

THE GROUP CONTINUES TO TALK ABOUT THE PAST OF BHUNEPAK.

When we were young
We thought that that system
would go on for ever.
But we were wrong.



The population grew.
We needed more food
for our children.

Our crops and our
livestock were not
enough for us.



This story
also happened
in many other villages
like Bhunepak.

What did you do
to be more
productive?

In the beginning
we started to cut down the
forest to build more terraces.
Then we went to the market
to buy new seeds and new animals...

With the new animals
we wanted to have more milk
and meat; with the new seeds
we could have more crops
in the same year.

Therefore
no more
fallow for the
fields...

Yes, Babuh.
And no more fallow
for the farmers
either!

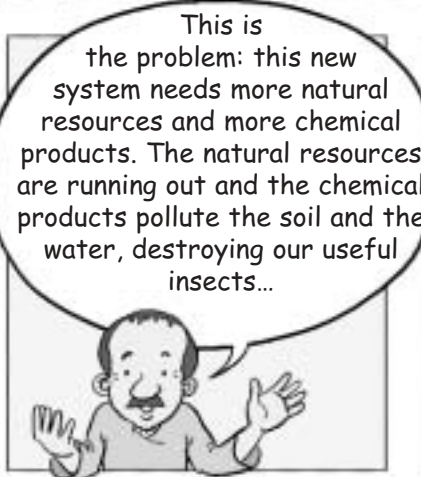
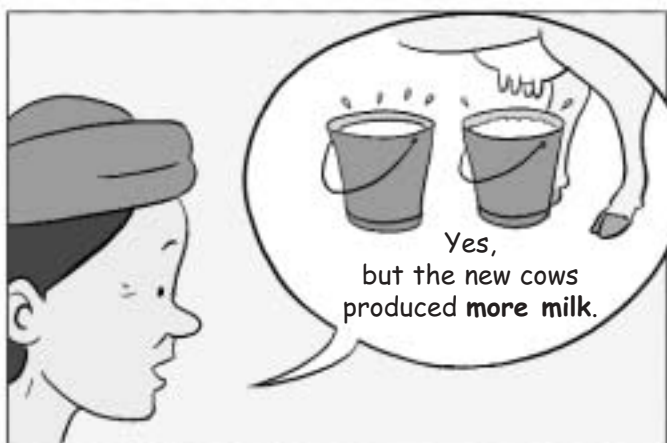
No time for rest.
We needed more
fuel wood, more food for the
livestock, more water for the
village and for the irrigated
fields, more rice, maize,
mustard, milk... The work
started to get harder
and harder.

We started losing
our local varieties of
seeds and our local
breeds.

What about
your buffaloes?

We had just a few old
local-breed buffaloes.
We started to milk
young cows coming
from abroad.





Let's REFLECT TOGETHER

Activities to do with your friends, your teacher, your family...



Activity NUMBER 9

Recap what you have read

Discuss with your friends and with your teacher the adventure of Nenne and Babuh.

Remember words like *Local Varieties*, *Local Breeds*, *Useful Insects*, *Production*, *Fallow*, *Traditional Seeds*, *Population Growth*, *Migration*, etc. and discuss them.



