Event Guide: How to run a RoundView Stall

This guide is for a stall helper / facilitator who will be familiar with the RoundView themselves.

Stall Setup Overview

A RoundView stall typically includes:

- **1 to 3 tables**
- **RoundView tablecloths**
- **Bookmarks and wordsearch handouts**
- **Games and puzzles** (the selection may vary depending on your audience and space)

Games and Learning Tools

Standard Pack (Core Activities)

- **Cycle of Life** (Green puzzle)
- **Misguided Lines** (Red)
- **Guidelines** (Blue)

Optional Extension Activities

Use depending on audience interest, age group, and space available:

Jigsaw Puzzles

- **Venn Diagram** – works well with university students and adults, a bit difficult for kids
- **Timeline Puzzle**

Block Activities

- **Balance (Carbon)** – suitable for all ages
- **Which Loop?** (Plastic and Wooden variants)

Suggested Play Order

1. **Cycle of Life** (Green)
2. **Misguided Lines** (Red)
3. **Guidelines** (Blue)

💡 After the games, offer participants a **bookmark** and an **A4 wordsearch** to take away and scan the QR code for a digital certificate.

Game Instructions

Cycle of Life (Green Puzzle)

Purpose: Introduces the natural system that supports all life and how humans fit within it.

How to run it:

1. **Introduction:**
   Humans have created many environmental problems. If we want to fix them, we first need to understand how nature works. This puzzle shows how nature works. Let's explore it together.
2. Give the participants a moment to assemble the puzzle themselves. Offer help if needed, especially with younger children.
3. **Ask:** *What do you see in this picture?*
   Encourage them to identify key components.
4. **Ask:** *How does this system work? What links things together?*

   Hints / questions to ask to make it easier:

   How do plants get their food?
   Answer: They use the sun to make their food, using oxygen from the air. (Point the sun at the tree)
   What do animals eat?
5. **Answer**: Plant – the plants (tree circle) feed the animals. . (Point one of the curved arrows from the tree to the cow).
   What do mushrooms and worms eat? (these are the decomposers).
6. **Answer**: they eat the 'waste' from all other living creatures -the poo and dead plants. They turn these back into food for the plants. .(Point one of the curved arrows from the mushroom to the cow, and the third arrow from the mushroom to the tree).
7. **Explain:**
   - Sunlight is the only input & heat is the only output
   - It is a system of cycles, powered by sunlight & photosynthesis
   - The same materials flow around and around, changing form, in balance
   - Human society takes its inputs from this system, and all its outputs go back into this system

   This forms the Cycle of Life.
   It has been functioning sustainably for hundreds of millions of years.
   Humans are part of this, but our systems must fit within it.
   Understanding how the system works helps us see what we're doing wrong – and what we can do instead.

☞ *Use this as a lead-in to the next game: Misguided Lines.*

Misguided Lines & RoundView Guidelines (Red + Blue Puzzles)

Purpose: Identifies the **three root causes** of environmental problems *and* **their positive opposites (RoundView Guidelines)** – how to live without causing them.

How to run it:

1. **Introduction:**
   There are three main ways human activity disrupts nature's systems. These two puzzles hold the clues – let's see what you can discover.
2. **First, solve the Red puzzle** (This shows the three root causes)
3. **Then, solve the Blue puzzle.** (This shows the positive Guidelines
4. **Ask:** *What's different between these two diagrams?*
5. **Ask:** *What are we doing to cause problems for nature?*
6. **Ask (for adults):**
   Can you guess what the three root causes of environmental problems might be?
7. **Explain the three root causes** ('what not to do, how we are messing it up')
8. **Explain their positive opposites, the Guidelines (**'what we can do instead')

☣ Overwhelm <> Balance

- **Where:** Bottom right of Red diagram – lots of chemical symbols filling and expanding the cycle arrow.
- **What it means:** These are natural materials that the biosphere needs, but humans are adding **too much, too fast**.
- **Positive opposite** RoundView Guideline**: Balance** – reduce the rate of output from society to nature, so nature can keep up.

☠ Poison <> Cycle

- **Where:** Top of Red diagram – symbols of plastics (yellow) and rare materials from mining (red).
- **What it means:** These are **non-natural materials (**in the biosphere, where we live) – like plastics or heavy metals – that **can't be broken down**. They accumulate and harm the system.
- **Positive opposite** RoundView Guideline**:Cycle** – if we use them at all, then keep these substances in a **technical loop**, like in a circular economy, and out of nature.

⚒ Physical Damage <> Restore

- **Where:** Bottom left of Red diagram – deforestation and construction.
- **What it means:** Human actions like cutting forests, paving land, draining wetlands **directly damage ecosystems**.
- **Positive opposite** RoundView Guideline**: Restore and connect ecosystems** – plant trees, protect biodiversity, and let nature recover.

Final Guideline – there is one more thing to consider, what else do you see?
Humans in the centre – some happy in red jigsaw, all happy in blue. *We need to always remember **people** as well as nature, and help **everyone** to be well.*

Tips for Volunteers

- **Offer bookmarks and wordsearch sheets** at the end. Explain to visitors that they can find more information by visiting the RoundView website.
- Adapt your language to suit your audience – be playful with children, and conversational with adults.
- Use open-ended questions to engage participants in discussion.
- Keep the experience interactive – let people do the puzzles, think aloud, and connect ideas.

Background to the RoundView

The RoundView is a framework for sustainability thinking and learning, which clarifies the root causes of all environmental problems, so we can do the opposite - and create a world where people and nature can thrive. It has been tested in a range of educational settings, from primary school to postgraduate, and helps give a way to make sense of environmental problems across all of these contexts.