

Activity Title:**5b - Southern Pipeline case study (2)****Learning outcome(s):**

- To investigate the consent requirements in the Southern Pipeline case.
- To explore the planning and decision making process.

Key words:

Population; resource consent; land use consent; coastal permit; restricted coastal activity; planning; decision making; RMA

Materials:

- Copies of the Information Sheet 2: Consents and the decision making process – Southern Pipeline case study
- Summary of consents map (see PDF files)
- Pen and paper

Approximate time required:

Activities are broken into 20 minute segments. Each numbered activity below takes approximately 20 minutes. Completing all the activities in this topic will take approximately 40 minutes.

Suggested prior learning:

- 5a Southern Pipeline case study (1)
4d RMA Internet quiz
4e RMA 'fly swat' quiz

Possible learning activities:

1. Photocopy enough of the information sheets for at least one per group. Photocopy the map showing the summary of consents onto A3 paper or larger – enough for one per group. Work individually or in groups of three or four. Hand out the information sheets. Read the information sheets. Answer the questions at the end of the sheets.
2. Share answers as a class and discuss.

Additional resources / activities:

URS for Tauranga City Council. 2007. Tauranga Southern Pipeline, Memorial-Strand Walkway, and East Coast Main Trunk Railway Bridge Upgrade Assessment of Effects on the Environment VOLUME 1. Final Report No. 70 (see PDF file)

Follow-on activities (found elsewhere in this resource):

- 5c Consent hearing role-play activity
5d Personal filter game
5e Southern Pipeline case study (3)
6g Making a submission

Activity Title:

Southern Pipeline case study (2).

Curriculum Level:

Level 8 (but can be adapted for Level 6 & 7)

Curriculum Links:**Social Science****Achievement objective**

8.2 Understand how people's diverse values and perceptions influence the environment, social and economic decisions and responses that they make.

Curriculum:*Key competencies:*

Thinking

Principles:

Community engagement; Future focus

Values:

Community and participation; ecological sustainability

Geographic Key Concepts:

Change; Perspectives; Processes; Interaction

Geographic skills:

Social skills, Map interpretation

Māori geographic concepts:

Tino rangatiratanga; Kaitiakitanga; Taonga

Assessment opportunities:

Geography Achievement Standards: 3.3, 2.2, 2.6, 3.6

Sustainability tip!

Laminate info sheets for future use!