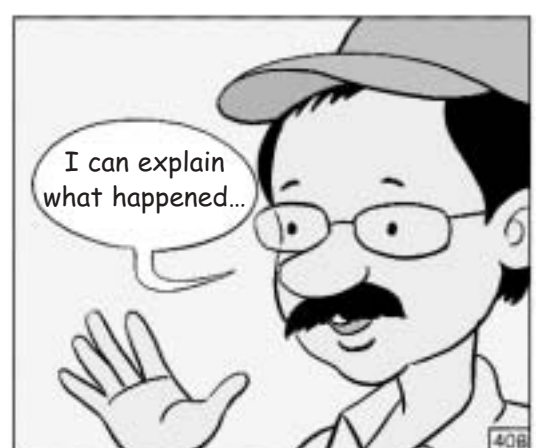
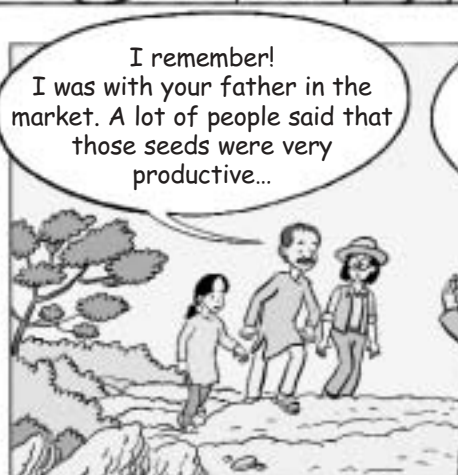
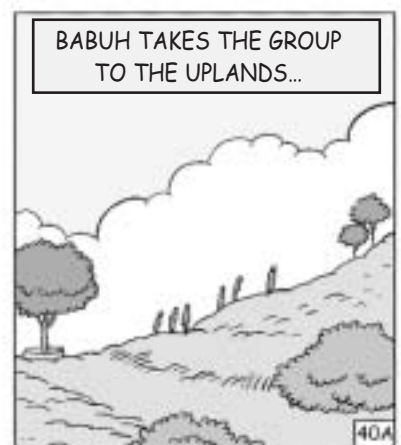
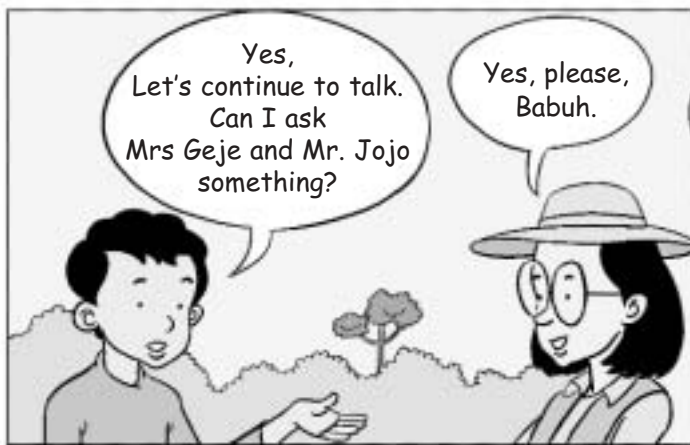
Write a letter from the future

