

Facilitation Story Guide Elaf, The Guardian of Sabkha

Civic Horizons Project

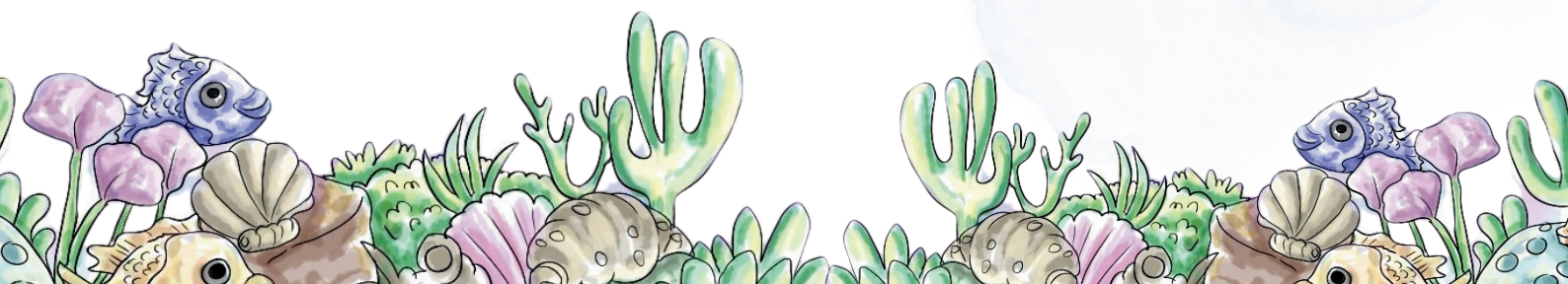
Regional initiative "Stories in Colors: Children tell stories of
climate change"



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1. Introduction

In the heart of a humble neighborhood on the outskirts of the capital Tunis, beneath the sky of Sabkha that has long been part of the collective memory. It was here that the story of Elaf, the Guardian of Sabkha was born. It is a story imagined by children and illustrated with the colors of their dreams and questions, as they observe a world changing around them and a natural world calling to them in a gentle voice: Is anyone listening?

This guide comes as an extension of that collective creative experience. It is a tool in the hands of facilitators, scout leaders, educators, and those working with children and adolescents. It will enable them to use the story of Elaf in educational and interactive settings in order to shine paths toward environmental awareness.

The following guide combines story and play, imagination and action, learning and discovery in order to go past reading a story only and to delve into Elaf's world: feel with its characters, and engage in activities that stimulate thinking, nurture imagination, and plant the seeds of belonging and responsibility. Through drawing and acting exercises, through discussion, and collecti

ve storytelling, facilitators may accompany children on a new journey of discovery through Sabkha not as it is seen today, but as it was in the memory of our ancestors, and as it could be once again: A space vibrant with life, beautiful, and renewed with hope.

It is a journey that begins with a story... It may end with an initiative, an idea, or a small promise. Every activity carried out, every idea taken by a child, may be the first step towards a more loving and responsible relationship with nature.

For whom is this guide intended?

- Activity facilitators in youth centers
- Scout Leaders
- Local associations and organizations
- Educators and teacher

Target Age Group:

Ages 6 to 14 (with the possibility of adaptation for other age groups)

Duration of sessions:

The duration of each activity ranges from 30 to 60 minutes, and a selection of activities can be carried out in a single session or across a series of sessions.

Methodology:

Interactive, creative, participatory and based on the rights of the child.



2. General framework of the Guide

2.1. About the Regional Initiative:

This guide is part of the regional initiative "Stories in Colors: Children Tell Stories of Climate Change" implemented under Civic Horizons project. Civic Horizons is a regional consortium formed in 2022 covering six countries (Morocco, Tunisia, Libya, Iraq, Jordan and Lebanon) that seeks to open civil society space in unique, innovative and strategic ways. The "Stories in Colors: Children Tell Stories of Climate Change" initiative is implemented in four countries: Tunisia, Libya, Iraq and Lebanon led by local civil society actors, and supported by local partners and Human Security Collective.

