The Cave by Gyua (Kate) Kim

I was walking around school with my mentor to practice photography techniques. On that day I was learning about how we can use framing. I saw a tree that I might be able to use for framing. When I saw the photograph I though it looked like I was taking it from the inside of a cave. This photo is one of my favourites and has made framing a go-to technique whenever I have the chance.

I presented this photo at my Grade 5 Exhibition: Prem Photo Gallery Walk. This PYP project has taken me on a journey of learning about photography, especially from the angle of my main theme: ‘How photography can tell a story’. After experiencing the world in a different way through photography, I wanted our community to be able to express themselves too. Inspired by my theme, I invited everyone to share their photographs along with the stories behind their shots. Through my project I have learned that everyone has a story to tell, you just need to find the right medium for them to tell it.
Contents
04 Women Reclaiming Authority via Environmentalism
06 Meeting the Leaders of Local Prem Coffee
08 Business and Sustainability: SUMAS & PREM
09 Service Learning as a Tool for Shaping Leaders
14 The Forest Restoration Research Unit
15 The Green Search Engine
16 A New Approach to Climate Change Leadership
18 The Story of Junior Camp Leaders
20 Leading a Campfire
21 Intersectional Leadership, Community Building and Sustainability
22 Community Service Leadership

The Three-Generation Community is a unique educational centre. It offers Prem Tinsulanonda International School (an IB World day and boarding school), a dynamic Visiting Schools Program, the exciting Traidhos Camps, an artists’ residency program, an educational farm and a converted rice barge used for educational environmental studies on the Chao Phraya River in and around Bangkok.

Contact us
Editor:
editor@threegeneration.org
Advertising:
editor@threegeneration.org
Prem School:
www.ptis.ac.th
facebook.com/PTISschool
Admissions:
roxanneh@ptis.ac.th
Traidhos:
www.threegeneration.org
vsp.threegeneration.org
barge.threegeneration.org
camps.threegeneration.org

Editorial
We are living in a man-made era, the Anthropocene, a time when the Earth has been moulded to fit humanity’s vision. The world today is a reflection of human action and thinking, an empowering yet slightly unnerving idea. With this in mind, each of us therefore carries a certain responsibility to use the power we have to make the world a better place by helping others.

We all lead by example, whether we feel comfortable taking on a formal leadership role or not. This form of leadership works without orders, instead merely presenting a way of being that others can learn from. Setting an example is a constant process that regularly sets off chain reactions through our social groups and society. Sociologists estimate that even the most introverted among us will influence ten thousand other people across a lifetime. It is therefore crucial that we are aware of our influence because we will either improve others and society or cause genuine harm.

Being mindful is important. Note what is effective and be honest about where you can improve. Leadership skills grow with experience but we must be open to learning. Look for the qualities in others that you respect and that gets results, always treat alternative perspectives with respect, and see failure as an opportunity to learn.

This magazine offers different angles on leadership today. We look at women’s leadership, camp leadership and service learning. We scrutinise approaches to climate change, profile a vegan activist, and meet the leaders of tomorrow. I hope we provide every reader with fresh perspectives and new knowledge this quarter.

Editor
Jacob Smith
Women Reclaiming Authority via Environmentalism

Baljyot Kaur reflects on a recent Women’s Earthen Build course she attended at Pun Pun Center for Self-Reliance, facilitated by the International Women’s Partnership for Peace and Justice.

At the beginning of 2019, a group of women from all walks of life and all corners of the world gathered at the foot of Chiang Dao mountain with one purpose in mind: to build. Over seven days we constructed a meditation hall within a rural refuge centre for women, from the ground up – quite literally. The building was assembled using Adobe mud bricks, consisting of sand, subsoil and rice husk, with all the mortar, plaster and paint made from earthen materials too. The builders ranged in age from three to seventy-seven years old, came from eleven different nations, and all were female. This was definitely not your stereotypical building site: nonetheless, all women had authority within the project, and the distribution of skills and labour worked seamlessly. In the apt words of a fellow builder, “discomfort was met with validating support and physical limitations with creative alternatives.”

Amongst our team we had a vast diversity of vocations, with artists, dancers, social workers, architects, designers and activists alluddily masquerading as barefoot builders for the week. Many of these women were also devoted to projects of their own. There was a woman working in disaster prevention and relief aid in Nepal. Another woman was from Texas, looking to set up a farm on the very plantation her family once laboured on as slaves. One woman designs and builds playgrounds collaboratively, using green infrastructure elements, with children in low-income New York City neighbourhoods, where there is limited access to outdoor space. I met a woman who works at a farming organisation that seeks to end racial prejudice in the American food system. There were several women working on borders between countries... and so the list went on.

While we built with earth together, it became clear that these women had one thing in common: all of them worked between the land and people. The ‘eco-heroine’ is a well established yet constantly expanding archetype. Women have famously, throughout history, been at the forefront of environmental activism.

In the Himalayan region of Uttar Pradesh, the Chipko Movement in the 1970s was a benchmark nonviolent socio-ecological movement fronted by rural village women protecting trees and forests slated for government-backed logging. The word “chipko” is Hindi for “hug” or “embrace,” and this movement popularised the ubiquitous term “tree-hugger.”

Why is it that women take so easily to protecting the earth? In her book, If Women Rose Rooted, Sharon Blackie links the historical systematic oppression of the feminine to the devaluation of nature and land, or even “the devaluation of all that is wild and instinctual in our own natures,” and the “purposeful destruction of natural ecosystems.” Blackie claims nature is “everything which is physical, emotional, instinctual, and wild.” She explains that women have traditionally been linked to these ‘inferior’ qualities...
of nature, just as men are associated with the ‘superior’ qualities of reason and intellect. Within this social context, the partnership of women and the earth is natural and mutually strengthening.

There are many women working across the world today who demonstrate the authority and purpose of that archetype so well.

Dr. Vandana Shiva is an environmental activist specialising in food sovereignty through seed saving. She notes that historically, across global cultures, women were the seed savers within communities. In a recent documentary of her life, she states, "Food is a weapon. Except, when you control real weapons and arms, you control armies... but when you control food, you control Society – quite literally, when you control seeds...you control life on earth." Shiva emphasises the fact that throughout history, in every culture, it was women who kept the seed, and therefore women who held authority. Through modern agroecology, women are reclaiming the authority they once had, the equal slice of power they are naturally entitled to.

Professor Wangari Maathai was a prominent environmental and political activist who founded the Green Belt Movement in Kenya: an indigenous, grassroots, non-governmental organisation that takes a "holistic approach to development by focussing on environmental conservation, community development and capacity building." The way they do this is simple: they organize women in rural Kenya to plant trees, combat deforestation, restore their main sources for cooking fuel, generate income and stop soil erosion. Women have been stewards of the land for many generations, so this is a role that comes to them intuitively.

