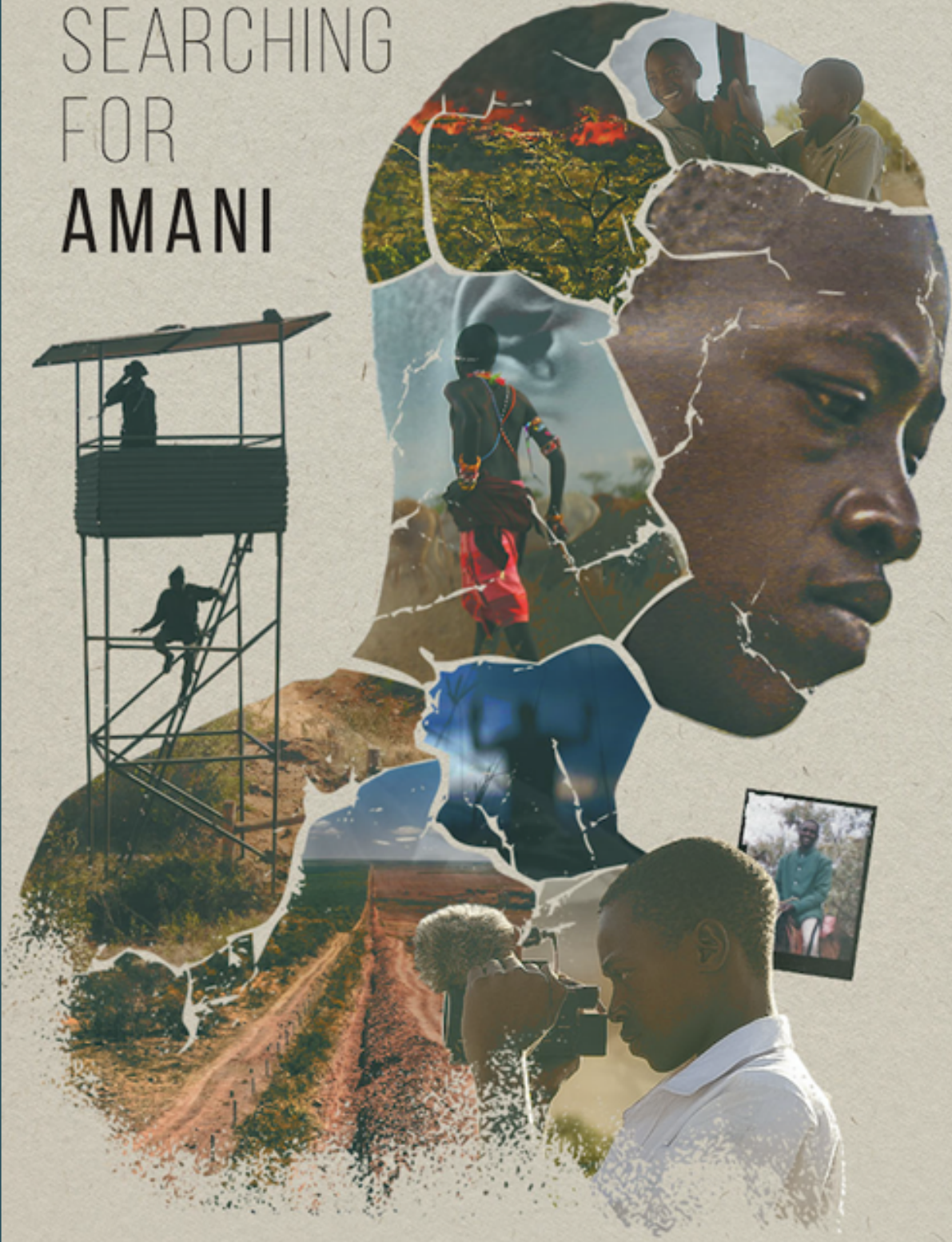


# SEARCHING FOR AMANI





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# Facilitation Guidelines

Filmmakers use immersive storytelling to produce intense thoughts and emotions in the viewer. **Journeys in Film** uses this powerful medium as a springboard for meaningful dialogue around humanity's most pressing issues. In this guide, you will find suggestions for leading productive conversations that broaden perspectives, increase global competency, encourage empathy, and build new paradigms for education.

