Balance action and reflection



Build ownership by letting learners capture their journey



Ensure proper documentation of the event



Share a recap at the end of the session

Creating Learning Experiences

*Practical strategies and activities
to make youth engagement clear,
inclusive, human, and inspiring*

Kaya





CLEAR

Malinaw

A good learning experience is **easy to follow and focused on what matters most.**

It helps youth see the links between their everyday choices and the bigger picture of protecting forests, waters, and communities.

Strategies you can try

Highlight what the youth can do

Share the bigger context

Break down the fundamental concepts

Use metaphors to explain concepts

Check for understanding



CLEAR | MALINAW

Highlight what the youth can do

Why it matters

Youth hold a vital role in sustainable and inclusive landscape governance. By helping them recognize this role, we **create opportunities to empower and equip them** to actively shape the future of their communities and environments.

Suggested Activity

Map of Influence

Objective: To help youth learners recognize where they already have influence and connect it to environmental action.

Materials

- Sheet of paper
- Pens or markers

Procedure

- 1 Explain that each of us has different circles of influence where our actions matter.
- 2 Ask participants to draw three circles on their paper. Label them: Family, School, and Community.
- 3 Invite participants to write or draw examples of how they can make an impact in each circle.
- 4 Have participants pair up or form small groups to share their maps.

Key Message

Sustainability begins with everyday choices in the spaces you belong to.

Try these!

 Share real examples of young people leading or influencing local initiatives.

 Connect their skills, passions, and lived experiences to environmental issues.

 Highlight how youth perspectives complement those of elders, leaders, and other stakeholders.



CLEAR | MALINAW

Share the bigger context

Why it matters

When youth see **how their actions fit into larger conservation goals**, they understand the why behind what they do. This builds motivation, ownership, and a sense of belonging to something bigger than themselves.

Suggested Activity

Conservation Storyline

Objective: To help youth understand how small actions contribute to a larger story of caring for the land, culture, and future generations.

Materials

- Manila paper
- Markers

Procedure

- 1 Draw a long line across the paper. This will be the conservation storyline.
- 2 Begin at the left: Invite an elder (or facilitator) to share how the community traditionally cared for land, water, and forests. Place symbols or drawings on this part of the line.
- 3 In the middle: youth will write or draw their current actions (planting, rituals, youth organizing) and place them along the line.
- 4 On the right: youth will add their visions for the future.



Key Message

Our actions today are interconnected. We are continuing the story of our ancestors and creating a better future for the next generations.



Try this!

 Ask youth to reflect on changes they've seen in the landscape over time and connect that to larger environmental trends.



CLEAR | MALINAW

Break down the fundamental concepts

Why it matters

Big topics such as conservation, biodiversity, climate change, or governance can sometimes be overwhelming. Breaking them into **smaller, digestible pieces helps youth see connections step by step**, making the concepts easier to grasp and act on.

Suggested Activity

Explain in Three Statements

Objective: To help youth learners break down complex ideas into clear, simple, and memorable key messages.

Materials

- Metacards or post-its
- Pen or markers

Procedure

- 1 Choose one key concept from the discussion.
- 2 In small groups, ask the group to think of 3 simple statements that can explain the concept and write these on the metacards.
- 3 Give time to discuss, simplify, and agree on the three most important messages. Encourage them to use their own words.
- 4 Each group presents their three statements. Facilitator arranges them on the board to show similarities and differences.

Key Message

Big ideas can feel overwhelming at first. By breaking them into a few simple, connected statements, we can better understand the concept, see how the pieces fit together, and feel more ready to take action.

Try these!

 Draw a concept map with branches for causes, impacts, and solutions.

 Identify and list the pros and cons of each idea or topic.



CLEAR | MALINAW

Use community-based metaphors to explain concepts

Why it matters

Metaphors rooted in daily life and traditions make abstract ideas more meaningful. **By connecting conservation concepts to things they already know and experience**, youth can better relate to and remember them.

Suggested Activity

Metaphor Builders

Objective: To strengthen connections between cultural knowledge and environmental concepts.

Materials

- Paper or index cards
- Pens or markers
- Local objects (optional)

Procedure

- 1 After introducing a concept, ask the learners: “What in our daily life or traditions reminds you of this idea?”
- 2 In small groups, youth brainstorm and write or draw metaphors.
- 3 Groups share their metaphors with everyone.
- 4 Discuss: Which metaphors do you resonate with the most?

Key Message

Issues become more understandable when we connect them to things we already know and experience.

Try these!

 Start simple. Model a metaphor first (ex. “Caring for the forest is caring for own home”) to help spark ideas.