The initiative aims to empower children and youth in the MENA region through a method that integrates environmental rights, climate justice and active citizenship issues into community activities. The initiative relies on creative tools such as storytelling, art, and interactive theater, and seeks to promote a culture of participation, critical thinking and teamwork.

In Tunisia, this initiative was implemented in partnership with the Saida Al-Manoubia Scout Regiment of the Tunisian Scouts, Tunisian Raedat For Equality, and the Arab Institute for Human Rights. The initiative was based on environmental awareness, creativity and participation in the neighborhoods of Saida Al-Manoubia and Hay Hlel neighborhoods surrounding Sabkha of Sejoumi, one of the most prominent natural spaces in the capital Tunis. Through workshops with children, environmental activists and storytellers, this initiative contributed to the development of an environmental story and innovative facilitation tools aimed at establishing environmental awareness and citizenship among children and youth in these areas.

2.2. Why Sejoumi Sabkha?

- Sejoumi Sabkha is one of the most important wetlands in Tunisia, known for its biodiversity and its vital role in maintaining the ecological balance of the surrounding urban areas. The Sabkha provides multiple services to the communities living along its shores: Protection from floods, grazing, forage collection, and mitigation of some effects of climate change. The Sabkha is located on the outskirts of humble neighborhoods such as Sejoumi, Hay Hlel, and Saida Al-Manoubia, forming a natural and ecological barrier between the city and the suburbs.

- In addition, The Sejoumi Sabkha is the fourth most important wintering site for waterbirds in North Africa. It serves as a vital refuge for migratory birds, especially pink flamingos, which stop there during migration seasons to rest and feed. The Sabkha also provides a habitat for small fish, amphibians, and insects, contributing to the enhancement of biodiversity and supporting natural food webs in the area. This wetland forms an integrated ecosystem that provides habitats for living and reproduction for various species, highlighting its environmental importance not only for humans but also for wildlife.
- Despite its importance, the Sabkha faces today severe environmental degradation due to pollution, the dumping of household and industrial waste, uncontrolled sewage discharge, unregulated urban expansion, and the impacts of climate change. The Sabkha has come to be seen in the eyes of many people, especially children, as a neglected, dirty and worthless place. But it hasn't always been this way.
- In the memory of the ancestors, the Sejoumi Sabkha was a living and beautiful space, full of life, water and birds. People used to visit it to gather mallow (khobbiza, also known as Jebbana) to cook at home. Families would gather there, children played along its shores, and they watched the pink birds and the calm waters in wonder. These scenes were part of everyday life and part of a healthy relationship with nature. But it gradually disappeared from the memory of the later generations and has begun to fade entirely from the minds of the current generation of children.
- Hence, the importance of this initiative which seeks: to bring the Sabkha back into the living memory of children, not merely as a threatened place, but as a symbol of beauty, diversity, and connection to their environment; to instill in them a positive image of the Sabkha through storytelling, play, and creativity; and to give them the opportunity to imagine it as their grandparents once saw it, and as it could be again in the future, if protected. The goal is not merely to raise awareness about the problem, but to build a new relationship between children and the Sabkha one rooted in belonging, responsibility, and hope and to transform the Sebkha from a forgotten place into a meaningful space in their memory, imagination, and collective action.



2.3. Stages of implementing the initiative:

- the initiative would focus on.
- Awareness sessions for children: Environmental activists organized educational sessions on climate change and the importance of the Sejoumi Sebkha as a natural space that must be protected.
- Interactive workshops for developing the story: Workshops were held with children, and teenagers who developed the story through a step wise process led and facilitated by a storyteller. This process followed a participatory approach that fosters expression and creativity.
- Working meetings to develop the facilitation guide: During these meetings, educational activities were developed based specifically on the story and more broadly on the pollution of the Sebkha.
- Publication and dissemination phase: The story and guide were published and were shared with associations and schools to ensure they would be used in order to ensure impact continuity and expand environmental awareness.

