

Activity Title:

4c - Resource Management Act (RMA) basics

(Parts of this activity were adapted from Cubitt, Irvine and Dow, Top Tools for Social Science Teachers, 2000)

Learning outcome(s):

- Explore the fundamentals of the RMA and its role in the planning and decision-making process.

Key words:

Resource Management Act (RMA) 1991

Materials:

- Copies of the 4c RMA PowerPoint
- RMA basics worksheet

Approximate time required:

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

Suggested prior learning:

- 1a Western Bay of Plenty sub-region – population change over time
- 2f Urban change and design – accommodating growing housing demand
- 4a How natural and cultural geography inform our planning for growth

Possible learning activities:

NOTE: Review the 4c PowerPoint slides before showing them to students.

Bus Stop Activity

1. Print out PowerPoint slides (one per page). In this activity students rotate around the room reviewing and answering questions from six sets of slides (bus stops). Create six 'bus stops' around the room. At each 'bus stop' place one of the following sets of slides: RMA Intro (slides 5 and 6); resource consents (slides 7-9); and types activities (slides 10 and 11) and the consent process (slide 12); how decisions are made (slide 13) and who is involved (slides 14 and 15). In groups students rotate around each 'bus stop' answering the questions on the RMA basics worksheet (following).
2. Share and discuss the answers from each group for this activity as a class. Complete the true / false quiz on slide 16.

Activity Title:
Resource Management Act (RMA) basics.

Curriculum Level:
Level 8 (can be adapted for Level 6 and 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:
Future focussed
Values:
Community and participation

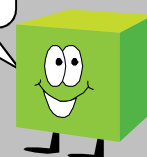
Geographic Key Concepts:
Processes, Sustainability

Geographic skills:
Social skills

Assessment opportunities:
Geography Achievement Standards: 3.3; 3.6

Sustainability tip!

Laminate slides.



Group critique / brainstorm

3. This is an attention-directing activity which asks students to examine the advantages and disadvantages of the Resource Management Act. Write the following statement on the whiteboard: '*whoever owns the land can use it for any purpose they wish without obtaining resource consent*'. Underneath this draw three columns labelled Plus, Minus, Interesting/Intriguing. As a class brainstorm comments to place under each of the headings. Once all ideas are exhausted, what is the overall conclusion regarding the nature of the RMA? Is it useful or a hindrance?

Additional resources / activities:

- Ministry for the Environment. 2009. *Getting in on the Act – An Everyday Guide to the RMA*. MfE. Wellington (see PDF files).
- Have students simulate a resource consent application where they have to apply for a resource consent; obtain the paper work, complete the assessment of environmental effects etc.....

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

- 4d RMA internet quiz
- 4e RMA 'fly swat' quiz