- When watching a film or having a powerful discussion, normalize taking breaks and exercising bodily autonomy. Acknowledge that conversations around complex topics can be vulnerable, complicated, and challenging. Encourage members to voice and do what is right for them without needing to explain or apologize.
- People do their best when they know what to expect. Start and end your meetings on time.
- Share or co-create your intentions for the meeting.
- Create your space. If possible, share snacks or find other ways to create an inviting, comfortable atmosphere.
- Create a trustworthy space. Maintain confidentiality and only speak to your own experience.
- Minimize distractions while you are together. Silence cell phones and devices so you can give your full attention to the conversation.
- Practice whole-body listening. Listen to words, tone, body language, and the feeling in the atmosphere.
- Acknowledge voices that may be absent. Is there a lived experience that isn't represented in your group? Who are the bridge people who might be able to connect you with other people in your community who might bring new perspectives to the table?
- Adopt an attitude of positive intent. If someone says something that bothers you, assume positive intent and ask for more information.
- Ignite your curiosity around other people's views and opinions. Listen to understand, not to respond. You don't need to agree with others in your group or make it known that you are "right" to have a worthwhile conversation.
- Words matter. Be open to learning and practicing new ways to communicate with others.
- Be clear, direct, and kind in your communication. Nobody benefits when you bottle your opinions.
- Everyone has blind spots and biases; cultivate a space of grace as you enter into new territory together.
- If a conversation gets heated, practice acknowledging the tension, pausing as a group, and taking a collective breath together before diving back in or taking a longer break to reset.
- Privilege your relationships with others over the content or agenda of the meeting. Show each other kindness.
- Create a closing ritual that celebrates the time you've spent together and either gives closure or gives members something to think about before your next meeting.



## About the Film



*A 13-year-old aspiring journalist teams up with his best friend to investigate his father's mysterious murder within the boundaries of one of Kenya's largest wildlife conservancies. As a ravaging drought encroaches, his quest to find the killer shifts, and a young activist is born as the collateral damage of a warming world is revealed.*

In *Searching for Amani*, Simon Ali is a 13-year-old boy searching for justice and closure around the murder of his father. The context of Simon's story, however, is extraordinarily complex and gives viewers a lens into many topics, including climate change, colonization, resource competition, and more.

The film takes place one year after Simon's father, Stephen Ali, is killed. At that point, no official investigation has taken place. As such, Simon and the Ali family decide to seek out the truth of what happened for themselves. They are driven by a need for justice, which gives way to a desire for peace (*amani*) for themselves and their community. As an aspiring journalist, Simon interviews multiple people familiar with his father's case in an attempt to learn more. He investigates within the boundaries of Laikipia Nature Conservancy, one of Kenya's largest private wildlife conservancies, where his father worked as a tour guide and was known for many years as a peacemaker. Simon's father moved his family to a small farm in the south of Laikipia to escape the encroaching drought that was quickly turning the north of Laikipia and the rest of northern Kenya into desert. He hoped that doing this would ensure that his children had a better childhood than he did. As the drought continues to rage across Laikipia, less and less pasture is available to the Indigenous/local pastoralist communities in that region.

As a result of this scarcity, many of the pastoralists are forced to invade farms and fenced-off private land like the Laikipia Nature Conservancy, which is among the last green areas in northern Laikipia. However, due to various reasons (that will be highlighted in this guide), local pastoralist families are denied access to the land for grazing, leading to violent clashes between them and the nature conservancy due to resource competition.

Through the film, viewers are able to learn alongside Simon about the life and death of his father, sparking reflections and conversation about the changing environment, conservation, and community equity in a time of a humanitarian crisis.



# Letter from the Film Team



Hello, and welcome to the heart of *Searching for Amani*!