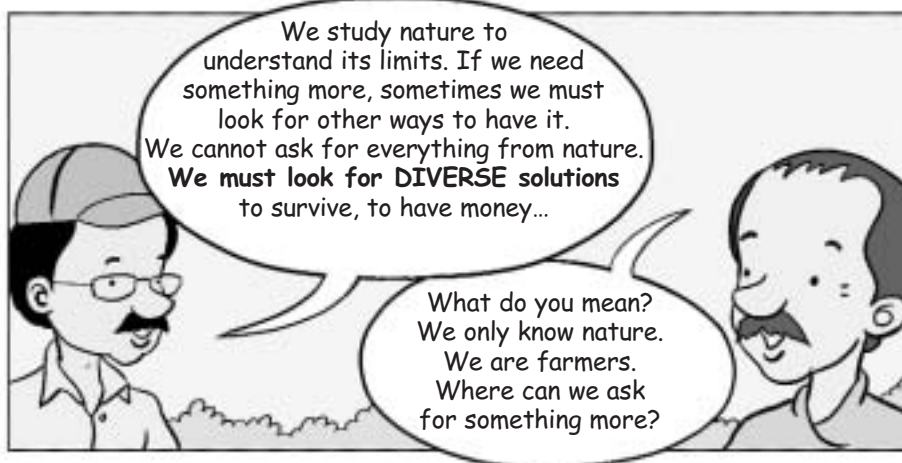
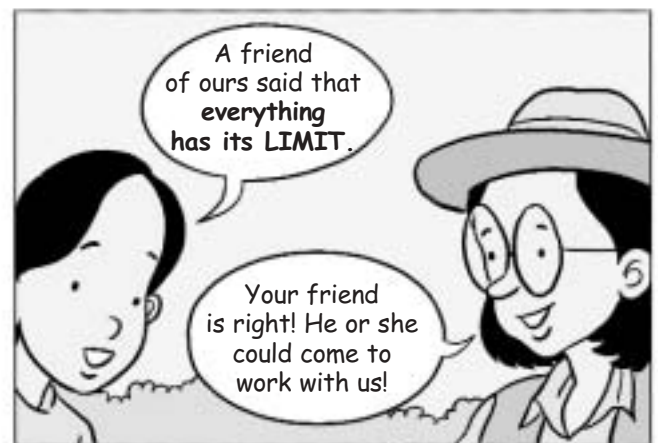
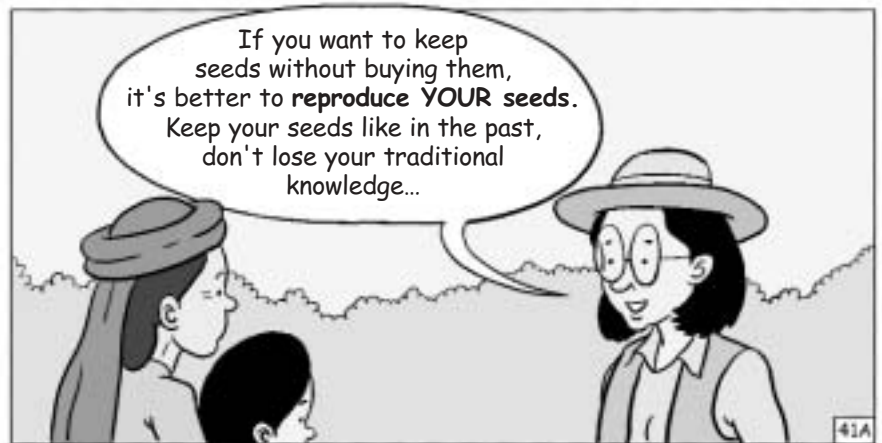
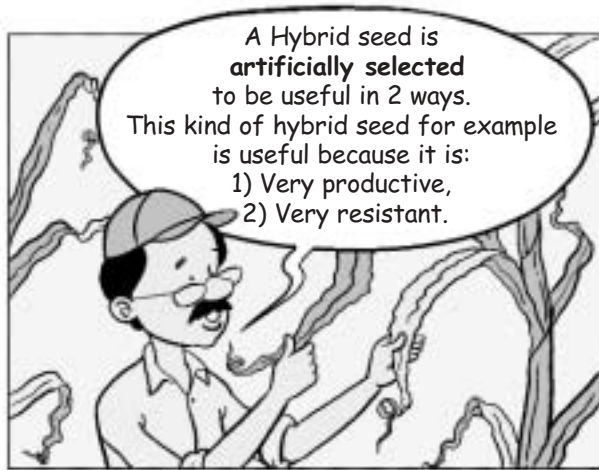
Write a letter to friend, imagining that 20 or 30 years have passed