As society shifts and our space within it as women is in flux, it is unsurprising that so many of us are returning to this role. In *Braiding Sweetgrass*, Robin Wall Kimmerer, an indigenous American writer speaks of how mutually curative environmentalist work can be for us all. Kimmerer explains that “action on behalf of life transforms, because the relationship between self and the world is reciprocal... as we work to heal the earth, the earth heals us.” Kimmerer calls for "women with feet planted deep in the earth" who take "pride in a back strong enough to take on a load for others." Environmentalism requires diversity, not only of gender, but of race, age, cultural and financial background... and so on. One way we can reach diversity is to cultivate spaces, communities and roles where society’s usual outliers can feel actively involved in this age of restoration for our planet. We all have different strengths to contribute, and that is a thing to be embraced and celebrated.

Baljyot Kaur is a Farm Education Facilitator at Traidhos Farm. She holds a degree in Design from the University of London. She also has a certificate in Permaculture Design, and has worked on permaculture projects across a diverse range of climates, from Wales to the Dead Sea Valley of Jordan. She strongly believes in the impact of experiential education and the importance of integrating sustainability awareness across all fields of work.

Photos: Baljot Kaur and Chipko Andolan
Meeting the Leaders of Local Prem Coffee

Local Prem Coffee (LPC) is an enterprise run by students from the International Baccalaureate Career-related Programme (IBCP). Their coffee has been a hit on campus since they began selling in October. We sat down for an interview with LPC’s leading ladies to learn more.

Sarah, Mook and Krisha are currently spearheading Local Prem Coffee; a student-led service learning project aiming to provide quality coffee to our community whilst supporting fair trade for Thailand’s farmers. The girls started the organisation this academic year with the help of other IBCP students. Through this enterprise they have gained great practical insight into how to run a business. As a team they are responsible for ordering coffee from the supplier, packaging it, designing the logos and selling the products.

What do you sell?

We sell three flavours of coffee beans: Sweet Cherry, Wild Honey and Brown Ale Peaberry. Our supplier is a company called Thai High. They work with farmers all over Thailand, buying their produce and educating them about the true value of their coffee beans. Thai High helps the farmers process the beans into a premium quality coffee. We also sell two types of the cold brew coffee: Thai Style and Fire Cracker.

Which flavour is your favourite?

My favorite flavour is the Sweet Cherry. I drank coffee daily with both sugar and milk; however, when I tried Sweet Cherry there was no need to add anything because it was naturally so sweet.

Sweet Cherry and Wild Honey are the most popular among our customers.

What has the feedback been on the coffee?

Our main customers are parents and teachers. So far, from what we have heard, they love our coffee. Some teachers even bought it as Christmas presents for their friends and family. The staff feedback itself has actually helped us to sell more coffee because as connoisseurs, their descriptions of the different flavours have been invaluable when selling to prospective customers.

How did you set up LPC?

We heard that other international schools in Bangkok had started similar projects and so we thought it would work here at Prem too. LPC was set up by IBCP students as part of their service learning project. We are using this project as an opportunity to improve our selling skills and to get practical business experience. It has also been a test of our teamwork abilities as running an enterprise like this is very much a group effort. Over the months we have been expanding our selling and we now take every opportunity to set up shop. We sell at the community market, sporting events, hold staffroom sales and even host our own events at the school.

Who is benefitting from LPC? Where do profits go?

Ten per cent of every purchase goes directly back to the farmers. Thai High also pays their farmers a fair wage and shows them how to grow the highest quality beans with the greatest efficiency.

As for ourselves, we know a lot more about coffee: how to make the drinks, and about the coffee industry and the plant itself. Everyone involved gets to practice their business skills and for us three it has been a great experience in leading a big team project.

The profit we are making goes straight back into the business and has allowed us to build up our supplies and pay for marketing material. This will ensure LPC can continue to run in future years. If we amass surplus capital we will donate it to a charitable cause that helps Thailand’s coffee growers.

What relationship do you have with the supplier?

Thai High’s employees are very sweet and always welcoming when we visit their factory. We have visited three times so far with new students so the whole team can to learn how to make each coffee and how the beans are processed. We communicate directly with Thai High using Line, get updates with every order and give them feedback.
What challenges have you faced?

Well, starting out with a loan from our teacher and just thirty days of credit from Thai High meant it was a stressful start. The pressure was definitely on because if we didn’t manage to pay the bills our teacher would have to pay instead. Every month we have the same worry because there are only a limited number of selling opportunities to make our money back.

Originally we tried to sell homemade coffee chocolate chip cookies but there were quality control issues and it proved to be too much too soon. Now, as a more experienced outfit, we have had better luck selling homemade chocolate balls.

It has been a learning curve throughout, like understanding that details really matter because if we put slightly too much coffee in each bag that makes less bags in the long run which eats into profits. Communication was difficult at first until we implemented mandatory face-to-face meetings.

Also service learning is necessary for IBCP students so LPC ticked the box, however while our leaders were intrinsically motivated from the start, some other members were not which caused trust issues that we needed to work through.

What do you think is important in terms of being a good leader?

Being a good leader means being a good listener and having an open mind when others suggest ideas. I found that making room for someone else’s vision usually always improved on my own ideas.

Seeing through a job to the very end is obviously vital. As we pass on the management to Grade 11, we are still going to be there as advisors when they need us. We will continue to help out with sales too. We recently produced a comprehensive manual for running LPC – our coffee bible. The manual will be ever evolving as LPC expands.

What are your future LPC goals/plans?

Well, we only bought our first batch of coffee in October so there’s lots of room to grow. An LPC direct email address is next on our agenda to help build our brand. We also plan on purchasing a coffee machine when the funds are available so that we can make better lattes, cappuccinos and produce latte art. Sarah did a barista course to learn these techniques so she can pass them on to the others when the machine arrives.

There are several ideas for the business that will hopefully come to fruition. We are looking to introduce bubble tea so that our product range is more student friendly. The Cup Project is important to us and proposes to stop one time cup use on campus and instead encourage reuse. We also want to work more closely with the schools in Bangkok that buy from Thai High and we plan to visit the farmers who grow our coffee.

Eventually we want to sell our coffee outside of the school to increase our selling opportunities but that is more tricky. So far we have only sold our beans outside the school through word of mouth from our community. We will see if that progresses but because LPC is essentially just an extended school project it’s hard to do everything that an independent coffee business would do.