 Remind participants that metaphors can come in words, drawings, or even physical gestures.

 Encourage the participants to use their own language in creating their metaphors.



CLEAR | MALINAW

Check for understanding

Why it matters

Clarity is not just about explaining well, but also **making sure the youth learners are still onboard** with the activity and discussion.

Suggested Activity

KWL Chart

(Know, Want to Know, Learned)

Objective: To help youth reflect on what they already know, what they want to learn, and what they have learned.



Materials

- Manila paper
- Markers
- Post-its



Procedure

- 1 Draw three columns labeled K (Know), W (Want to Know), L (Learned).
- 2 At the start, ask youth to fill in the K (what they already know about the topic) and W (what they want to learn).
- 3 As the session progresses or at the end, ask them to fill in L (what they learned).
- 4 Review together: Did we cover what they wanted to know? Are there gaps to revisit?



Key Message

The youth's voice matters in the learning process. By checking in together, we make sure no one gets left behind.



Try these!

Use drawings or symbols instead of words to check understanding.

Signal Check: Learners show their level of understanding using five fingers, giving facilitators a quick way to adjust the lesson flow.



INCLUSIVE

Kasya Lahat

A good learning experience is **open** and accessible to all voices.

It values diversity, whether across cultures, identities, or knowledge systems, and ensures that everyone has a place in shaping sustainable futures.

Strategies you can try

Adapt to participants' capacities

Incorporate cultural knowledge

Embrace diversity

Form diverse circles

Present different leadership pathways



Adapt to participants' capacities

Why it matters

Not everyone expresses themselves in the same way. **By adapting to local languages and different communication styles**, we make sure all youth feel included, valued, and able to participate meaningfully.

Suggested Activity

Expression Stations

Objective: To help youth learners discover and celebrate the many different ways of expressing themselves.

Materials

- Papers, pens, and drawing materials
- Legos, blocks, or other items
- (Optional) A phone or camera for recording performances



Procedure

- 1 Set up 3-4 “expression stations.” You can try the following stations: drawing, writing, building, and performing.
- 2 Share your chosen prompt with the group.
- 3 Invite the youth to choose a station that feels most comfortable or exciting for them.
- 4 Give them time to create or express their response at their chosen station.

Key Message

People express themselves in different ways, and there's no single “right” way to do it!



Try these!

 End with a showcase or exhibit so participants can explore and appreciate each other's outputs.

 Encourage learners to use their own language in expressing their ideas.

 Pair participants who can support each other in reading or writing.



INCLUSIVE | KASYA LAHAT

Incorporate cultural knowledge

Why it matters

Culture can be passed down and kept alive through storytelling. By listening to and learning from our elders, we gain cultural knowledge that **helps us better understand who we are and where we come from.**

Suggested Activity

Stories from our Roots

Objective: To help youth learners deepen their cultural knowledge by engaging in meaningful conversations with elders.



Materials

- (Optional) Recording device [Phone or recorder]
- (Optional) Pen and paper



Procedure

- 1 Ask the participants to choose an elder (grandparent, relative, neighbor, community leader, etc.) they can talk to.
- 2 Provide a set of interview questions to the youth to help guide their conversation.
- 3 After the conversation, ask the participants to reflect and share one key piece of wisdom with the bigger group.



Key Message

By talking to our elders and listening to their stories, we learn more about our culture and community.



Try these!

Encourage participants to stay curious and practice active listening!

Invite them to ask probing questions when something interests them.

Remind them to ask for consent before starting and recording the interview.



INCLUSIVE | KASYA LAHAT

Embrace diversity

Why it matters

Youth come from different backgrounds, languages, cultures, and experiences. Recognizing and celebrating these differences **builds trust and helps every participant feel that their voice matters.**

Suggested Activity

Community Pantry

Objective: To help youth learners see that each person is unique and has something valuable to contribute.



Materials

- Pens
- Post-its



Procedure

- 1 Invite the participants to write down one skill, talent, or knowledge they want to share with others.
- 2 Ask them to “donate” their cards to the community pantry.
- 3 After everyone has shared, let them “pick up” a card that represents something new they admire or would love to learn from someone else.



Key Message

Our group’s diversity is what makes us rich in skills and knowledge—*lahat tayo ay may ambag*.



Try these!

Encourage participants to reflect on how they can “take away” lessons and inspiration from their kapwa youth.



Try setting up a physical community pantry for added fun and delight!