2.4. Story development process:

Methodology: From awareness to the story:

The story of "Elaf, the Guardian of Sabkha" was based on a participatory methodology rooted in inclusive practices that ensure every participant's voice is heard and their contribution valued, while providing a safe and stimulating environment for exploring the topics at hand and engaging in collective learning.

This initiative focuses on empowering children and youth to advocate for climate issues through an in-depth understanding of their impacts on their environment and reality, and reshaping their relationship with their natural surroundings. The initiative relied on the power of storytelling as a pivotal tool; the story is not just a means of narrating events but a liberating exercise that reframes reality and gives individuals the ability to imagine it differently. Through stories, environmental and social awareness is raised, opening new horizons for imagining a more just and equitable world. Stories also empower children and youth to express their voices and views



with courage and confidence, strengthening their self-esteem and contributing to building their capacities as active actors in their communities. Thus, integrated dimensions have been achieved: By raising awareness, expanding imagination, and empowering voices, the story has become a powerful educational and social tool capable of changing perceptions and inspiring generations.

In Tunisia, the initiative focused on Sejoumi Sabkha a biodiverse but threatened ecosystem. Once remembered by older generations as a serene bird habitat, many children today see it only as a neglected, polluted place. The aim of this initiative was to restore in children's memory the image of the Sabkha as a precious and beautiful environmental element, and to embed its importance in their consciousness through creativity and interactive learning. The story was developed through four interconnected phase:

- **First Phase: Awareness and emotional connection:**

The journey began with an interactive awareness raising session led by an environmental activist, focusing on climate change and pollution. The session was not theoretical; rather, it invited children to reflect on the impacts of pollution on their daily lives through discussions and drawings that expressed how they feel about their environment.

- **Second Phase: Discovering the Sabkha:**

In a second awareness session, the children met a real guardian of the Sabkha, an environmental activist who shared her knowledge and experience in protecting this space. For the first time, children were introduced to Sejoumi Sabkha as a living habitat for plants and animals, not as a neglected place. They learned about pink flamingos, fish, and the plants that inhabit the Sabkha, and came to understand the extent of the damage caused by pollution.

- **Third Phase: Story Writing Workshops:**

The children took part in three creative workshops to develop the story, under the guidance and facilitation of a professional storyteller, and with the support of environmental activists to ensure the accuracy of the environmental content.



The workshops included:

- **Imagination:** The children created the characters as well as the scenes and talked about their ideas.
- **Narrative Building:** The storyteller helped them organize the plot, develop the conflict, and find a resolution.
- **Visual representation:** In the last workshop, the children drew their characters and story scenes, giving the story visual and emotional depth.

The process was entirely participatory, as the children were not asked to "write a story", but worked with the storyteller side by side to build a story that expresses themselves and their environment.

- **Fourth Phase: Review by the community and implementation partners:**

After completing the draft version, the visualized story was presented to the participating children, environmental activists, and partners. Their feedback was collected and included in the final version to ensure that the story remained true to the children's voice, and rich in environmental knowledge.

- **A story rooted in place, memory, and imagination:**

The result of this was the story of "Elaf, the Guardian of Sabkha" which is more than a mere story for children. It is an invitation to reimagine the Sabkha as an ecosystem pulsing with life, history, and beauty. It is a tool for rediscovering polluted spaces as areas capable of healing and transformation. It is also a living testament to the power of children's voices to create stories that shift awareness and perhaps even change the world.

3. About the Guide

This guide serves as a practical educational tool to support the understanding and use of the story developed by the children about the environmental pollution threatening the Sejoumi Sabkha. The guide includes a set of easy and flexible interactive activities, specifically designed for children aged 7 to 14, with the aim of enhancing their awareness of the environmental riches of the Sabkha and fostering a sense of responsibility toward its protection. The guide describes activities that combine to form a comprehensive framework that enables facilitators to use the story of Elaf in workshops or educational settings.

The guide features a range of educational and pedagogical objectives, including:

- Integrating the story into meaningful educational contexts that enhance children's understanding of environmental issues and active citizenship.
- The guide includes creative activities and pedagogical games that can be used during story reading sessions or interactive workshops.
- The facilitation guide helps the facilitator systematically organize the storytelling workshop from the preparation phase to the implementation of activities and final evaluation.