Grade 11 are already transitioning into the leadership positions so it will soon be their turn to push LPC forward. Krish has been our assistant manager for a while so she is ready to take over the reigns. She has grown over the year and really embodies the role of a leader now. LPC is definitely safe in her hands.

What about your personal plans? How has running this organisation helped you to apply for university or look for a job?

Sarah: I want to work as a manager on a cruise ship or in a hotel. I know myself a lot better now, my strengths and weaknesses, particularly in a professional context. I know I can be too hotheaded at times and that I should trust in my team’s abilities more. LPC has really helped me understand the true meaning of being in a team, which I haven’t experienced outside of competing in sports teams. LPC has given me a lot of confidence and my ultimate dream is to open a coffee shop of my own one day.

Mook: Running LPC has given me transferable skills that will be useful even if I don’t want to sell coffee. I plan to enter the make-up business and luckily running a business and selling is similar across fields, so my experience with LPC will be invaluable. I have really learned that there is no hiding from jobs and deadlines with a business. You have to be fully dedicated, which means never missing meetings and selling opportunities or the project will fail. When the stakes have been high I have kept a calm head and thrived under the pressure. This is definitely a good sign for my future in business.

Any last words?

LPC is our proudest achievement at school. Setting it up from nothing was a challenge but seeing the success we’ve had makes me so proud. Since its inception we have lived and breathed LPC coffee. Leaving it behind is going to be very hard.

Photos: Local Prem Coffee
Sustainability Management School (SUMAS) was the first business school in the world to launch the BBA and MBA in Sustainability Management. A unique educational hub located between Geneva and Lausanne, Switzerland, it offers innovative business programs integrated with state-of-the-art sustainability knowledge. SUMAS combines high level academic education with real life projects in partnership with top companies. A sustainable future is no longer an option or a choice, it is a necessity. Coming generations of managers will have to re-think business practices to allow a positive impact on the environment, on economic development, and on society at large. It is for this reason that SUMAS decided to open its doors to High School Students, launching the International Baccalaureate Career-related Program (IBCP) in Business and Sustainability.

The IBCP with a “Business and Sustainability” applied component is designed for students pursuing career-related education during the last two years of their high school. This study program is relevant for all students who are interested in responsible leadership applicable in different fields. Indeed, sustainability is becoming increasingly important within all kinds of organizations and in societies at large. The Business and Sustainability Career-related study aims to provide students with the foundational knowledge on managing sustainability and helps them develop their competencies in becoming responsible leaders. The Business & Sustainability study plan prepares students both professionally and academically by stimulating their critical thinking and creativity. By the end of their study program the students will gain a deep understanding of sustainability management within organizations.

Students will learn how various functional areas can contribute in creating value for both business and society. More specifically, upon completion of their career-related study program, the students will be able to:

- Discuss the environmental impact of business operations and identify the underlying activities.
- Distinguish responsible leadership practices in various business contexts.
- Demonstrate an innovative mindset that embraces values of sustainable development and nature conservation.
- Effectively communicate, influence and motivate others for sustainability.

SUMAS is glad to bring this innovative program to PREM Tinsulanonda International School and to collaborate with them in shaping innovative leaders for tomorrow’s world.
Service Learning as a Tool for Shaping Leaders

Mike Horrocks argues for making the most of a service opportunity via service learning a deeper and more holistic approach to community service projects.

It is a Friday evening in September 2017. The sun has set and you are just about to settle down for the night. You have been up since 4am, as usual, with several hungry pigs and two little human mouths to feed before work – you can’t afford to sleep late. It may only be a shade past eight o’clock but you are tired and you need all the rest you can get – you can’t really afford to get ill either. You are paid by the day and the concept of sick leave is as foreign to you as the concept of making a living by sitting at a desk typing. It’s just not for people like you.

Then you hear it... Not again!

The sound of the motorbikes revving grows louder until they are right beside your bedroom wall. You turn over and try to ignore them but you know it is only a matter of moments before the laughing and shouting starts, and who knows what time they will eventually get bored and go home tonight? Why can’t they just find somewhere else to go?

Meanwhile, on the outskirts of Bangkok, an international school student has just finished her homework and is looking forward to spending the weekend shopping with friends. She’s wondering where they will have lunch tomorrow would she prefer pizza or sushi? She decides that trawling through online menus and reviews on Trip Advisor is the best way to choose. It’s not the most exciting way to spend a Friday evening but it’s okay because tomorrow night is the big birthday party that everyone has been looking forward to and she’ll need plenty of energy if she is to make it through to the small hours. Why can’t they just find somewhere else to go?

As with anything, the more that the students put into the experience, the more they will get out of it, but service learning offers them the opportunity to develop a number of leadership skills, in an exciting and memorable environment: skills such as teamwork, problem solving, research, planning, collaboration and extracting ideas from others, decision making, time management, prioritising, meeting specific goals, motivating others, compassion, seeing the bigger picture and then being able to make decisions in the context of this bigger picture, organisation and bounce-back-ability as not all their ideas will be approved by the team, adult supervisors and/or the host community. Not all of these skills are easily improved in a classroom environment or through traditional team building activities, and surely the capacity to develop all of them is enhanced by the practical and real-life nature of service learning. I don’t think many other educational experiences can offer such an extensive package of potential learning outcomes.
Let’s take the service project I alluded to earlier as an example of what service learning might look like. The two characters are fictional but hopefully they can be used to highlight the contrast between the lives of the students involved in the project and the lives of members of the host community. This is the story of two year groups from Bromsgrove International School in Bangkok and Pang Daeng Nok village in Chiang Dao district, Chiang Mai, and from the point of view from the students, it starts in October 2017 when two of the students joined their teacher on a survey trip to the village. The purpose of the survey was to gain an understanding of the issue facing the people in Pang Daeng Nok, as well as why villages in that area often rely on external support when implementing projects that require extra funding. They interviewed some of the villagers and took photos and videos to share with their peers back at school.

The issue in question was that in the evenings the village was being used as a hangout area by a gang of youths from neighbouring villages, who were breaking into a disused study room and getting up to the kinds of mischief that you might expect teenagers to get up to when there are no adults around. Given more time and opportunity for interaction between the Bromsgrove students and the Pang Daeng Nok community, we could have asked the students to come up with their own solution to the problem. In this case, though, it was decided that instead of working on their own solution, the students’ time would be better spent planning the details of a project that was thought up by the Makhampom Foundation who have a long history of working with Pang Daeng Nok in conjunction with the villagers themselves. The project in question was to turn the area into a useful community space that would encourage the locals to spend more time there and therefore reclaim it from the troublesome youths. This was to take the form of a playground where children could play whilst being supervised by adults, as well as renovating the study room so that it could be used for evening classes.