INCLUSIVE | KASYA LAHAT

Form diverse circles

Why it matters

When youth interact only within the same circles, some voices and ideas can be left out. **Intentionally mixing groups creates balance: between outspoken and quiet participants, between genders, and between communities.** This helps youth practice listening, respecting differences, and learning from each other.

Suggested Activity

The Forest is Shrinking

Objective: To help youth learners connect with group members they don't usually work or interact with.



Materials

- None



Procedure

- 1 Ask participants to stand and form a large circle.
- 2 Explain the activity: "The forest is shrinking, group yourselves into..."
- 3 Give prompts on how they should form smaller groups. These can be as random or as intentional as you want (favorite color, favorite tree, age, etc.)
- 4 Repeat for several rounds.
- 5 Once the groups feel well mixed, transition into your main activity.



Key Message

Being grouped with new people brings balance and inclusion for richer collaboration.



Try these!

Use icebreakers that highlight what participants have in common across differences.

Assign mixed "buddy pairs" for reflection or journaling check-ins.



INCLUSIVE | KASYA LAHAT

Present different leadership pathways

Why it matters

Leadership doesn't look the same for everyone. Some lead by speaking up, others by creating, organizing, or caring. **Offering choices helps more youth step up.**

Suggested Activity

Leadership Map

Objective: To help youth discover and value diverse forms of leadership, and to identify the roles they feel most aligned with in creating change.



Materials

- Manila paper
- Markers



Procedure

- 1 Draw a large map with different leadership pathways (ex. advocate, organizer, artist, caregiver, storyteller, innovator).
- 2 Briefly explain each pathway with local or youth examples.
- 3 Ask participants: “Which role speaks to you? Where do you see yourself contributing most?”
- 4 Invite them to place their name or symbol on the map. Reflect together on what they can see on the map.



Key Message

There is no single way to lead. Your unique strengths and passions can be your own path to making change.



Try these!

Share short stories of diverse youth leaders (from their community or beyond).

Do a “leadership gallery walk” with posters that describe different leadership styles.



HUMAN

Makatao

A good learning experience is **authentic** and **participatory**.

It invites youth to bring their own stories, creativity, and local knowledge, showing that caring for the environment is deeply personal and collective at the same time.

Strategies you can try

Start with rapport building

Practice empathy

Consider learners' wellbeing

Listen actively

Create a safe space for learning



HUMAN | MAKATAO

Start with rapport- building

Why it matters

Trust is the foundation of meaningful engagement. Beginning with rapport **sets a positive tone** and signals that every participant is valued.

Suggested Activity

3 Questions

Objective: To help youth learners build rapport and get to know their peers in a fun way



Materials

- Pen
- Post-its
- Manila paper (optional)



Procedure

- 1 Distribute 3 post-its to each participant.
- 2 Ask them to write 1 question on each post-it. These can be light, personal, or creative!
- 3 Have everyone pair up and take turns asking one question each. (Partner A asks, then Partner B).
- 4 After both partners have answered, ask them to exchange their post-its.
- 5 Repeat with new partners for as many rounds as you like!



Key Message

The more we learn about each other, the easier it is to build trust, connections, and teamwork.



Try these!

Post all questions on a Manila paper or board so the group can see the variety of questions created.

You can compile all the questions in a digital format so learners have a “getting-to-know-you” bank of questions.

Use the questions as energizers or icebreakers!



Practice empathy

Why it matters

Empathy allows facilitators to **connect with youth at a deeper level, acknowledging not just their words but their feelings and perspectives**. This builds trust and creates an environment where learning and engagement thrive.

Suggested Activity

Empathy Map

Objective: To help youth learners step into the shoes of others and understand different perspectives and experiences.



Materials

- Pen and paper
- Empathy Map worksheet.
Download at:
bit.ly/EmpathyMap-KayaCards



Procedure

- 1 Ask the participants to choose a user they want to understand deeply.
- 2 Guide them to fill in their empathy maps.
- 3 Invite participants to share highlights, insights, or new learnings when building their empathy maps.



Key Message

Empathy helps us work together with more respect and care: for each other, our community, and the spaces we all share.



Try these!

- Ask open-ended questions and avoid assumptions.
- Have participants create an empathy map for themselves first as a way of self-reflection.
- Use a real-life community issue as the “user story” so the exercise feels more grounded and relevant.



HUMAN | MAKATAO

Consider learners' wellbeing

Why it matters

Youth learners cannot engage meaningfully if their basic needs and emotional state are overlooked. Prioritizing well-being **affirms their humanity and helps them show up as their best selves.**

Suggested Activity

Check-in, Check-up, Check-out

Objective: To give youth learners a safe space to freely express their thoughts and feelings before, during, or after an activity.