Whether you're in a classroom, community setting, homeschooling, or exploring independently, this discussion guide offers a friendly hand in navigating the heartwarming, sometimes devastating, and thought-provoking aspects of Simon's journey and our film.

## EXPLORING TOGETHER

The film brings to light the experiences of young people living on the front lines of climate change, with a special focus on Simon, an extraordinary young soul we met when he was 13 years old. As we dive into Simon's story, we invite you to stay curious, and bring your own perspectives to the conversation.

## SCREENING OBJECTIVES

- Dive into the personal and urgent impacts of climate change on front-line communities, sharing the unique narratives and the profound impact of environmental changes currently affecting individuals like Simon and his family.
- Reveal the intersectional nature of climate change so that discussed solutions are nuanced. In our film, you see that tensions remnant from colonization, climate change, conservation practices, and the livelihoods of Indigenous peoples are all interconnected, and thus solutions can't tackle just one of these issues to be effective.
- Advocate for Indigenous voices and embrace a third way: Connect with Simon's exploration of more harmonious coexistence, weaving together identities and advocating for Indigenous voices for a more inclusive and just future.

## GUIDE COMPONENTS AND USAGE

The film touches on many issues. In this guide we are focusing on communities and climate change while also offering opportunities for reflection on the film and exploration and growth regarding the topics of community action.

Key components of the guide include:

- Brief background information with helpful insights and context about the topic.
- An essential question that helps establish the focus of the learning experience.
- Personal reflection question or activity that students can do on their own or as an essay assignment.
- Discussion questions: Guided prompts to help get the conversation started.
- Engagement activities: Ideas to promote active participation in the film topics and discussion questions that support in-depth conversations and personal reflection.
- Definitions of useful terms that can help with discussion and classroom learning.
- Additional resources.

This guide was thoughtfully put together by a small, dedicated team of individuals who are passionate about making learning enjoyable for students worldwide. We encourage you to approach it with an open and curious mind, ready to discover new things. Thank you for joining us on this heartfelt exploration of Simon's world.

Warmly,  
The *Searching For Amani* Film Team

# COMMUNITIES AND CLIMATE CHANGE



*Often environmental activists who are targeted with violence are from Indigenous communities, and violence is a tool of intimidation used to sustain environmentally destructive practices for acquiring resources.*

---

Climate change affects both people and the environment, with disproportionate impacts on vulnerable communities. Specifically, around the world, it has become clear that climate change affects Indigenous communities, impacting practices, identities, and ways of life. Settler colonialism is ongoing and contributes to the disproportionate impact of climate change on Indigenous communities. Communities can take proactive roles in addressing climate challenges, recognizing the power of community-led solutions to building resilience. Bringing together various communities, broadly, to build such solutions is essential.

When individuals from ALL affected communities are not involved in environmental solutions, conflict can arise. In *Searching for Amani*, the conflict between conservationists and Indigenous people, in this case Kenyan pastoralists, is front and center as Simon seeks to determine who murdered his father. These conflicts are common throughout the world. Such violence has surfaced in other locations. One such example is from Honduras, where at least 109 environmental activists, many of them from Indigenous groups, were murdered between 2010 and 2014. Other examples exist.



# Driving Question

## *What is climate change and how does it affect various groups of people differently?*

### Personal Reflection and/or Essay Question

1. Distribute one index card or slip of paper to each student. Ask them to think of a single word that describes their experience watching *Searching for Amani*, inviting them to write their word on the card. Collect the cards and redistribute them to the class so each student has a new card. Invite students to reflect on the word they see, either through class discussion or through an essay writing exercise in which they compare their response and the classmate's response that they received.

### Discussion Questions

1. Globally, which countries are the most responsible for climate change?
2. Which countries are the most vulnerable to climate change?
3. How does the historical context of settler colonialism contribute to the challenges faced by Indigenous communities in maintaining traditional ways of life amidst climate change?
4. How can the international community respond to climate change in an equitable way?
5. Why do conservationists, who are well-intentioned, sometimes create additional challenges for others? How can their understanding be shifted so that equitable solutions can be found?