Armed with the findings from their survey, the two students worked with their peers back at school to put together a design for the playground. They were given a limited budget to work with and had to submit their plan, including a list of required tools and materials, which was reviewed by Makhampom and Traidhos staff for critical analysis before a final version was approved. They also fundraised for the project over the next few months and in February 2018 thirteen students came to Chiang Mai to build the playground. They made a fantastic start, which was then continued this academic year by the new Year 13s. The result is a newly renovated classroom with an extensive playground outside as well as petanque and takraw courts for the adults. And, importantly, the gangs are staying away. In the words of Khun Ap, from Makhampom, “this is the best image we’ve ever imagined...we’ve finally turned a deserted, dangerous area into a place that is ready for many kinds of activities, creating a lot of meaningful moments for the whole community in the future.”
By involving the students in more of the processes necessary for carrying out a project, they are able to develop skills in a setting where their ability to work as a team has a real impact, all the while being guided by experienced adults who are able to offer constructive feedback and advice, and who can set an example in the way that they approach the task themselves.

Of course, service learning is about so much more than leadership. One of the key aspects of service learning is reflection and the Bromsgrove students were invited to send us a quote to sum up their experience in Pang Daeng Nok. Here is one of my favourite responses:

“While working as a team I got to get closer to my classmates, some of whom I never thought I would even talk to or interact with. The time I spend with a team sharing the same goals showed me that no matter our differences we are all the same and are all capable of working together to achieve something so much greater.”

Richard James Montembeault

Mike Horrocks is a Senior Staff member and Program Trainer at Traidhos Visiting Schools Program.

If you are interested in hearing about another initiative for teaching leadership skills that Mike is a part of—and getting yourself or your child involved—please refer to the CYCLE advertisement on the next page of this magazine.

Photos: Mike Horrocks
In June and July there is a fantastic opportunity for 14-18 year olds to develop their own skills as leaders and change agents here at Traidhos. The majority of CYCLE (Compass Youth Camp for Leaders) will be student facilitated by participants from last year’s event, meaning that participation this year could open up more doors in the future.
The camp has been run by Compass Education since 2015 and focuses on acquiring knowledge, skills and tools for sustainable action. As well as coming back to facilitate at the next year’s camp, previous participants have gone on to run workshops teaching the concepts and tools they learned to adult educators, youth leaders (e.g. UNESCO Asia-Pacific Youth Leadership Training on Education for Sustainable Development in 2017) and at conferences with their peers (e.g. GINdo, BeyondCOP21 and ServICE).

CAMP HIGHLIGHTS

- **GLOBAL ISSUES**

  The camp will support you think deeply about the global issues you care about.

- **LEADERSHIP & STUDENT AGENCY**

  The camp will support you become a better advocate and actor to address your issue. Develop your ability to be a leader for sustainable change.

- **SYSTEMS THINKING**

  Learn systems thinking! A super useful tool for tackling complex global issues in a meaningful way.

- **SDGs**

  Explore more about the purpose of UN SDGs, their interrelations and how we play a role in working towards achieving the goals as system thinkers.

- **COMMUNITY SUSTAINABILITY EXPLORATION**

  Authentic experience with a local rural community conducting sustainability development assessment.

- **ACTION**

  Create a personal action plan to tackle the global issue of your choice.

- **YOUTH FACILITATOR**

  Build confidence and facilitation skills and techniques on becoming youth facilitator!

SIGN UP TODAY!

@ bit.ly/2tQ111H

team@compasseducation.org

compassyouthleaders

Compass Education Youth Leadership
The Forest Restoration Research Unit (FORRU) runs activities with Traidhos and Prem to teach our students about the importance of ecological preservation and restoration, as well as providing planting and sapling-care experience.

“Leadership is the capacity to translate vision into reality” Warren Bennis, Leadership studies pioneer

Leadership has been defined and interpreted by many people, however this is my favorite interpretation because the essence of leadership is turning an idea into something tangible and useful. The goal of FORRU is to maintain and reforest ecosystems, while teaching younger generations about the problems of low biodiversity and poor forest management.

FORRU is an NGO run by Chiang Mai University that restores and monitors forests across Northern Thailand. The FORRU team takes on this important role with sustainability and ethics in mind, which is why we partner with like minded organisations such as Prem Tinsulanonda International School and Traidhos Three-Generation Community for Learning. We think about the impact of our work on the ecosystem and local communities, and try to balance what can be taken out for human use with the needs of the ecosystem. FORRU teaches students how to germinate seedlings and care for saplings that will eventually make their way into a reforested ecosystem. The students plant trees and get hands-on experience caring for growing plants. We also teach students about the species around them in the forest, the special properties of each and why they are important to the ecosystem. With greater knowledge comes greater care – we hope the educational experience we provide will inspire the next generation to help with environmental projects and to become the ecological leaders of tomorrow.

Please join us for our next open planting event in late June. More information about this event and what FORRU does can be found at www.FORRU.org.

Fletcher Kern is a Political Science Major at Northern Arizona University and is currently studying abroad in Thailand where he is interning with FORRU. He enjoys teaching and learning about different cultures and ecosystems in the natural world.

Photos: Fletcher Kern and Jacob Smith
My New year’s resolution was to lower my impact on the environment. One of the easiest ways I’ve found to achieve this is by switching internet search engines. The internet requires a huge amount of electricity to run its servers, making this a worthy area to focus on when trying to lower energy consumption. In fact, if the internet was a country it would be the third largest consumer of electricity, behind China and the USA. I have therefore chosen to switch out Google in favour of Ecosia.

Ecosia is a non-profit search engine that is not only carbon neutral but carbon positive, due to its initiative to plant trees with eighty per cent of its profits. It costs Ecosia 0.2 Euros to plant a tree, which is around forty-five average searches, which means around two million trees are planted every month. If Google had the same business model it would plant enough trees to absorb fifteen per cent of the world’s carbon dioxide emissions.

Ecosia has a diverse range of projects across five continents, with tree planting largely targeted at endangered biodiversity hotspots and areas where local communities will benefit most. They are planting green belts between stranded forest habitats, halting desertification, and providing communities with access to water and the ability to grow food. The green corridors Ecosia creates to link isolated patches of forest are vital for protecting forest dwelling species, like chimpanzees in Uganda and Lemurs in Madagascar, and for extending the habitats of endangered species like orangutans and forest elephants in Sumatra. Ecosia targets ecosystems with specialised plants and trees that help bring moisture back to the soil, allowing for crop cultivation on previously arid land. Other Ecosia projects include fighting forest fires in Brazil and helping cultivate land in former guerrilla held territories in Columbia. Ecosia also donates to various green charities and publishes a full financial report of its spending every month. Unlike Google, Apple and Microsoft, Ecosia is also committed to protecting user privacy by not storing individual search data.