Materials

- None



Procedure

- 1 Share your chosen check-in, check-up, or check-out prompt with the group.
- 2 Invite participants to answer one by one. After sharing, each person passes the turn to someone else in the circle.
- 3 Once everyone has spoken, process the collective thoughts and feelings by briefly reflecting as a group (e.g., noticing common themes or differences).



Key Message

Everyone's voice and state of mind matter at every stage of an activity.



Try these!

Use light and playful prompts (e.g., "Anong luto ng itlog ka ngayon?").

Add movement (e.g., show a power pose to express your mood).

Try using sound (e.g., "What song best describes you today?").



HUMAN | MAKATAO

Listen actively

Why it matters

Active listening ensures youth feel valued and heard. **It builds confidence in their voices and signals that their ideas matter.** This can also be a good way to model this behavior so they can practice with their peers.

Suggested Activity

Pass the Message

Objective: To highlight the importance of careful listening and clear communication.



Materials

- Pen and paper



Procedure

- 1 Divide participants into 2–4 groups.
- 2 Ask each group to form a straight line, facing forward.
- 3 Whisper the “message” to the first person in the line.
- 4 Have them quietly pass the message to the next person, one by one, until it reaches the last person in line.
- 5 Ask the last person to write the message they received on a piece of paper.
- 6 Compare the final messages with the original to see how closely they match.



Key Message

Communication works best when we listen with focus and care.



Try these!

Use longer and trickier messages to make it more challenging.

After the activity, reflect as a group: *What helped you listen better? What made the activity harder? How could active listening help you in real life?*



HUMAN | MAKATAO

Create a safe space for learning

Why it matters

Youth learners will likely **open up if they feel their voices will be respected and not judged**. A safe space fosters trust, courage, and honest storytelling.

Suggested Activity

Co-creating session norms

Objective: To encourage youth learners to take shared responsibility in creating a safe and supportive learning environment



Materials

- (Optional) Marker
- (Optional) Manila paper



Procedure

- 1 Invite participants to share ideas on what norms they'd like to see during the session.
- 2 Use reflection questions to guide them, such as: What would help you feel safe to share your ideas? What would enable you to participate freely?
- 3 (Optional) Write the final list of norms on a Manila paper or a board so it remains visible throughout the session.
- 4 Ask everyone to give a thumbs up or verbal "yes" to show shared ownership of the norms.



Key Message

It is important to build a space where everyone feels respected, included, and empowered to participate.



Try these!

Feel free to revisit the norms midway through your activity! You can also revise the norms if needed.



At the end of the session, you can ask the learners to reflect: What norm enabled you the most today?



INSPIRING

Nagsusulong

A good learning experience is **meaningful** and **energizing**.

It sparks imagination, builds hope, and motivates young people to take action for landscapes and communities that thrive for generations to come.

Strategies you can try

Share real-life stories
of youth

Frame youth as
changemakers

Gamify engagements

Incorporate fun & delight

Celebrate small wins



INSPIRING | NAGSUSULONG

Share real-life stories of youth

Why it matters

Stories spark connection and hope.

When youth see others like them making a difference, they begin to imagine their own role in change.

Suggested Activity

Sharing Circles

Objective: To encourage the learners to bring their own context into the learning space.



Materials

- None



Procedure

- 1 Divide the participants into small groups.
- 2 Invite youth to sit in a circle and share stories of young people (from their community or beyond) who have created positive impact.
- 3 Participants take turns sharing their answers.
- 4 Afterward, reflect together: “What part of this story inspired you? How does it connect to your own journey?”



Key Message

Every changemaker starts with a story. Yours has the power to inspire others too.



Try these!

leaf Invite a local youth leader or elder sibling figure to share their journey in a short talk.

leaf Create a “Wall of Stories” where youth post names, photos, or drawings of changemakers they admire.



INSPIRING | NAGSUSULONG

Frame youth as changemakers

Why it matters

How we speak about youth shapes how they see themselves. Naming them as changemakers **builds confidence and responsibility**.

Suggested Activity

Visioning Exercise

Objective: To encourage youth to imagine and articulate the positive future they want for their community, and to recognize their role as active changemakers in shaping it.



Materials

- Paper
- Coloring materials
- Pens or markers



Procedure

- 1 Invite the participants to imagine their community 10 years from now.
- 2 Ask: “What positive changes do you want to see?”
- 3 Participants will draw or write their answer to the prompt.
- 4 Let participants share their vision boards with one another. This can be through small group sharing or vision wall for plenary.