### Extension Activities

1. Watch this video about climate change: <https://youtu.be/dc-BXmj1nMTQ>. Have students write down or share their response to the video.
2. Have students complete this climate change quiz: <https://climate.nasa.gov/quizzes/global-temp-quiz/>
3. Have students explore this Climate Change Timeline: [https://www.tiki-toki.com/timeline/embd/1943738/4896488311#vars!date=1514-07-18\\_19:02:36!](https://www.tiki-toki.com/timeline/embd/1943738/4896488311#vars!date=1514-07-18_19:02:36!)

Ask students to identify other examples of communities that were also disproportionately affected by climate change-related events. (An optional handout is available at the end of this guide.)

4. Share the following graph of carbon emissions per capita by country with the class: <https://www.visualcapitalist.com/wp-content/uploads/2021/11/carbon-emissions-per-capita-country.jpg>. Ask the students to examine the graph and host a discussion using the following questions to frame the conversation:

- a. What do you notice about this graph? What questions do you have?  
(Answers here may vary but should focus on the disparity in carbon emissions between the countries shown. Be sure to note the additional population data represented by the width of each country bar.)
- b. How do the carbon emissions in Africa compare to the country where you live?  
(While answers here will vary based on student location, it is important to note that Africa has the lowest carbon emissions per capita shown.)
- c. What is the central subject of *Searching for Amani*?  
(The central subject of the film is drought and the people disproportionately affected by the changing environmental conditions in the face of climate change.)
- d. What does it mean to be disproportionately impacted?  
(Disproportionate impact refers to situations where policies or practices affect a particular group of people more negatively than they affect others. This can happen even if the policy or practice is not intended to discriminate.)
- e. Who in the story is disproportionately impacted? Why do you think this is the case? What is the source of the violence at the conservancy?  
(Kenyan pastoralists were pushed off their own land when the conservancy was purchased in the 1970s and are no longer able to herd cattle freely. Answers here may vary but should relate to the non-Kenyan/European owners of the Laikipia Nature Conservancy.)

## Useful Terms

**Advocacy:** Public support for or recommendation of a particular cause or policy.

**Capitalism:** An economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

**Climate Change:** Long-term changes in the temperature, precipitation, and other atmospheric conditions on Earth, often attributed to human activities.

**Climate Literacy:** The understanding of climate-related topics, including the science, impacts, and actions related to climate change.

**Climate Migration:** The movement of people or populations due to changes in climate patterns, such as rising sea levels or extreme weather events.

**Climate Refugee:** A person forced to leave their home or region due to the effects of climate change, such as sea-level rise, drought, or extreme weather.

**Community-Driven:** Guided or led by the members of a community, often in decision-making processes or development initiatives.

**Conservation:** The act of preserving, protecting, or restoring the natural environment, ecosystems, or wildlife.

**Deforestation:** The clearing or removal of forests or trees, often for agricultural or industrial purposes.

**Economy:** The system of production, distribution, and consumption of goods and services within a particular geographic area.

**Ecotourism:** Tourism that involves visiting natural areas to conserve the environment, respect the culture of local communities, and promote sustainability.

**Equity:** Fairness and justice in the distribution of resources, opportunities, or benefits among different individuals or groups.

**Forest Transition:** A shift from deforestation to reforestation in a particular region, often associated with changes in land use and economic development.

**Gender Equality:** The state of equal rights, opportunities, and treatment for individuals of all genders.

**Indigenous Peoples:** Communities with a distinct cultural identity, often connected to a particular territory, who have historical continuity with pre-colonial or pre-settler societies.

**Inequality:** The condition in which there are disparities in opportunities, wealth, or access to resources among individuals or groups.

**Memorandum of Understanding (MOU):** A formal agreement between two or more parties outlining their mutual understanding and intentions, typically without the legal binding of a contract.