and you are living in the future. Talk about the village as it is then.

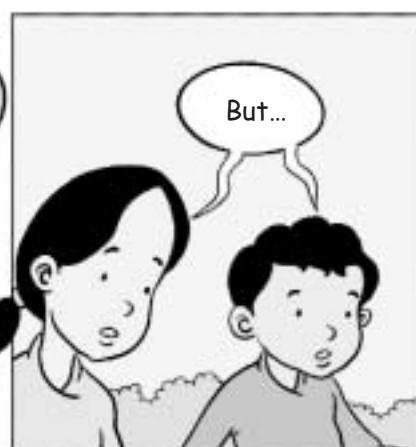
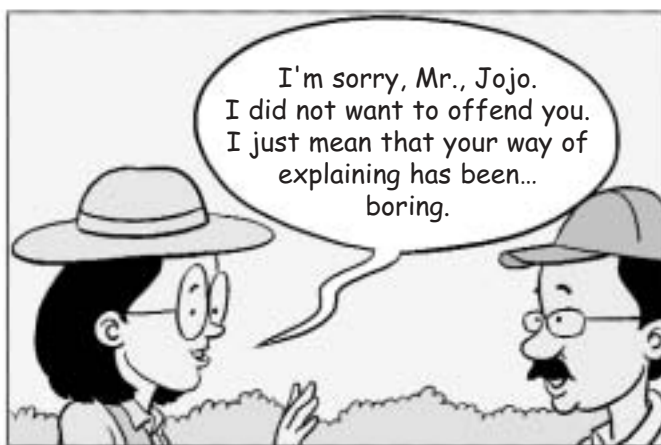
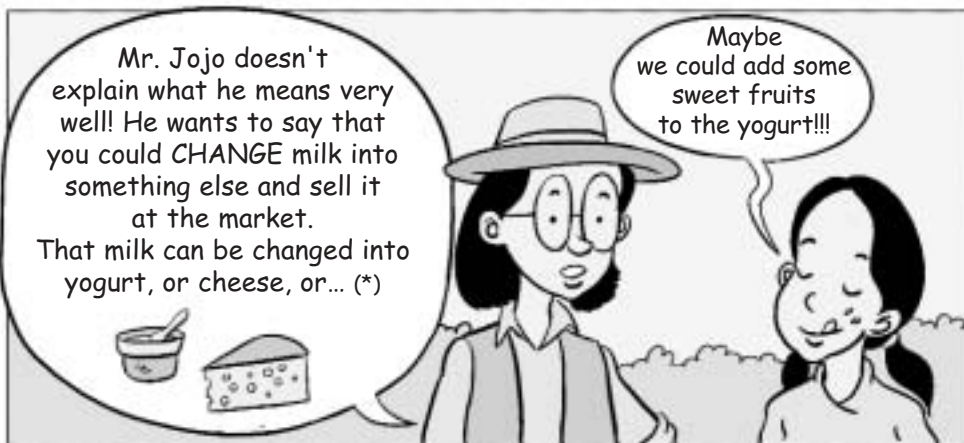
How do you imagine your life?