4. Story-based activities

In Elaf's world, the story is not told just to be read, but to be lived and rediscovered through the voices, colors, movements, and questions of the children. The following activities are a living extension of the story open windows to imagination, spaces for guided play, and opportunities for deep environmental learning. In this part of the guide, the story transforms into a question, a theatrical scene, a message written on a leaf, and a small sincere promise. Through play, drawing, writing and acting, children experience the relationship between environmental awareness and creative pleasure, weaving threads that connect them to their local environment as if it were their own story.

4.1. Exploring the narrative techniques activity :

Estimated time for the activity	40 - 60 minutes
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Objective of the activity

To enhance children's understanding of the structure of the story and its narrative elements; to help them classify characters, and to encourage analytical thinking using metatextual tools such as mind maps.

Tools

Large Sheets / Blackboard + Story Event Cards + Character Cards



Steps

- Sit in a circle with the children and begin telling the story in a lively narrative style, using varied voice tones, facial expressions, and simple gestures to capture their attention.
- Encourage children to interact during the storytelling (e.g., "What do you think will happen next?").

Discussion about the characters:

- After the storytelling is finished, present the main character cards.
- Discuss with the children: Who are the main characters in the story? Who offered help? Who created the obstacles?
- Classify the characters with the children into: Main / Secondary / Obstructing / Supporting

Analysis of the structure of the story:

- Draw on the board (or a large sheet of paper) three parts: The beginning, the middle, the end.
- Ask the children: What happened in each part? Who was there? What are transformations?

Create a collective mind map:

- Use large paper or a blackboard, and write down the title of the story in the middle.

Ask the children seven explorative questions:

- Who? (Characters) Where? (Setting) When? (Time) What? (Problem/Adventure) Why? (Motivations) How? (Solutions or reactions) What happened next? (Ending)
- Encourage children to draw or write their thoughts around these themes.

Support activities (optional):

- Divide the children into small groups and ask each group to act out a part of the story (beginning, middle, or end).
- Or use cards to distribute sentences or events, and ask children to arrange them chronologically.

4.2. Character activity and role-playing

Estimated time for the activity 30 - 40 minutes

Objective of the activity

To enable children to express, empathize, and analyze environmental and behavioral values through play and imagination.

Tools

Character cards + simple costume props (paper crowns, fins, capes, etc.)

Steps

- Introduce the idea of the exercise to the group: "We are going to step into the story and act out its characters."
- Quickly discuss with the children who the characters are, what their roles are, and what they felt in different situations in the story.
- Ask: "Who would you like to be? And why?"
- Distribute the character cards randomly, or allow the children to choose the character they would like to play.
- Distribute simple props or costume accessories that help with role-playing.
- Introduce the children to the scene that will be acted out (it can be read from the story or retold).
- Allow them to exchange ideas about how each character might act in this situation.
- Discuss with the children: How did you feel while playing your character? Did you understand their motivations and decisions? What environmental or moral message emerged from the scene?
- Connect the exercise to reality: "Do we face similar situations in our lives? How do we act?"

4.3. "King's Message" activity

Estimated time for the activity 30 - 40 minutes

Objective of the activity

To encourage children to formulate environmental appeals in expressive and motivational language, promoting the concept of advocacy and sense of ownership of the environment.



Tools

Brown paper (or regular paper that can be colored to resemble the mud of the Sebkhā) + pens for writing and decorating + string for rolling the messages + seals (can be hand-drawn or stickers) + envelopes

Steps

- Remind the children of the king's character in the story and his role as a leader who cares about protecting the Sabkha.
- Ask them: What message could the king have delivered to the people of his kingdom? If you were in his place, what would you say to protect the environment?