**Natural Resource:** Materials or substances found in the environment that are used by humans for various purposes, such as energy, food, or raw materials.

**Non-Governmental Organization (NGO):** A non-profit organization that operates independently of government and is typically dedicated to addressing social, environmental, or humanitarian issues.

**Preservation:** The act of protecting and maintaining natural or cultural resources in their existing state, often to prevent degradation or loss.

**Reforestation:** The process of replanting trees in areas where they have been cut down or removed.

**Resilience:** The ability of a system or community to recover from shocks, adapt to changes, and withstand adversity.

**Resource Extraction:** The removal or harvesting of natural resources, such as minerals, oil, or timber, from the earth for human use.

**Subsistence Farming:** Agricultural practices focused on producing food primarily for the farmer's own consumption, often using traditional methods.

**Sustainability:** Meeting the needs of the present without compromising the ability of future generations to meet their own needs; often applied to environmental, social, and economic practices.

**Sustainable:** Capable of being maintained or continued over the long term without causing significant negative impacts, especially on the environment.

**Sustainable Forestry:** The practice of managing and harvesting forests in a way that maintains ecological balance, biodiversity, and the long-term health of the forest ecosystem.



# REFLECTION



*Conflict over land is not unique to Kenya; it has a very long global story.*

---

As highlighted in *Searching for Amani*, land is an important aspect of the human experience. The desire to build empires has led to greater contact and conflict between nations. Often colonization introduced concepts of land ownership and capitalism into regions that had previously ordered themselves around serving the public good. Conflict over land is not unique to Kenya; it has a very long global story. Reflecting on the film and on our relationship to the land can help us build stronger communities through understanding and collective action.





# Driving Question

***What is the message that the film is trying to leave with its audience?***

---

## Personal Reflection and/or Essay Assignment

Think about what you learned watching *Searching for Amani*. What three lessons from this film might apply to your life? For each lesson, (1) describe the lesson, (2) explain from where in the film the lesson came, and (3) cite evidence from the film to support your claims. Be sure to include examples of dialogue, details about the characters involved, and important events in the story surrounding the lesson.

## Discussion Questions

1. How does the intersection of climate change and settler colonialism impact Indigenous communities? What role does environmental justice play in addressing the challenges they face? Support your argument with specific examples from *Searching for Amani* and propose potential solutions for fostering resilience within these communities.
2. Investigate the role of education in building resilience within communities disproportionately impacted by climate change. How can educational initiatives contribute to the adaptive capacities of communities and empower marginalized populations? Use examples from *Searching for Amani* to support your argument.
3. Examine the ethical considerations of climate-driven displacement of various communities, including Indigenous peoples. How should international communities address the rights of those forced to adapt or migrate due to climate change? What policies can better support their well-being?

## Extension Activities

1. In small groups, have students create a plan for a potential community event or for a social media campaign that educates others about the impact of climate change with an eye toward potential community action to create positive change, including suggesting policy changes to local government, school officials, a faith-based organization, or other influential group in the community.
2. Research some real-world impacts of climate change on the Indigenous peoples in the case study. Consider what aspects of their connection to the environment make the Indigenous peoples in the case study particularly vulnerable to the impacts of climate change. Look for similarities between the example you research and what happened in *Searching for Amani*. Brainstorm long-term solutions for the community you research. (Optional Handout B highlights 10 examples that students could research.)
3. In small groups, have student research community-led environmental activism around the world, specifically Indigenous community activism, that works to counter traditional environmental work that overlooked Indigenous and/or local community needs. (Relevant links are listed in Additional Resources.)
4. Have each student select an individual in their community to interview. Their interview could focus on climate change and/or the history of the land/their community. Encourage students to consider some of the interview techniques they saw Simon use in the film as they create their interview questions. Students should then report on the interview through either a class presentation or a written article. (Optional Handout C features interview tips for students.)