The downside: change is hard. Using a new search engine felt strange at first but I adapted fast. Ecosia uses the Microsoft Bing engine to power its searches, providing a first class browsing experience. Of course, Google is always just a search away if needed. Cynics may view this as a form of slacktivism, however, I think this misses the point. Yes, ditching Google is no great sacrifice but if it was difficult then nobody would do it. This is an ideal green solution because it achieves tangible results while requiring minimal effort. With a few clicks, you can set your default search engine to Ecosia and begin planting trees. After three months my searches have led to approximately twenty trees being planted. In the past, the money generated by my searches was just adding to Google's astronomical profits; I only wish I’d switched sooner. Imagine if all three billion internet users began planting trees with Ecosia; with each search removing roughly one kilogram of carbon dioxide from the air, this would quickly bring sorely needed change.

Ultimately, Ecosia highlights an alternative way – a path that puts the greater good ahead of individual profiteering. Its founders have vowed not to take any money out of the company and so Ecosia exists solely to provide a vital service that benefits all. The company is essentially a Robin Hood-like venture, wherein Ecosia steals users from the rich (Google) in order to give back to the poor (the environment). It is a wonderful example of utopian principles at work. Ecosia’s business model is refreshing in a culture where the status quo is profit maximisation and growth at all costs must end. We should be celebrating and supporting those who choose to enrich the environment ahead of themselves. Ecosia offers an easy way for everyone to help the environment and bring positive change.

Jacob Smith is the Editor of Traidhos Quarterly. He is currently helping Traidhos to adopt Ecosia as its internal search engine.

Photos: Ecosia
A New Approach to Climate Change Leadership

This year we have already seen several disasters linked to climate change, and yet there has still been no major global response to the issue. Haaniah Akhtar examines how we can best tackle the all-encompassing climate problem going forward.

How do we talk about climate change?

But why does it seem like political leaders are apathetic towards climate change and why are they failing to act? A key reason is due to the framing of climate change. The news on the climate gets bleaker by the day, yet scientists are still reluctant to talk forthrightly about the issue to the public. As we are getting closer to the brink of biodiversity collapse, it is hard to hide the dire facts. Many accuse alarmist messaging on climate change of being ineffective in engaging people in mitigation efforts and this is supported by the fact that “half of all the carbon that we have emitted into the atmosphere from the burning of fossil fuels has come in the last thirty years” (NASA, 2015). That is since Al Gore published his first book on global warming and since the UN established the IPCC—which effectively broadcasted to the world a scientific consensus that this was a real problem that we should be worried about. We’ve done more damage to the climate since then than has previously been done throughout human history. Thus, we have done more damage knowingly than we managed in ignorance. The alarmist framing that dominates the coverage of climate change is making us too cynical to solve it.

Although it has been said that traditional climate change coverage gives us a false sense of security, there are clear reasons why scientists have a tendency to reflectively avoid anything that may be seen as alarmist (also known as scientific reticence). In Svoboda’s 2015 analysis of apocalyptic climate change films: The Day After the Tomorrow and An Inconvenient Truth, it was established that catastrophic emphasis should be resisted because the stories achieve dramatic ends without invoking action. This line of argument is supported in a psychology study that concluded: “images of human suffering made participants feel powerless.” An alternative hopeful framing of climate change was instead proposed, as this can effectively empower people and therefore encourage them to become active on climate change.

When we talk about ‘we’ who do we actually mean?

Climate change is often portrayed as a crisis exclusively experienced by those in remote, vulnerable or poor regions of the world. From the Batak people of Indonesia to the Karamojong in Africa, those who are least responsible for climate change are amongst the worst affected. It is true that indigenous people, who are being displaced from their land, are on the frontline of the adverse impacts of climate change. It is true that fishing communities in Bangladesh, who are reliant on the land for day-to-day survival, are experiencing rapid declines in their average catches. So why is it that negotiations on climate change are so often dominated by the global elite?

Major international decisions on climate change are made at summits involving the Conference of Parties (COP), yet the discussions take place with little or no input from...
the communities most affected. It is imperative that we include these communities in our efforts to combat climate change. Their traditional knowledge of ecosystems could be of immense help when developing adaptation strategies.

Meanwhile, many of the mitigation strategies that we have developed, have only heightened the disparities between the powerful and the powerless. The carbon tax is a good example. A tax on carbon seems like a productive way to get countries to use less, but who does the carbon tax affect the most? The tax squeezes the emissions of poorer people, whereas the rich can afford to continue emitting carbon into the atmosphere. This is unfair because poor communities emit less carbon in the first place. Rich countries have not shouldered a fair share of the burden and should instead lead by example by cutting their emissions, while also providing financial support to poorer nations.

**Thinking outside the box**

‘*Winning slowly is basically the same thing as losing outright ....to achieve climate change action by doing the same things, the same old ways, means defeat*’.  
**Alex Stefan**

It is fair to say that the current neoliberal model has seen continued growth while also producing high levels of inequality—both globally and domestically. It has arguably exacerbated the disparities between the powerful and the powerless.

The most recent IPCC report includes solution models that do not question our current economic system. We have been discussing the same issues within our governments and at COP conferences for twenty-eight years and yet carbon emissions are now sixty-five per cent higher. This begs the question: is there another way of doing things?

It has been said that if the richest ten per cent of the planet reduced their consumption to the European Union average, global carbon emissions would be cut by thirty per cent. But in a society where ‘you’re worth it’ is the dominating mantra, it is no wonder that many of us are aspiring to such prolific levels of consumption. The question is: are we really worth it? At every level we have normalised excess. It is normal to drive to a local supermarket, buy imported food and then store this in a fridge. There has been an effort to encourage consumers to think about the environmental cost of their purchases every step of the way, food miles and all.

**How much can you do to stop climate change?**

That means a complete change in lifestyle, but can consumer choices alone fight off the worst effects of climate change? The reality is that the impact of individual choices are trivial compared to what can be achieved through political action. We have been told that we can make our political mark on the world through what we eat and what we buy but this is simply wishful neoliberal thinking. This makes sense within our individualistic consumer culture but this isolated individuality is also the reason why many struggle to see the value of their small actions. To encourage this narrative is to say that climate change is an issue for ordinary people to deal with and allows governments and corporations to take a back seat.

Projects on an individual scale are well meaning and optimistic but we need to see the issue for what it is—climate change is a systemic global issue that requires collective action by those with the most power. Poor people have less power and are therefore less able to change their lifestyles and the world around them; the rich have a responsibility to do more because their means are greater. Climate change is inherently unjust and this is why we do not all share an equal responsibility to solve it. Through grassroots action we must pressure governments and industry to finally treat environmental issues as a priority.