- Tell the children that they will write a letter as if they were the king. The message must contain: A call to protect the environment or the Sabkha + practical suggestions (such as: not throwing waste, participating in clean-ups, planting vegetation...), plus a motivational sentence or slogan.
- Encourage children to be creative in writing the letter using their own style.
- Let them roll the message into an old-style scroll and tie it with strings. They can decorate the letter with drawing, seals or stickers.
- Children can read their messages aloud or hang

4.4. Sabkha Kingdom model activity

Estimated time for the activity 45 - 60 minutes

Objective of the activity

To foster creativity and environmental imagination, and to teach children that used materials can become tools for expression and change.

Tools

Various recycled materials such as: Shoe boxes, paper rolls, plastic containers, bottle caps, newspapers, cardboard + paper + synthetic or natural clay + glue + scissors + coloring pens + brush + paints

Steps

- Show the children pictures of the Sejoumi Sabkha or scenes from the story that depict the Sabkha Kingdom.
- Ask them: How do you imagine the Sabkha Kingdom? What elements should appear in it (for example: plants, animals, the castle waste, water, guardians, etc.)?
- Tell the children that their task is to build a three-dimensional model of the Sabkha kingdom as they imagine it, using recycled materials. The kingdom can be clean and beautiful, or split in half (before/after pollution).
- Divide the children into small groups (or each child can work on their own project).
- Encourage them to think creatively, such as using paper rolls as trees, cans as castles, or bottle caps as fish, and help them use clay to make marine creatures or natural ingredients.
- Each group displays its model and explains its idea: Does it represent the kingdom after pollution? Does it contain a message?
- Discuss with the children how we can keep the Sabkha kingdom clean in real life.



4.5. Story character puppets activity

Estimated time for the activity 60 - 75 minutes

Objective of the activity

To empower children to express themselves creatively, engage in role-playing, and gain a deeper understanding of environmental messages through a fun and hands-on activity.

Tools

Old socks + fabric + wool/cotton + cardboard + buttons + yarn + wooden sticks + carton + glue + string + scissors + coloring pens

Steps

- Explain that each child or group will make a puppet that represents one of the characters of the story or the storyteller. Tell them that this puppet will later be used to represent the story or express their thoughts.
- Distribute materials, and give children the freedom to choose the character they want to represent.
- Encourage them to use their imagination to design facial expressions, clothing, or accessories. Provide technical assistance as needed (gluing, cutting, fixing...).
- After completion, each child or group presents the puppet they made.
- Use puppets to represent a small scene of the story or for the child to express his/her opinion on an environmental problem. Examples:
- The Elaf puppet tells part of the story.
- The pink flamingo puppet asks the audience: "Why are you polluting water?"
- The king's puppet calls for change.
- Ask the children: How did the puppet help you express yourself? Do you feel that using puppets makes the story more enjoyable? How can these puppets be used to raise awareness at school or in the neighborhood?

4.6. Identifying and understanding characters' emotions activity

Estimated time for the activity 45 - 60 minutes

Objective of the activity

To enable participants to recognize the different emotions experienced by the story's characters and connect them to their own experiences with the aim of enhancing emotional awareness, empathy, and self-expression, to develop participants' ability to interpret images, understand expressive language, and analyze emotional contexts within the story.



Tools

Scene cards from the story + a speaker to play music

Steps



- Show images from the story that depict emotional scenes (joy, sadness, worry, anger, fear...).
- Ask questions such as: How is this character feeling in this scene? Have you ever felt that way? When? What do you think made them feel that way?
- Distribute the cards to the children and ask them: Describe the character's feelings in the scene and share their personal feelings when they see this drawing. If you were in the place of Elaf/King/Guardian, how would you feel?
- Play an expressive piece of music (sad, joyful, calm...) Ask the children to express in writing or drawing the emotions that this melody evoked in them.
- Discuss with them: Is there a scene in the story that matches this melody? And why?