## Additional Resources

### A. Print materials

Fresh Banana Leaves (Jessica Hernandez, Ph.D)

<https://www.penguinrandomhouse.com/books/675699/fresh-banana-leaves-by-jessica-hernandez/>

Do Glaciers Listen? (Julie Cruikshank)

<https://press.uchicago.edu/ucp/books/book/distributed/D/bo70055727.html>

Dismantling the Divide between Indigenous and Scientific Knowledge (Arun Agrawal)

[https://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/4201/Dismantling\\_the\\_Divide.pdf](https://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/4201/Dismantling_the_Divide.pdf)

Inhabited Wilderness: Indians, Eskimos, and National Parks in Alaska (Theodore Catton)

<https://www.ubcpres.ca/inhabited-wilderness>

As Climate Crisis Alters Their Lands, Indigenous Peoples Turn to the Courts

<https://www.unep.org/news-and-stories/story/climate-crisis-alters-their-lands-indigenous-peoples-turn-courts>

How Native Tribes Are Taking the Lead on Planning for Climate Change

<https://e360.yale.edu/features/how-native-tribes-are-taking-the-lead-on-planning-for-climate-change>

Climate Change and Indigenous Peoples: A Synthesis of Current Impacts and Experiences

[https://www.fs.usda.gov/pnw/pubs/pnw\\_gtr944.pdf](https://www.fs.usda.gov/pnw/pubs/pnw_gtr944.pdf)

Conservation and Discrimination: Case Studies from Nepal's National Parks

<https://www.iied.org/conservation-discrimination-case-studies-nepals-national-parks>

Climate Justice Means Having Indigenous Peoples at the Table

<https://idrc-crdd.ca/en/research-in-action/climate-justice-means-having-indigenous-peoples-table>

### B. Internet resources

Arcadia: Nine Indigenous Climate Activists You Should Know About

<https://www.arcadia.com/blog/indigenous-climate-activists>

BBC: Climate Question Podcast: Can Indigenous Knowledge Help Us Fight Climate Change

<https://www.bbc.co.uk/programmes/w3ct2dqf>

BBC: Climate Scientists Are Working with Indigenous Tribes

<https://www.bbc.com/future/article/20231102-climate-scientists-are-working-with-indigenous-tribes>

BBC: How Climate Change is Altering the Sami Language

<https://www.bbc.com/future/article/20240228-climate-change-is-altering-this-arctic-language>

CNN.com: Catastrophic drought that's pushed millions into crisis made 100 times more likely by climate change, analysis finds. Learn more about the current drought crisis in the Horn of Africa (from April 2023).

<https://www.cnn.com/2023/04/27/africa/drought-horn-of-africa-climate-change-intl/index.html#:~:text=Ethiopia%2C%20Somalia%20and%20Kenya%20are,worst%20drought%20in%20four%20decades.&text=The%20unrelenting%20drought%20that%20has,a%20new%20analysis%20has%20found>

Colonialism, the Climate Crisis, and the Need to Center Indigenous Voices

<https://www.ehn.org/indigenous-people-and-climate-change-2655479728.html>

Enduring Legacies: Native Case Studies

<https://nativecases.evergreen.edu/theme/environmental-justice>

Indigenous Climate Activism:

<https://www.indigenousclimateaction.com/>



Indigenous Peoples: Defending an Environment for All

<https://www.iisd.org/articles/deep-dive/indigenous-peoples-defending-environment-all>

NRDC: The Environmental Justice Movement

<https://www.nrdc.org/stories/environmental-justice-movement>

*Searching for Amani* film impact

<https://www.searchingforamani.com/impact>

Teach Climate Justice Campaign

<https://www.zinnedproject.org/campaigns/teach-climate-justice/>

UNICEF Voices of Youth

<https://www.voicesofyouth.org/>

United Nations Fact Sheet, Indigenous People, Indigenous Voices

[https://www.un.org/esa/socdev/unpfii/documents/5session\\_factsheet1.pdf](https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf)

United Nations: Climate Change and Indigenous Rights

<https://www.un.org/en/academic-impact/making-voices-heard-indigenous-fight-against-climate-change>

