

Activity Title:

Values role play

Focusing questions

How do different groups of people value the beach environment?

How do you value the beach environment?

How do we make decisions about the use of coastal land?

Resources required

- Value cards – page 253
- Role play scenario – page 266 (or create your own scenario using a current contentious local coastal development issue)
- Copying: create one copy of the value cards and ten copies of the role play scenario

Prior learning

6c RMA and coastal management legislation

6e Coast Care

6g Values and the dunes

6h Values and decision making case study – Pukehina

Method

- 1 The objective of this activity is to explore how different groups of people value the beach environment and how these values might be expressed under current planning legislation.
- 2 If legislation governing coastal management is new to students, then you may wish to conduct some discussion before the activity. For example, discuss with students the Resource Management Act 1991 and the process by which decisions are made regarding development of the coastal environment.
- 3 Students read the role play scenario.
- 4 Once students have read the role play scenario, divide them into groups. Each group should have a copy of the role play scenario and (except for the commissioners) a value card for one of the following groups:
 - Coastal developer (in this case the applicant for the subdivision)
 - Sand-boarders
 - Surfers

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Environmental Education Aspect:

About the environment

Environmental Education Concept:

- Interdependence
- Sustainability

Curriculum Links:

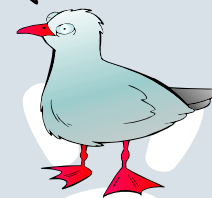
- Social Science

Suggested Curriculum Level:

Any

SUSTAINABILITY TIP!

Laminate value cards and role play scenarios for future use.



- Kids making sand castles
 - Local iwi
 - Coast Carer – local beach residents
 - Conservationists
 - District Council
 - Regional Council
 - Commissioners (no value card required)
- 5 Hand out value cards to each group (except the commissioners). Explain that at the meeting each group will have an opportunity to present their case. The Developers will present their case first. Allow time for groups to develop their case. In this time they are to:
 - Discuss the issues and decide what points they wish to make at the meeting (suggest that each group makes a list of all aspects of the proposal that they like and dislike).
 - Be thinking from the perspective of the group they represent.
 - Present a case either for or against the application (they may need more time for this).
 - 6 Explain to the group of commissioners (who have no value card) that it is going to be their job to decide the outcome of the case. Commissioners can work together to prepare questions to ask the submitters. One of them will need to take on the role of being chairperson. This person will have the role of timekeeping and keeping order. Their final decision should be one that is sustainable for the environment and acceptable to as many members of the community as possible.
 - 7 Using the value cards as a guide, students then role-play the resource consent hearing process. The hearing is where all interested parties are given the opportunity to express their views for or against the project.
 - Each group elects one representative to present their case (maximum two minutes).
 - The chairperson keeps order and time.
 - 8 While submitters are being heard all other students are to listen and make a summary of each submission. Commissioners will also need to record this information for their decision making.
 - 9 After all of the submissions have been heard the commissioners meet to make their decision. The commissioners (via one spokesperson) summarise the important points both for and against the applications.
 - 10 While the commissioners are meeting, the rest of the class can record in their exercise books details of each role that had been played. Discuss what it might be like to be a commissioner. How might it feel to have the responsibility of making the right decision for the environment and community?
 - 11 Reflection:
 - How successful was the meeting from each group's point of view?
 - What do you think were the most important points made by your group or other groups?
 - What was it like thinking from the point of view of someone else?
 - What was the purpose of doing the activity?
 - What skills did you practice and develop in this activity?
 - What did you learn?

12 Debrief:

Remind students that people were 'acting' a role and that it did not necessarily reflect their own thoughts or actions. Ask them how hard they thought it would have been to be in the more antagonistic or anti dune care roles.

Possible next steps

- Conduct another role play activity using a local coastal development issue that is current and contentious.
- Conduct another role play where the Developers have been proactive and included best practice environmental actions into their plan.
- 6j Coastal protection – different management options – an activity exploring different courses of action for different beach scenarios.
- 6k Beach management case study – Ōhiwa – a problem-solving activity using a real life case study.
- 6l Create your own beach case study – a student directed research activity requiring an investigation into a local beach, how it is being managed, what issues face that beach and how these might be resolved.
- 6m Developing a plan for action to protect the local beach – an activity designed to draw together learning from the six themes. The activity requires reflection on what has been learnt, inquiry into the state of a local beach and development and implementation of a plan for action for beach protection/enhancement.



Role Play Scenario

A resource consent application has been lodged with Council for a new coastal subdivision that will back on to the sand dunes. The proposed subdivision is at Pāpāmoa Beach near Mount Maunganui. The Council is responsible for considering the application as at present council rules govern decisions regarding land use on the Coast. The possible impacts on the community and the environment must be explored.

A hearing is to be held where interested groups who have made written submissions about the plan are invited to share their views and listen to other interested parties. Commissioners will be appointed to hear the submissions and decide whether the subdivision should go ahead and if so, what conditions should be placed upon the development.