**Haaniah Akhtar** is an environmental facilitator at Traidhos Camps. Her undergraduate dissertation explored the ways in which climate change is framed in the public domain and how the issue can best be communicated to the public.

**Photos:** Jeanne Menjoulet, Peripitus (Wikimedia Commons)
And they all lived happily ever after.

How many stories did you read as a child that ended like this? Stories of kids having an adventure, planning together and executing their journey, or finding themselves without adults and having fun solving problems to overcome the challenge? Children’s literature is full of these fictional tales, but why are they so popular? Why do children want to read about child heroes and the adventures they get up to? Could it be that in each child exists the spirit of adventure? The hope of succeeding without parents and in using their skills and knowledge to achieve something that may seem impossible? There seems to be a desire for leadership and to do new things in many of our children.

That is why we developed the Camp Counsellor Development Program (CCDP).

If we believe in the value of young people taking leadership roles, if we know that young people grow and develop as a result of leadership responsibilities, we have no choice but to provide those real-life opportunities and allow young people to flourish. We had to help write the story for a group of young people.

Traidhos camps first partnered with Summerhill Education, in Shanghai, to promote the CCDP scheme in 2017. Both organisations believe passionately in the potential of young people. We are convinced that with support and encouragement, young people are capable of taking on leadership roles, of developing greater self-confidence, of improving their ability to solve problems and perhaps most importantly, of realising the true value of giving in service of others.

We recognised that in some classrooms these leadership opportunities are encouraged, but we observed too that in the real world, most leadership opportunities are only available for high schoolers and university students. We wanted to offer more than an activity camp with set games that create situations for leadership. Could we offer an eleven or twelve-year-old the chance to be a leader in a real camp program?

We decided to give it a go. Young people were asked to apply by submitting their CV and a letter explaining why they wanted to be a Junior Camp Counsellor. They had to have a letter of recommendation from a parent and a teacher or youth worker that knew them well. The applications came in and we were pleased by the serious nature with which the young people approached this opportunity. We shortlisted and the final candidates were called for a face to face interview. We wanted to provide as many life skills in this process as possible not just for the selected young people, but in the process leading up to the selection as well.

The hopeful young volunteers were quizzed on their interests and motivations, how they might feel if they missed out on the activity because there was only time for the campers and not the leaders to have a go, how they might feel if at
the end of a long hot afternoon the young campers wanted them to play football yet again and other possible scenarios.

On selection, each Junior Camp Counsellor was allocated a mentor their point of contact if there were any problems but also a caring adult to help them think about ways to overcome their problems, to provide encouragement and to challenge them to consider what the experiences were teaching them. Recognising that they were the same age as some of the campers we welcome, each Junior Camp Counsellor had to agree to basic ground rules as part of their commitment to being a responsible leader.

As the camp approached, each Junior Counsellor completed a distance learning orientation to prepare them for what to expect and to train them in some of the skills they would find helpful as leaders. Then the book was opened and the adventure began. The first day was spent becoming familiar with the campus, understanding the cafeteria and meeting the nurse; checking in with the mentor and meeting the staff team that they were to join.

Waiting for the campers to arrive, they had their first taste of leadership joining the camp team with setting up the equipment and counting out the camp t-shirts.

Finally, the campers arrived, and it was real. Would they rise to the occasion? Would the faith we had placed in them be realised? Could they connect with both the camp leadership team as well as the campers themselves?

Most of the counsellors were placed with the youngest campers, working in family camps, where the five and six-year-olds could indeed look up to this big brother or sister, and where they already had some of the life skills needed to assist in tying aprons, leading singing games or talking about unicorns!

The little campers loved the Counsellors, begging to hold hands, always sitting next to them and never tiring of playing ball together; and the Junior Camp Counsellors, in turn, learnt to care for these young campers, reminding them to pick up their water bottle, instructing them to tidy up the crayons, discussing the bugs they had found and generally taking an interest in each child. They solved some of the playtime disputes, and took charge of hand washing and sharing out snacks. The adult camp leaders praised the engagement of the Junior Camp Counsellors and admitted that the support of these young leaders was a valuable asset to the Traidhos camp team.

Part of the learning process involved writing a nightly online journal to reflect on their participation during the day, the problems they had faced and the actions that had helped them overcome the difficulty. This exercise, monitored and responded to by the mentors, proved invaluable in helping the Counsellors track their growth as leaders, and also reassured their parents, who read the nightly posts from many miles away.

We are often asked, “Was it successful?” and I think the words of the CCDP leaders sum this up.

“My two weeks as a Camp Counsellor passed like two seconds. Day after day I found out how much fun the activities were to help with and how proud I am of myself. I have learned how to be a successful coach, how to lead a team and how to care about the special campers. I was once scared of the problems that hit you all the time, but if you remain calm, you can always find the solution together. I am certainly braver than I was when I came. Sometimes I was forced to be brave because the campers were looking at me, but that was good because I know now that I can challenge myself. The memories of this camp are super precious to me. How can I forget the days of being a coach for the first time in my life? After these days of being a staff member, I will never forget this place, the people who helped me and the campers who played with me. I will miss it. Thank you to everyone.” Eric

“This leadership opportunity has been a journey of my heart, involving lots of little victories to overcome and of learning to solve problems one by one with my team. We learnt to treat it like a job; we joined the staff meetings, wrote daily reports and had lots of fun doing it.” Crystal

Leadership does not have to wait until high school. With the right selection, care and support, young people of all ages can grow through giving back, can learn while being leaders and can participate in adventures usually reserved for storybooks. And who knows? They might just have learned some skills along the way to help them live happily ever after!

Lynda Rolph is Head of Community at Traidhos Three-Generation Community for learning and has been working with the company for over fifteen years. She is a highly respected environmental educator, with teaching experience in the United Kingdom and Thailand. She is the former director of the Three-Generation Barge Program.

If you would like to be a Junior Camp Counsellor in the 2019 season of camps, email lyndar@threegeneration.org

Photos: Lynda Rolph
Fire is one of the most useful tools ever mastered by humans. The advantage it provided our species was massive, affording us protection, light, warmth and the ability to cook. Even one million years since we first tamed it, fire still seems to hold a primal sort of fascination for us. When sitting in front of its warming glow most people find themselves staring almost hypnotically into the flames. This primal attraction is probably why the campfire has remained an integral part of any camp or excursion, even in the electric age when its primary functions have been superseded. A campfire can help raise energy levels, bond a group and provide a reflective moment.