Try to include in your letter:

- The date and where you are living.
- How you make your living.
- What kind of family you have.
- What you eat each day.
- How products coming from natural resources play a part in your lives.







(*) These are **PROCESSED FOODS**

Let's REFLECT TOGETHER

Activities to do with your friends, your teacher, your family...



Activity NUMBER 10

Recap what you have read

Discuss with your friends and with your teacher the adventure of Nenne and Babuh. Remember words like *Hybrid*, *Traditional Knowledge*, *Processed Products*, etc. and discuss them.

Ask and write

Ask an elder or your grandparents how seeds were preserved/stored in the old days. How were they selected?

Prepare a table like this in which you describe the information collected.

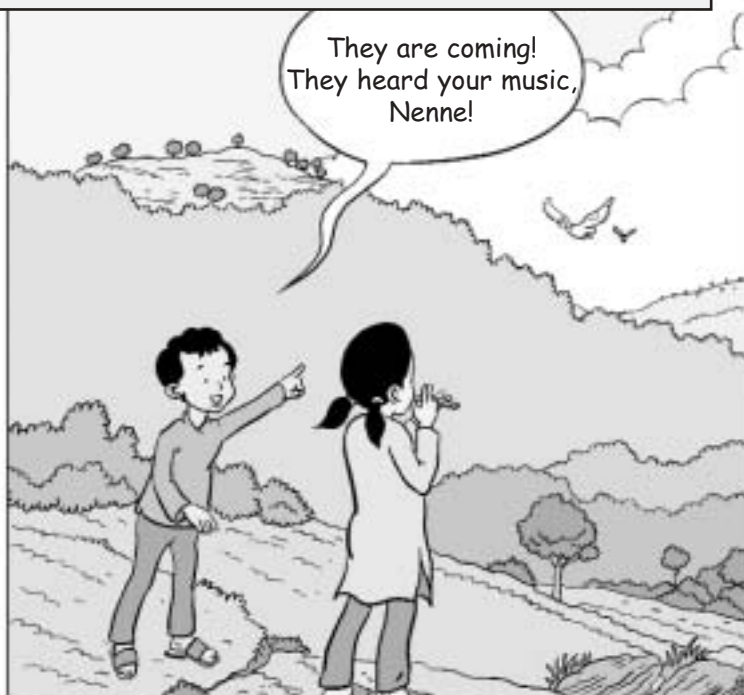
TYPE OF SEED	STORED AND/OR PRESERVED	DESCRIPTION OF THE CONTAINER OR METHOD

If you want you can add drawings of seeds and methods of storage.