Key Message

The future isn't something we wait for. It's something we create. You already have the power to be a changemaker today.



Try these!

Instead of vision boards, invite youth to act out a short skit of their imagined future.



Create a “time capsule” where they write letters to their future selves as changemakers.



INSPIRING | NAGSUSULONG

Gamify engagements

Why it matters

Games create **fun, energy, and motivation while deepening learning**. They make discussions less abstract and more engaging.

Suggested Activity

Trivia Night

Objective: To make learning about sustainability interactive and enjoyable, while reinforcing key concepts through play and collaboration.



Materials

- Small board or paper
- Markers



Procedure

- 1 Prepare a set of questions related to sustainability, biodiversity, or local practices.
- 2 Divide participants into small teams.
- 3 Ask each question in rounds. Teams earn points for correct answers.
- 4 Celebrate all participants at the end (with cheers, stickers, or symbolic tokens).



Key Message

Learning can be fun and the more we play with ideas, the more we discover how much we already know and how much more we can create together.



Try these!

Turn questions into a relay: each team sends one runner to answer.

Add a “wild card” round where participants create their own eco-questions.



INSPIRING | NAGSUSULONG



Bonus Activity

Solusyon ang Negosasyon

Solusyon ang Negosasyon is a mega board game developed by Balangay Entertainment for the SILG Program. It helps learners build **empathy and creativity** by stepping into the perspectives of other landscape actors and seeing the bigger picture of the landscape.

Solusyon ang Negosasyon

Objective: To help youth understand land use planning, foster empathy, cooperation, and problem-solving through discussions and negotiations in a safe, interactive setting, and see how these affect people, nature, and development.

Materials

Basemaps, tokens, play money and other paraphernalia. You can access them here:
bit.ly/SAN-KayaCards

Procedure

- 1 Participants take on landscape actor roles (i.e., indigenous peoples, community, government, private sector) with various and conflicting interests and goals.
- 2 Through rounds of negotiations, actions, and agreements, everyone tries to achieve their assigned goals. Every action has corresponding effects on the landscape health, which will later affect them.
- 3 The game ends after 5 rounds of simulated negotiations. A plenary reflection is done to discuss their actions and its impact to other actors and the general landscape.



Key Message

Land use decisions involve balancing diverse and sometimes conflicting priorities. Negotiation and dialogue are essential tools for achieving fair and sustainable solutions.



Try these!

 Assign surprise events (ex. typhoon, new investor, community protest) to test adaptability and problem-solving.



INSPIRING | NAGSUSULONG

Incorporate fun and delight

Why it matters

When sessions spark joy, laughter, and creativity, youth feel energized and more open to new ideas. **Delightful moments build lasting memories that make lessons stick** and inspire youth to keep engaging even after the activity ends.

Suggested Activity

Field Learning Visits

Objective: To give youth firsthand experiences of local ecosystems, communities, and conservation practices

★ Practical Tips for Learning Trips



Plan with partners:

Coordinate early with host sites to align on activities and expectations.



Travel safely: Arrange transport, confirm drivers, and assign buddies for accountability.



Be ready for emergencies:

Prepare first aid and emergency kits, medicine, and clear contingency plans.



Secure protection: Ensure insurance and parent or guardian consent are in place.



Pack smart:

Provide travel kits (water, snacks, notebooks, rain gear if needed).



End-of-day Debrief

Ask participants about their takeaways from the trip. Their insights can help shape future activities.



INSPIRING | NAGSUSULONG

Celebrate small wins

Why it matters

Recognizing progress, big and small, **keeps youth motivated and helps them see the value of their efforts** in the bigger picture.

Suggested Activity

Badge Making

Objective: To affirm and celebrate the efforts of youth, no matter how small, and to build a sense of pride and encouragement within the group.



Materials

- Scissors
- Colored paper
- Glue
- Pen



Procedure

- 1 Provide art materials (paper, markers, stickers) for youth to design their own “badges of achievement.”
- 2 Ask each participant to reflect on one small action or contribution they made during the activity or session.
- 3 Have them design a badge that represents this contribution.
- 4 Invite participants to share their badges with the group and wear or display them proudly.



Key Message

Every small step matters. When we celebrate our wins, we see how far we've already come, and how much more we can achieve together.



Try these!



Create a group “Wall of Wins” where they can post badges or notes of achievements.



Award symbolic tokens (like pebbles, leaves, or beads) for each contribution, which can later form a collective artwork.



Kaya cards

Para sa Kabataan at Kalikasan

A Youth Engagement Toolkit
Towards Sustainable and Inclusive
Landscape Governance



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