Just as stories begin with a sentence, change can begin with a simple activity: With a drawing that brings the Sabkha back to life, a conversation that awakens awareness, or a game that teaches us how to care for our planet. The activities in this section are not only an extension of the story “Elaf, the Guardian of Sabkha”, but also living educational opportunities that offer children space to express themselves, to imagine, and to connect. However, the success of this experience relies greatly on the role of the facilitator. The facilitator does not simply deliver information, but listens, guides, and creates a safe environment that allows each child to think, voice their ideas and emotions, draw from their own perspective, and engage according to their energy. Hence, we recall some of the basic skills of facilitators during the implementation of these activities:

- Listen appreciatively without interruption or judgment.
- Ask open-ended questions that stimulate reflection, not just the right answer.
- Respect and appreciate every contribution, no matter how simple or different.
- Adapt the exercises to the group's level and its cultural and cognitive context.
- Maintain an atmosphere of fun and curiosity, rather than one of lecturing and evaluation.

This guide is not a ready-made recipe, but a flexible toolbox that, thanks to the creativity of the facilitator and the uniqueness of each group, can be transformed into a meaningful and inspiring experience. In the following section, we move from the world of the story to general exercises on climate change and pollution: exercises that are not directly linked to the story, but complement the learning process and broaden children's horizons toward wider environmental issues, as well as practical steps they can take in their daily lives.

5. General activities on climate and pollution

After embarking on a magical journey through Elaf's world and discovering environmental challenges through the story, this section opens up a new space for learning and engagement through activities that focus on broader environmental issues such as pollution, waste, climate change, and the everyday choices that impact our planet.

These activities are designed to be independent from the story, yet complementary to its messages. They help children connect what they have learned to the reality they live in, encouraging them to ask questions, explore solutions, and adopt responsible attitudes toward the environment. These exercises rely on play, observation, and experimentation, and are suitable for implementation in classrooms, environmental clubs, or outdoor workshops. They also offer facilitators an opportunity to guide children in collective thinking, inquiry, and dialogue and perhaps even in launching small initiatives that positively impact their surrounding environment. In this part, we move from story to reality, from imagination to action

5.1. Sabkha before-and-after pollution drawing activity

Estimated time for the activity 40 - 60 minutes

Objective of the activity

To foster children's environmental awareness through artistic expression, nurturing their imagination and empowering them to envision positive change.

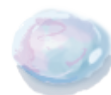
Tools

Coloring pencils + paper + stickers

Steps

- Discuss with the children: What was the Sabkha like in the past? How has it changed over time? In what ways has pollution impacted it?
- Give each child an A4 sheet of paper and have them fold it in half (vertically or horizontally). On one side, they will draw the Sabkha as it was before pollution (birds, clean water, plants...). On the other side, the Sabkha as it is now after pollution (waste, polluted water, reduced wildlife...).

5.2. "Guardians of the Sabkha" badge design activity



Estimated time for the activity 40 - 60 minutes

Objective of the activity

To develop the spirit of initiative and belonging to the local environment (The Sejoumi Sabkha) among children and support their manual and creative skills.

Tools

Circular or square paper cutouts (can be made from cardboard or thick paper) + coloring tools + colored paper + scissors + glue

Steps

- Discuss the idea of the 'environmental guardian' and the role children can play in protecting the Sabkha.
- Ask them: 'If you were the guardian of the Sabkha, what would your badge look like? And what would it represent?'
- Children design a logo or symbol that represents the guardian of the Sabkha. They can write an encouraging phrase such as: 'I protect my environment' or 'Say no to waste'.
- Optional wearing badges:
- Punch a hole in the badge and thread a string or attach a pin so they can wear it.
- Organize a simple showcase where each child presents their badge and explains its concept.

5.3. Trash or Treasure?" game activity

Estimated time for the activity 40 - 50 minutes

Objective of the activity

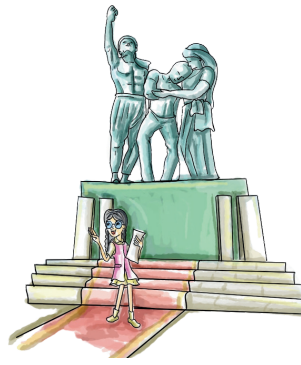
To raise children's awareness about the importance of waste sorting.

Tools

Waste cards + three small containers (boxes or baskets) clearly labeled: 'Recycling' / 'Composting' / 'General Waste' + a small chart showing the decomposition time of various materials (optional).