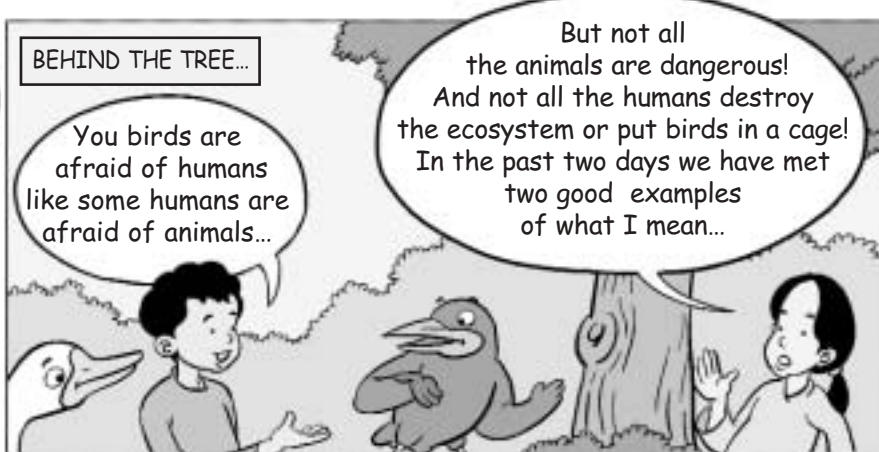
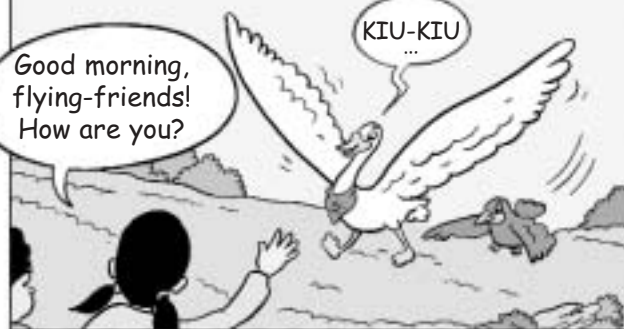
CHAPTER 7

THE POOR FAMILY

AFTER THEIR WORK,
NENNE AND BABUH CAN TAKE A BREAK.
THEY DECIDE TO CALL THEIR FRIENDS PARAPARA AND KIU-KIU.
SO NENNE PLAYS THE FLUTE TO CALL THEM...

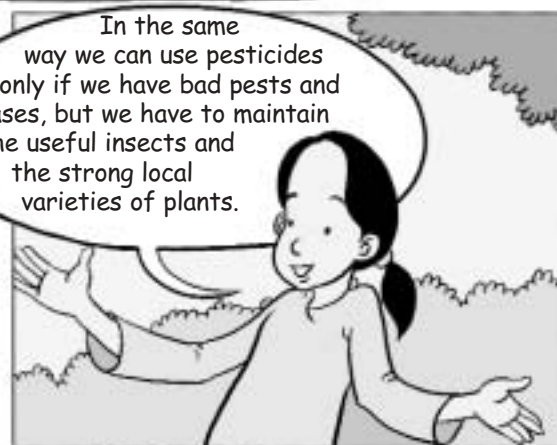
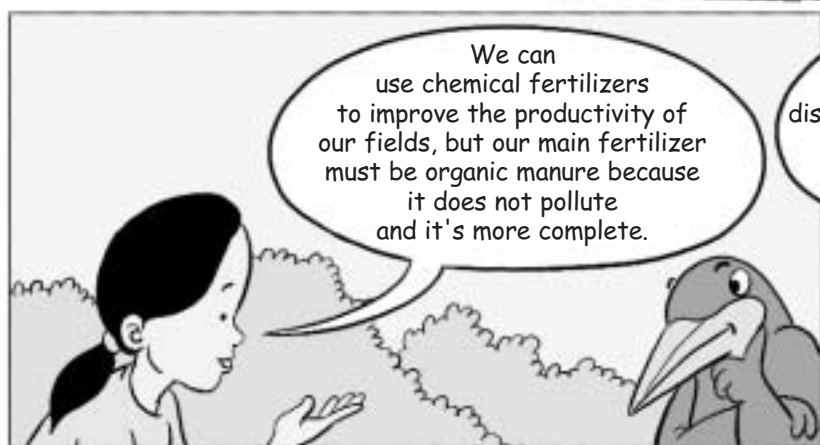
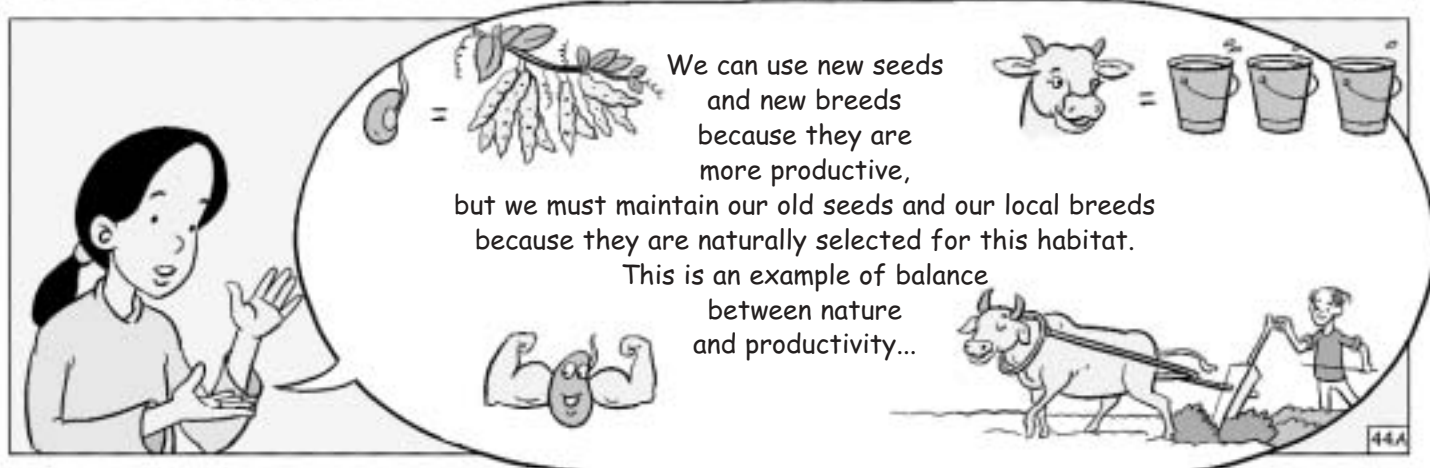