USAID Enhancing Environmental Equality: Promoting the Rights of Indigenous People

<https://www.usaid.gov/biodiversity/stories/enhancing-environmental-equality#:~:text=To%20protect%20this%20rich%20biodiversity,of%2016%20marine%20protected%20areas.>

USAID Indigenous Peoples

<https://www.usaid.gov/indigenous-peoples>



# Optional Handouts

## Handout A: Climate Crisis Timeline

(Corresponds with Extension Activity 3 from Communities and Climate Change Section)

### Instructions for Handout A

Consider the central subject of drought caused by climate change in *Searching for Amani*. Explore the [Climate Crisis Timeline](#) and locate at least three examples of peoples/communities who have been disproportionately affected by events related to climate change. For each example, provide the year of the event, the location and description of the event, and details about the peoples/communities disproportionately impacted by climate change.

## Handout B: Research Examples — Climate Change and Indigenous Communities

(Corresponds with Extension Activity 2 from Reflection Section)

### Instructions for Handout B

Divide the class into small groups and assign each group one of the 10 examples featured in the handout as their research focus area. Encourage them to do research that draws on the questions from Extension Activity 2 from the Reflection Section, especially seeing how their research area relates to *Searching for Amani*. Also, encourage them to extend their research using the suggested prompt for their research area. Students should share their findings with the class or the teacher in the form of a presentation, essay, etc.

## Handout C: Interview Tips

(Corresponds with Extension Activity 4 from Reflection Section)

### Instructions for Handout C

This could be given or shared with students as they prepare to interview a community member. These tips will help them as they select questions, conduct their interview, and follow up after the interview is complete.

## Climate Crisis Timeline

Year	Event Description + Location	People/Community Disproportionately Impacted by Climate Change
EXAMPLE: 1900	EXAMPLE: Unexpected hurricane in Galveston, TX, which killed thousands of people and caused homelessness for thousands more.	EXAMPLE: Black residents were falsely accused of looting, killed, and forced to clear debris/ bury the dead. Black residents were then excluded from political representation during the process of rebuilding from the hurricane.

## Research Examples — Climate Change and Indigenous Communities

### Research Area #1

#### Land Displacement and Loss of Traditional Territories: The Navajo Long Walk

Historical policies of land dispossession and forced relocations disrupt Indigenous communities' connection to their traditional territories. This limits their ability to practice sustainable land management and adapt to changing environmental conditions.

**Prompt:** Investigate the impact of forced relocations on the Navajo people as part of the “Long Walk” in the 1860s and explain the significance of land in sustaining the Navajo cultural identity.

### Research Area #2

#### Resource Exploitation and Environmental Degradation: Oil Extraction in the Amazon

Settler colonial practices often involve the exploitation of natural resources on Indigenous lands. Mining, deforestation, and other extractive industries contribute to environmental degradation, making these areas more susceptible to climate change impacts.

**Prompt:** Investigate how resource exploitation affects both the environment and Indigenous communities of the Amazon rainforest.

### Research Area #3

#### Restrictions on Traditional Practices: Makah Tribe and Fishing Restrictions

Policies that restrict or criminalize traditional Indigenous practices (such as hunting, fishing, or land use) limit the ability of communities to sustain themselves. This can lead to increased food insecurity and vulnerability to climate-induced changes in ecosystems that are more susceptible to climate change impacts.

**Prompt:** Explain how policy restrictions affect the ability of the Makah Tribe to maintain traditional practices as well as the consequences on their well-being.





#### **Research Area #4**

##### **Inadequate Recognition of Indigenous Knowledge: Inuit Knowledge in the Arctic**

Failure to recognize and incorporate Indigenous knowledge in policy-making processes hinders effective climate adaptation strategies. Indigenous communities often possess valuable insights into local ecosystems and sustainable practices.

**Prompt:** Explore ways in which Indigenous knowledge has been incorporated into climate policies for more effective and sustainable outcomes within Inuit communities of the Arctic.

