

## Activity Title:

## Values and the dunes

## Focusing questions

How do different groups of people value the beach?

How do you value the beach?

## Resources required

- Large sheets of A3 paper or student exercise books
- Pens
- Value cards – page 239
- Copying: create enough copies of the value cards for each student to have a set.

## Prior learning

3a Changing New Zealand beach use

3c How we feel about and value the beach

3d New Zealanders and the beach

3g Case study – East Coast

6e Coast Care

6f Coast Care jigsaw

## Method

- 1 The objective of this activity is to explore how different groups of people value the beach environment and how we ourselves value the beach environment.
- 2 Discuss with students the concept of a continuum. If they are unfamiliar with this concept then illustrate with a simple example. Draw a continuum line on the board with, for example, “I love eating tuatua” at one end and “I really really don’t like eating tuatua” at the other. Ask students – “Who feels really strongly about either of these statements?”. Choose one volunteer to stand at each extreme end of the continuum. Ask who feels they would be in the middle, kind of liking tuatua but kind of not. Select a volunteer who feels this way to stand in the middle. Talk to students about how everyone will have different values and views and likes and dislikes and how we can illustrate this in a very simplified way with a continuum. Then get all students to stand along the continuum of like/dislike for tuatua.
- 3 Hand out a copy of the value cards to each student.

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## Environmental Education Aspect:

About the environment

## Environmental Education Concept:

- Personal and social responsibility for action
- Interdependence
- Sustainability

## Curriculum Links:

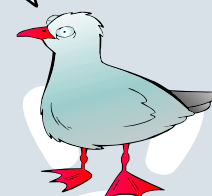
- Social Science

## Suggested Curriculum Level:

Any

## SUSTAINABILITY TIP!

Laminate the value cards for future use.



- 4 Students read the opinions on the value cards and create a continuum line on a large piece of paper or their exercise book, with “dune-friendly” on one end and “dune-unfriendly” on the other.
- 5 Students place the value cards on the continuum line in a position that they think they should go, somewhere between “dune-friendly” and “dune-unfriendly”.
- 6 Then write their name where they think they as an individual would fit along the continuum line from “dune-friendly” to “dune-unfriendly”.
- 7 Students can glue these sheets in to their exercise books or conduct this as a class poster making activity.
- 8 Draw the continuum on the board and discuss as a class:
  - Did all students put the values cards in the same order along the line?
  - Were there more cards at one end of the line or the other – or were they evenly spread between the two extremes?
  - Where did students place themselves along the line and why?
- 9 Finally – reflect on the difference between values and actions by considering the following:
  - If you feel dune friendly and value the dunes – will this always be reflected in your actions?

### Possible next steps

- 6h Values and decision making case study – Pukehina – a real life illustration of how people value the beach and dune in different ways and how this can lead to conflict in the environmental decision making process.
- 6i Values role play – a role play activity exploring how different people value dunes and how these values can result in conflict in natural resource allocation and environmental decision making situations.

# Role-play cards



## Sand-boarder

“What’s the big deal? I’m not doing much damage and I’m not doing anything different to heaps of other kids. We just want to have fun.”



## Surfer

“Hey dudes. I just want to surf the waves. I use the beach access ways, but some of my surfing buddies don’t – so I tell them to!”



## Kids making sand castles

“If there aren’t any dunes, there won’t be any sand to make our sand castles with.”





### Coast Carer – a local beach resident

“We realise how important the dunes are for protecting our homes from the sea, providing a home for wildlife and keeping our beach beautiful for walking, playing and swimming. That’s why we are members of our local Coast Care group.”



### Coastal developer

“All this protection stuff is rubbish. Without housing developments there won’t be any money coming into this community.”



### Conservationist

“The dunes are important places for native birds, insects, lizards and plants to live in. We will have more species extinct if we don’t look after the dunes.”





### District Council

“We decide where people can build their homes but at the beach, it’s a juggling act trying to please everyone. We have to keep in mind the effect on the environment of building close to the sea, the danger people may be in if they build too close to the sea and the pressure from people who want to live as close to the sea as possible. We support Coast Care along with the regional council.”



### Regional Council

“We promote and encourage Coast Care, where locals care for their own environment. But not everyone cares so that’s why we have rules and regulations that aim to stop people from destroying the sand dunes. We prefer education but as a last resort we are the environmental watch dogs.”



### Local iwi

“We, the descendents of Ranginui, the Sky Father and Papa-tū-ā-nuku, the Earth Mother, are Kaitiaki or guardians of all our natural heritage treasures or taonga tuku iho, including our natural and very beautiful coastal environment. This sacred duty we share with all who care for Aotearoa/New Zealand, our kāinga, our home.”