Leading a campfire, especially with a large group, can be a daunting task. Luckily Scouting and Guiding were a big part of my life growing up so I have learned a lot of campfire songs. Still, having a large repertoire of songs and actually leading a campfire is not exactly the same thing, as I have discovered while working at the Traidhos Barge Program. Here is what I have learnt through trial and error about leading a successful campfire.

Leading a campfire

Safety comes first, so give a brief on what the students should and shouldn’t do around the campfire. Then you can start strong. The opening to a campfire needs to grab everyone’s attention and get everyone involved. Therefore, it’s good to begin with something simple. At the Barge Program ‘everywhere we go’ is a favourite to open with. This works well because it starts off quietly and gets louder and louder until everyone is shouting. This warms the group up and gets them used to doing something a bit different. From here on as the campfire progresses you can get increasingly silly.

During the campfire, it’s important to have a range of varied activities to lead. Switching between ‘repeat after me’ songs, action songs, chants, games, and skits will ensure that the audience stays engaged throughout. A good way to add variety is to invite the campers to perform acts of their own. This can be difficult with more reserved groups, but it offers a fantastic chance for students to develop their own confidence and leadership skills. It also potentially provides you with an opportunity to learn some new songs and skits.

When choosing the acts for a campfire you need to keep your audience in mind. Silly action songs will work with all ages but older campers will only stay enthusiastic for so many of these. This is where some games are needed in order to break up the songs. Also, making sure that the songs are appropriate for the group is important. I have learnt by experience at the Barge Program that some of my favourite scouting songs that imply ruder words are less appreciated by the teachers at international schools. As I said, knowing your audience is key.

Of course, knowing your stuff is important when leading anything – the better you know your material, the more confident you’ll be and the higher the chance you’ll have of carrying it off successfully. This is especially true at campfires because there really is nothing more awkward than being stood in front of fifty children and realising that you can only remember half of a song you’ve just started to lead. That being said, it is important that you don’t worry about perfecting every song because it’s always good to try out something new.

Finally, there is the marshmallow toasting – the cherry on top of the campfire cake. This is the part that all of the children (and teachers) are looking forward to, so it can be used as a bribe to encourage everyone to join in. Being the campfire finale, it may ultimately be the part of the campfire that everyone remembers. Here, everyone should be up and interacting with each other and with the campfire. Always remember to brief on safety first). Though the fire’s embers will eventually die, the experience will hopefully live long in the memory.

Rhianne de Brouwer has been attending campfires for years and strongly believes in making the most of each one. She lets us in on how best to lead a campfire night.

Rhianne de Brouwer is one of our campfire experts at Traidhos. She currently works at Traidhos Barge Program and previously worked at Traidhos Camps Program.

Campfire watercolour by Haaniah Akhtar
Brenda Sanders Profile: Intersectional Leadership, Community Building and Sustainability

Raymond Wilson profiles a leader who has dedicated her life to solving the problems that African Americans face because of inequality and a lack of representation.

Nothing makes you strive for change like experiencing adversity first hand and Brenda Sanders of Baltimore, USA has experienced more than her fair share. Growing up in a household burdened by food insecurity (i.e. having a lack of consistent access to nutritional food sources and at risk of losing access to food completely), Brenda tells stories of going to bed so hungry that it hurt. And Brenda isn’t alone: according to the UN’s Food & Agricultural Organization, 10.2% of the world’s population sits at the ‘Severe’ end of the Food Insecurity Scale. That’s 821 million people who often go for a day or more without eating. Then there are those on the ‘Mild’ and ‘Moderate’ levels who regularly struggle to obtain nutritional food and are often uncertain of how they’ll get their next meal.

Brenda is used to seeing this sort of food insecurity around her in the projects of Baltimore City. After reading a study comparing the life expectancy of those in an affluent, ethnically white neighborhood of the city with those in a low income, black neighborhood, it became clear to her that something was very wrong. There was a twenty year difference in life expectancy between the two communities, with diet appearing to be the leading cause of the disparity. Brenda knew then that she had to act to stop the type of suffering she had experienced as a child.

Why did these communities have a worse diet? The answer seemed to be three-fold: healthy food wasn’t affordable, it wasn’t easy to find and people found it hard to relate to the healthy lifestyles promoted in public campaigns and advertisements. Brenda decided to bring the food to them. Under the banner of “Better Health, Better Life”, she used her savings to buy kitchen equipment which she took to churches and community halls and she demonstrated how to cook tasty and nutritious vegan meals on the cheap. Affordability was of the utmost importance – people needed to know that they could have a range of plant-based foods (beyond just rice and beans) for the same cost as alternative products. The plant-based aspect was important. Brenda is a believer in animal welfare and sustainability, following a vegan diet not only to better her personal health but also to protect the animals involved in farm from suffering, as well as helping to combat the environmental impact caused by the meat and dairy industries.

Not satisfied with just showing people how to make healthy food, Brenda’s initiatives developed into PEP Foods. PEP specialises in bringing these healthy foods and non-animal alternatives into local grocery and convenience stores. PEP also delves deeper, providing support, resources and solutions that are specific to each community and even providing education programs and workshops. This is where Brenda’s own framework comes in handy and her talent as an innovative leader shines.

Sanders is an environmental activist but she felt others in her field were not doing enough for marginalised communities. She had been told over and over that people from communities like hers (i.e. people who are poor and of colour) would resist their activism but Brenda believed that people just want a better life. PEP Foods focused on the intersectionality of the issues: healthy food and vegan outreaches weren’t connecting with communities like these because the outreaches didn’t understand the specific problems experienced by low-income families and people of colour. Environmentalism meets racism meets classism. Brenda set out to bridge the gap.

Initially, cultural barriers seemed difficult to get around. Cheap, unhealthy food was often marketed towards people that were poor and black, while healthy lifestyle advertisements showed middle-class whites. Mainstream vegan movements seemed to reject and even be outright hostile towards the African-American narrative. Brenda founded the Afro-Vegan Society, targeting an ignored demographic by tackling the particular problems they face. Her community as a whole couldn’t relate to the mainstream vegan movement, so PEP Food workshops focused on specifically expressing why it was important for African-American communities. Sustainability, animal rights and health were of special focus, with scenarios and goals geared specifically towards this audience. There was also support provided to make it as easy as possible to transition into this new diet. One of the most important outcomes was using this new range of food sources as a form of empowerment. More choices came with better education, improved bodies and ultimately greater freedom. Brenda recalls one woman who teared up after seeing the range of options on sale at one of the ‘Greener Kitchen’ stalls, overwhelmed that she was finally able to afford this type of food.