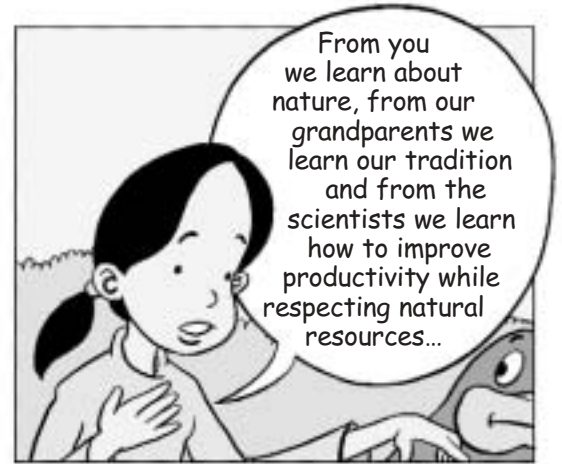
THE BIRDS LAND
NEAR THE CHILDREN.



NENNE AND BABUH TELL THE BIRDS THE STORY OF
MRS. GEJE AND MR. JOJO...







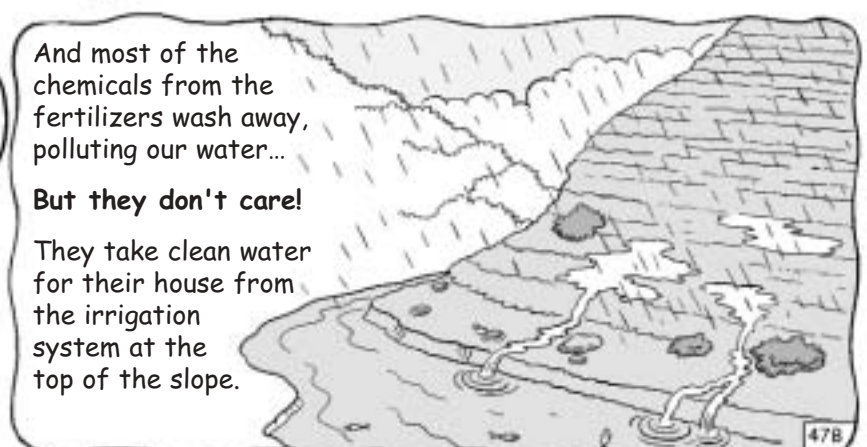
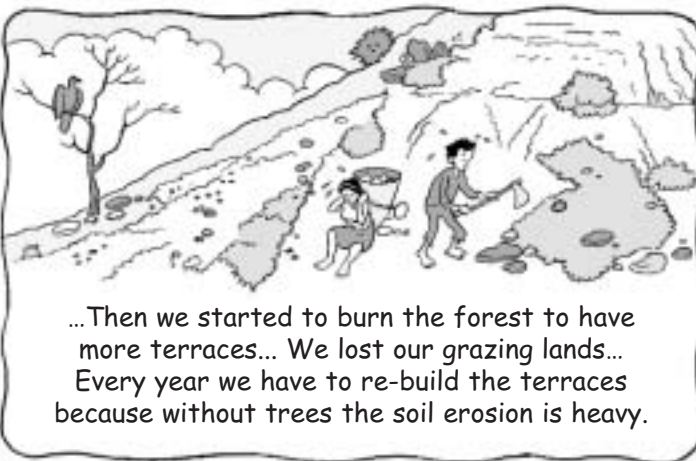
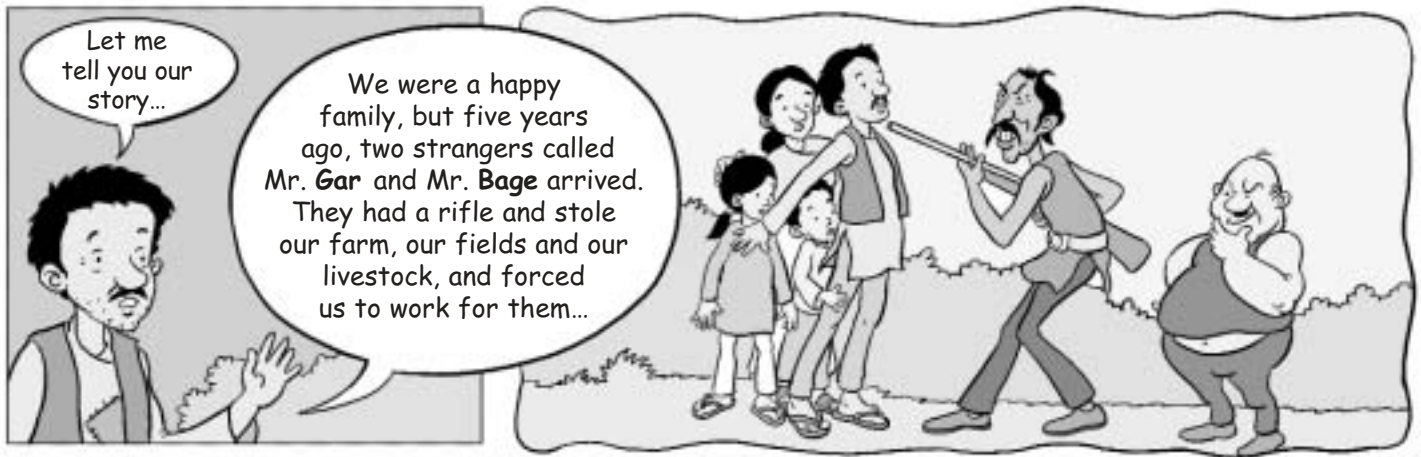