#### **Research Area #5**

##### **Infrastructure Development and Vulnerability: Belo Monte Dam in Brazil**

Infrastructure projects associated with settler colonialism, such as dams or urbanization, can increase vulnerability to climate-related disasters. Poorly planned infrastructure may exacerbate flooding, disrupt ecosystems, and intensify the impacts on Indigenous communities.

**Prompt:** Describe how the Belo Monte Dam construction project in Brazil has disproportionately impacted Indigenous communities and the surrounding environment.

#### **Research Area #6**

##### **Unequal Access to Resources: Healthcare Disparities for Indigenous Australians**

Unequal distribution of resources and services, a legacy of settler colonialism, means that Indigenous communities may lack the necessary support systems to cope with climate change impacts. Limited access to healthcare, education, and technology further hampers resilience.

**Prompt:** Examine the link between unequal access to resources and the vulnerability of Indigenous Australian communities to climate-related health issues.

### **Research Area #7**

#### **Cultural Disruption and Loss of Traditional Knowledge: Residential Schools in Canada**

Cultural disruptions caused by settler colonial policies contribute to the loss of traditional knowledge and practices. This loss diminishes Indigenous communities' ability to adapt and respond to changing environmental conditions in culturally appropriate ways.

**Prompt:** Explore the consequences of cultural disruption of residential schools on Indigenous communities in Canada and their connection to the environment.

### **Research Area #8**

#### **Inadequate Legal Protections: Maasai Land Rights Struggles**

Weak or insufficient legal protections for Indigenous rights and territories can leave communities without the legal means to resist environmentally damaging activities or to seek restitution for harm caused by climate change impacts.

**Prompt:** Explore the importance of inclusive decision-making processes regarding land rights for the Maasai Tribe in East Africa and the consequences of excluding Indigenous voices from these processes.

### **Research Area #9**

#### **Lack of Representation in Decision-Making: Indigenous Voices in Climate Negotiations**

Inadequate representation of Indigenous voices in policymaking and climate negotiations means that their specific needs and concerns may be overlooked. This can result in policies that do not address the unique challenges faced by Indigenous communities.

**Prompt:** Explore the importance of inclusive decision-making processes and the consequences of excluding Indigenous voices from global climate negotiations.

### **Research Area #10**

#### **Limited Financial Resources for Adaptation: Pacific Islands and Climate Resilience**

Economic disparities resulting from historical injustices can leave Indigenous communities with limited financial resources. This constrains their capacity to implement climate adaptation measures, such as building resilient infrastructure or transitioning to sustainable practices.

**Prompt:** Examine the economic disparities that impact the ability of Indigenous communities in the Pacific Islands to adapt to climate change.

## Tips on Interviewing

### **TIP #1: BE WELL-INFORMED.**

Research the basic background information regarding the person or activity you intend to cover.

### **TIP #2: BE PREPARED.**

Write a minimum of 10 open-ended questions before the interview.

Sample open-ended questions:

What do you think...

Why do you think...

How do you feel about...

Can you tell me about...

Closed questions (questions that can be answered with a single word or short phrase) are good for checking the facts.

### **TIP #3: BE PROFESSIONAL.**

Be on time for interviews and dress professionally. Maintain eye-contact.

Conduct your interview in person or through video or audio call, NOT via email or text.

Take thorough notes or record the interview (with permission).

Ask for clarification as needed.

### **TIP #4: BE FLEXIBLE.**

It is important to have your questions scripted, but sometimes a subject's answers can lead you in new directions. Be flexible enough to follow the most interesting parts of the story.

### **TIP #5: BE PATIENT.**

When your subject stops talking, don't immediately fire off the next questions. Pause and give the subject time to think and perhaps add more detail.

### **TIP #6: BE COURAGEOUS AND ASK TOUGH QUESTIONS.**

Establish rapport, then approach the difficult topic carefully. Reestablish a friendly relationship by asking neutral questions.

### **TIP #7: BE GRACIOUS.**

Say thank you after the interview and send a follow-up thank-you letter.



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