Steps

- Start with a simplified discussion: Should all waste be thrown away? Can some of them be reused?
- Introduce them to the three types:
 1. Recyclable waste (paper, plastic, glass...)
 2. Organic waste for composting (food scraps, plant leaves...)
 3. General waste (batteries, diapers, contaminated plastic...)
- Hand out the cards to the children or show them one by one.
- Each child picks a card and decides which bin it should go into.
- Discuss each choice with the group: 'Why did you place this card here?'
- After finishing, review some of the items and discuss: How long does it take to decompose? Does it harm the environment? What can we do instead of throwing it away



5.4. Pollution-themed memory game activity

Estimated time for the activity 40 - 50 minutes

Objective of the activity

To help children compare a polluted environment with a healthy one, while enhancing their visual memory and concentration skills.

Tools

Double-scene cards

Steps

- Ask the children: 'Have you seen polluted natural places? What do they look like? How could they be improved?'
- Tell the children that this game is like the traditional memory game: You flip two cards each turn. If they match (same idea or corresponding image), the child keeps the pair. If they don't match, the child puts them back in their place and the next child takes their turn.
- Start with a group game: Let each child take a turn and help them recognize the images and their environmental content.
- When a matching pair is found, ask the child: What is the difference between the two images? Which one do you like more? Why? How can we keep the environment like the clean picture?
- After the game ends, gather the images and discuss with the children: The image that caught their attention the most / their feelings about pollution / their suggestions for protecting nature.

5.4. Pollution-themed memory game activity

Estimated time for the activity 40 - 50 minutes

Objective of the activity

To instill a sense of personal responsibility in children through a symbolic commitment to protecting the environment.

Tools

Coloring pencils + stickers + cutouts + decorative paper

Steps

- Start with a simple dialogue with children: What small actions can we take to protect the Earth? Have you ever thought that even a small promise from you could make a big difference?
- Give the children cards designed in the shape of leaves, water droplets, or fish.
- Ask each child to write a simple promise they will keep, such as: I will not throw litter on the ground / I will save water / I will tell my friends about the importance of protecting the environment.
- Ask children to decorate their cards in a way that reflects their personality and promises
- Collect the cards to hang them together on a wall display shaped like a 'Promise Tree' (if they are leaves) or a 'Sabkha Wave' (if they are water droplets or fish).
- Invite those who wish to read their promise aloud to the group.
- Conclude by emphasizing that these promises matter, and that every positive action contributes to protecting the Sabkha and the planet.

5.6. Environmental Protector Crown activity

Estimated time for the activity 40 - 50 minutes

Objective of the activity

To link the concept of environmental leadership to the role of children in protecting the Sejoumi Sabkha, through a creative manual activity that stimulates feelings of pride and environmental belonging.

Tools

Cardstock or recycled cardboard + scissors + glue + adhesive tape + coloring pens and colored pencils + environmental stickers such as leaves, fish, birds, water droplets...

Steps

- Discuss with the children: Who is the protector of the Sabkha? What can a true environmental protector do?
- Write down their answers on a board or a large sheet of paper (examples: Doesn't pollute, recycles, raises awareness, takes care of animals...)
- Children cut a strip of cardboard to make a crown that fits their heads.
- They decorate the crown with drawings or environmental stickers. Symbols representing protection can be added (a shield, a heart, a fish, a flower...).
- Each child chooses an act or promise to protect the Sabkha and writes it on a small piece of paper.
- The paper is glued to the front of the crown as a symbol of the child's commitment. Examples: I won't leave my waste behind / I'll teach my friends the importance of the Sabkha / I'll protect birds and plants
- Children present their crowns and explain their actions.
- They can hold a 'Sabkha Guardians Parade' inside the room as a festive way to conclude the activity.

The activities explored in this section represent a concluding step in this interactive educational journey, where children move from learning through the story to engaging with the environmental reality around them.

One child may not be able to save the planet alone, but every idea they express, every environmental choice they make, is a small step in a long road to change. The activities the children engaged in here are not only meant to raise awareness, but also to empower to help each child feel that they have a role, a voice, and the ability to make a difference, no matter how small the steps may be.