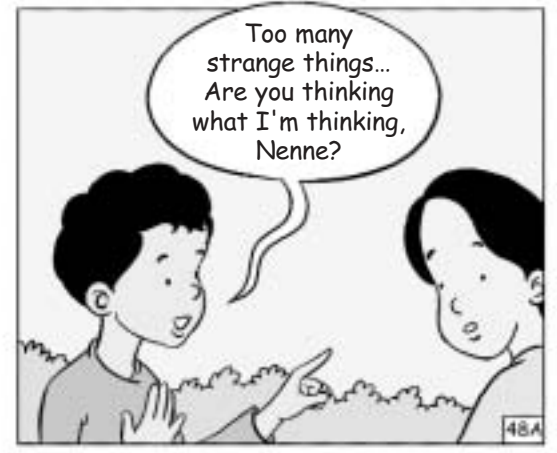
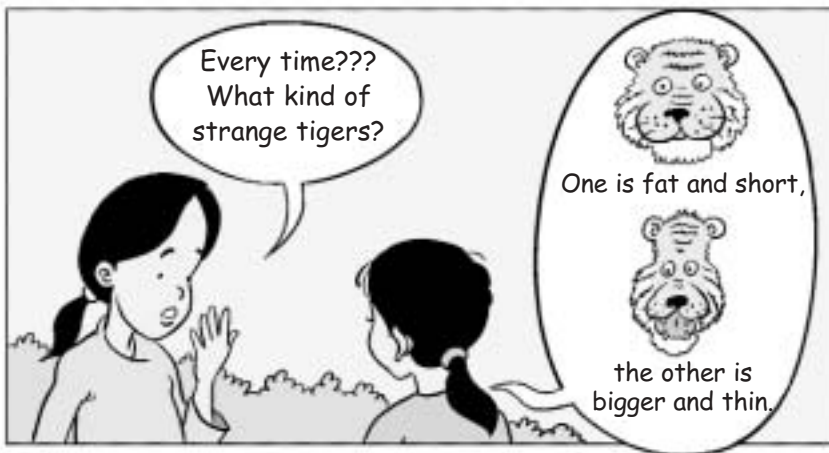
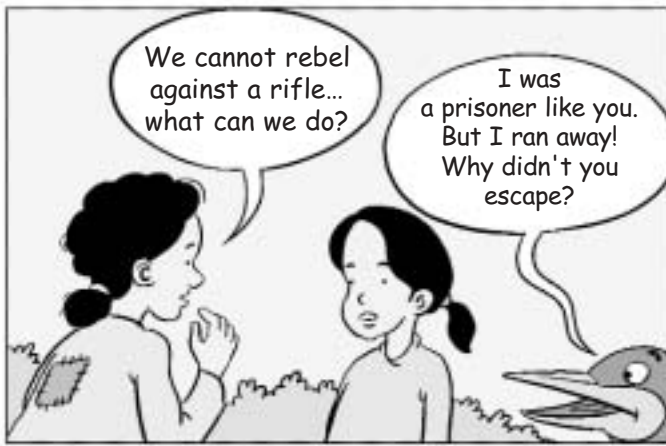
OUR FRIENDS LAND NEAR
THOSE STRANGE FARMERS...



OUR FRIENDS INTRODUCE THEMSELVES
AND TELL THE STORY OF THE LANDSLIDE...







Let's REFLECT TOGETHER

Activities to do with your friends, your teacher, your family...



Activity NUMBER 11

Recap what you have read

Discuss with your friends and with your teacher the adventure of Nenne and Babuh.

Discuss the "*Balance between Nature and Productivity*", discuss also the "*Poor family*" and "*Gar & Bage*".

- What do you think about them?
- Can you imagine what Nenne and Babuh are thinking about the two strange tigers and about Gar & Bage?
- What do you think about their way of managing their crops and livestock?
- What do you think about their way of making money?

Make your own GARDEN PLOT

A GARDEN PLOT is a little field in which you can grow and look after your own plants.

Starting a GARDEN PLOT is a good way for you to learn about the different plants, trees, soil types and the environment in general in your area.

Such an activity is simple and can be done near the school on a plot of land, with a water source nearby.

Ask your parents and neighbours to give you seeds of different crops and plants.

Some seeds and plants can also be got from the local agricultural office, farm or the forest office.

Ask your elders for information about the seeds, like the seasons that they have to be planted, weeded and harvested, and their uses.

Some ideas for you regarding your GARDEN PLOT

Get together with your friends and share jobs between groups to look after your GARDEN PLOT.

You could have a **GARDEN SALE** of the vegetables (or other products) that you have planted in the school; collect money from the sales and use it to buy more seeds or manure for your garden plot. Another part of the money collected could be used to buy schools material or other things. Part of the money will be used for the GARDEN PLOT, part of the money can be used for other uses.

Having a GARDEN SALE could be a way to learn how to earn money and how to manage it.

Prepare a simple system of recording findings and progress for every activity that you and your friends do.

Draw a table like the example given on the page on the right.

Share the findings with others in the school, community or local district line agencies.