Brenda Sanders lived through a problem and then led a movement to solve it. Instead of taking the issue at face value: “people are unhealthy so they just need to eat healthier”, she targeted specific issues: the lack of cultural engagement with people of colour and the working class, and a lack of access to healthy food. Her leadership focused on changing peoples’ minds by first understanding the problems they face. She has successfully educated entire communities on the benefits of a healthier, plant-based diet and proved positive change is possible. Brenda’s projects are still ongoing today: she speaks at public events, continues to spread access to food and every year hosts Vegan Soulfest, an increasingly popular food festival, Vegan Soulfest. Brenda’s effective leadership, with out-of-the-box thinking, inclusivity and a rejection of "you’re doing it wrong" attitudes, shows us that by identifying a problem and really working through to the root of it, we can all realise our own ideas, make significant changes and improve the lives of others.

Raymond Wilson is an Environmental Educator currently exploring the potential art has in informing and motivating people around environmentalism and community development at Traidhos Barge Program. Eco-art workshops, performances, and camps programs are all now available to participate in.
Community Service Leadership

Rohan Mathur, a recent visiting student with Traidhos Visiting Schools Program, reflects on the effect that his community service project in Chiang Mai had on him and his peers.

"True leadership stems from individuality that is honestly and sometimes imperfectly expressed..... Leaders should strive for authenticity over perfection"

Our world today is at a crossroads between wealth and poverty; war and peace; but most importantly hope and despair. And within this bivouac, we are constantly trying to find things to hold onto to prevent us from slipping into the abyss. That is where our leaders come in and play the most important role of all; cushioning our falls and guiding us during dark times. Yet in a world where we value individuality and uniqueness to a great degree, uniformity even in terms of leadership roles is disappearing. Now more than ever, most of us have the ability and opportunity to lead and make our lives sublime. I came to this realisation during my visit to Chiang Mai with the American International School of Dhaka. "Preparing students to be custodians of a just and sustainable world", the motto of our school rings true when one considers the school’s unwavering dedication to the local community. We, the students of AISD support the local community by actively participating in more than ten service learning groups that work towards making our community a better place to live in. So when it came time to help the Sant Khan Kaew foundation renovate their headquarters we dove right in. The foundation works with the goal of helping the people of Thailand achieve the highest degree of social and economic prosperity. They work at the grassroots level with orphans, drug addicts, hill tribes and other at-risk groups. We were all delighted to have the opportunity to help people who selflessly serve those most in need.

Our main task was to paint the main office building at the headquarters of the Sant Khan Kaew Foundation and create a sandbag dam to protect the surroundings from flooding during the upcoming rainy season. At first, the task seemed daunting, especially because we weren’t used to hard manual labour, but armed with paint brushes, brooms, shovels and a strong desire to give back, nothing could stop us. And within this enthusiasm and vigour, I was able to see exemplary examples of leadership. Although their styles of leadership probably didn’t match up with the conventional perception of that ideal, each of them demonstrated their own unique style of leadership. Some stayed focused on their intended task and set an example for the others with every stroke of their paintbrush, while a few others took up the mantle of keeping the busy bees entertained by cracking jokes and playing music. Yet others distributed water and refreshments to keep morale sky high. The first lot set a great example by being dedicated to their work and staying on task even if they were not initially that good at it. They persevered and kept trying until they reached an optimal level of efficiency and expertise. The second and third lot demonstrated qualities such as care, concern and empathy; qualities that are crucial to the success of great leaders.

Taking such a subjective approach to leadership may seem like a millennial farce but it really is not. Today, individuality and uniqueness are valued more than uniformity and for this reason, people’s preferred styles of leadership are also in flux. The conventional ‘strong man’ leaders who have a cult of personality surrounding them will no longer be the norm, instead, authenticity and the qualities that my peers demonstrated during our work at the Sant Khan Kaew Foundation will be valued and appreciated.

In today’s world, leading isn’t a privilege that just a select few enjoy; instead, it is everyone’s right to lead and shape their own destiny.

Rohan Mathur is an International Baccalaureate Diploma Program (IBDP) student at the American International School, Dhaka. He was a student contributor for the Times of India, the largest selling English-language daily in the world. He is also an alumnus of Harvard University’s Secondary School Program. He has a keen interest in Business, History, International Relations and Law.

Photos: Sant Khan Kaew Foundation
Traidhos Three Generation Farm Presents...

RENT A FAMILY PLOT

You will get a 20 x 2m size plot where you can plant anything you want.

We will provide you with water, organic compost, natural pesticides and tools from the farm.

THB 750 per month

You can rent a family plot for THB 750 per month! Grow your own food in a 20 x 2m plot.

ADOPT A GOAT!

We have several goats and kids in our farm who all love to spend their day in the open fields around the farm, grazing alongside our buffaloes.

Our goats like to snack on young bamboo leaves and love to be petted by our students. But beware, they love to chew on your clothes as well!

If you’re interested, scan the QR code or contact us at farm@threegeneration.org.

ADOPT A BUFFALO!

At our farm, we have one male and four female buffaloes: Boon Mee, Big Mama, Jan Pen and Gluay and Jean Genie.

Whilst they are certainly the biggest, most hard-working animals on the farm, they are also the most calm-natured!

Their typical day consists of grazing the fields, ploughing the rice paddies and bathing in the ponds. They’re also known to love a good mud massage!

If you’re interested, scan the QR code or contact us at farm@threegeneration.org.

ADOPT A TORTOISE!

Stella is our only reptile friend at the farm. She is a 10 year old African Spurred Tortoise, and is now a major part of our farm family.

She loves to meet new people and play and interact with them - she is very responsive and friendly, and really has a personality of her own!

She is a herbivore and loves to be fed flowers, cucumbers, watermelon, long beans, and lettuces.

If you’re interested, scan the QR code or contact us at farm@threegeneration.org.

RENT A FAMILY PLOT

Grow your own food in a 20 x 2m plot for THB 750 per month. Contact us for more information.

ADOPT A GOAT!

We have goats and kids who love to spend their day in the open fields. They’re great to interact with, but be prepared for them to chew on your clothes.

ADOPT A BUFFALO!

Our buffaloes are hard-working and calm. They enjoy grazing, ploughing and bathing.

ADOPT A TORTOISE!

Stella the African Spurred Tortoise is a great companion. She loves interaction and is very responsive.

GROW YOUR OWN FOOD!
"Prem gave me opportunities to develop leadership, which can bring out the best in others."

Naomi Hossain
Prem Tinsulanonda International School, Class of 2004
Bucknell University, B.A., - English and Environmental Studies (Double Major), 2008
Current: Executive Recruiter, Barclays Investment Bank, New York, USA