Through play, observation, and teamwork, children begin to connect their daily behavior to its impact on nature. They learn that the environment is not a distant topic, but an integral part of their everyday lives in the street, at school, and at home.

6. Evaluation tools:

No learning journey is complete without a moment of reflection and evaluation. This section provides simple and flexible tools that help facilitators understand how children interact with activities, and what knowledge, skills and attitudes they have acquired towards the environment. These tools aim not only to "measure results," but to listen, celebrate growth, and determine how we can move forward with children.

6.1. Reflection Circle

When to use it:

At the end of the session or program

Objective

Reflect on emotional interaction, what children have learned, and their behavioral intentions

Method

- Children form a circle, and a 'talking object' (such as a puppet or a fish-shaped card) is passed around.
- Each child shares a sentence such as: 'Today I learned that...' / 'What I liked the most was...' / 'I will do something differently, which is...'

For younger children: Use emotion face cards (happy, confused, sad...) Ask them, "How did

6.2. 'Before and After' Board

When to use it:

At the end of the session or program

Objective

To measure the progress of environmental knowledge

Method

- Divide a sheet into two columns: 'Before, I thought... And 'Now, I know that...'
- Children write or draw on stickers and place them in the appropriate column.

6.3. Facilitator's Observation Card

When to use it:

During the activity

Objective

To monitor individual participation and progress

Method

- Prepare a simple chart with criteria such as:
- Level of engagement (active, neutral, hesitant)
- Comprehension level (good, medium, poor)
- Collaboration with others
- Use of environmental vocabulary
- Self-confidence

Whether children express themselves through a drawing, a promise, or a word, each form of expression is a window into understanding what is happening inside them. Meaningful evaluation is not based on numbers, but on listening to what the children have learned, what touched their hearts, and what might inspire their next steps toward a better environment.

7. The Way Forward

Protecting the environment is not a one-time activity, but an ongoing journey of learning, engagement, and collective action. After completing the activities, facilitators can play a key role in expanding the impact of this experience by encouraging children to take initiative, connecting them with their community, and reinforcing the environmental values they have developed.

What can be done after the sessions?

- Encouraging small initiatives: Such as organizing a neighborhood clean-up campaign, planting a tree or plant in each child's name, or creating awareness posters designed by the participants themselves.
- Stepping outside the room: Organize field visits to the Sabkha or local environmental spaces to transform what the children have learned into real, tangible experiences.
- Establish the 'Environment Protectors Club': A small corner in the organization dedicated to sharing environmental ideas and initiatives, and tracking their implementation.
- Engage local communities: Create opportunities for families, educators, the municipality, and local organizations to participate in showcasing children's projects or attending the activities.
- Be open and curious about what children will suggest: Experiment, test, and learn what worked and didn't. In this way, you nurture their creativity, initiative, and leaders

Your collaboration makes a difference!

We also invite you to strengthen cooperation with environmental activists and associations. In the context of this initiative, environmental activists and associations played a pivotal role in enriching the story both scientifically and educationally and were key partners in building this guide. You can reach out to the activists who supported the development of the story and the guide to request additional support, organize awareness sessions, or explore joint initiatives with the children:

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You are more than a facilitator...

You are the one who plants a seed in the child's awareness, who accompanies them on their journey with nature, and who opens the door for them to see the world from a different perspective: the perspective of respect, belonging, and responsibility.

Let this guide be the beginning of bigger projects, wider dreams, and greener communities.

8. References

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This guide This guide is the fruit of a collaborative effort that brings together imagination, environmental education, and community engagement.

"It was designed to be a flexible tool in the hands of facilitators, educators, and young leaders, accompanying children on their journey to explore issues such as climate change and pollution starting from a story inspired by their environment and their dreams.

This guide was developed by Ms. Nabila Khelifi and the Human Security Collective team as part of the regional initiative 'Stories in Color: Children Tell Stories About Climate Change,' which aims to strengthen the participation of children and youth in environmental issues through storytelling, art, and interactive activities.

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