



Seminar on Teaching Awardees' Sharing (1)

**A sharing on a role play activity to
consolidate knowledge and evaluate
student's values about sustainable
development**

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29 October 2015

HOW TO PROMOTE SUSTAINABLE DEVELOPMENT?

Different
concerns

Different
values

Different
approaches

Different
perspectives

Conflicting
interests



**role
play**

Course title:
"Sustainable Development
and Policy" (BSocSc Global
and Environmental Studies)

Can you save the planet
without driving your family crazy?

NO IMPACT MAN



THE ADVENTURES OF A GUILTY LIBERAL WHO ATTEMPTS TO SAVE THE PLANET

This family tried to live a NO
IMPACT life for one
year...eating vegetarian, buy
local food, no take out, no
refrigerator, no elevators, no
transit, no airplanes, no
garbage, no electricity...

“ARCHITECTURE IS ABOUT TRYING
TO MAKE THE WORLD A LITTLE
MORE LIKE OUR DREAMS.”

-bjarke Ingels, architect

the
next
list



Living sustainably

= Feeling guilty?

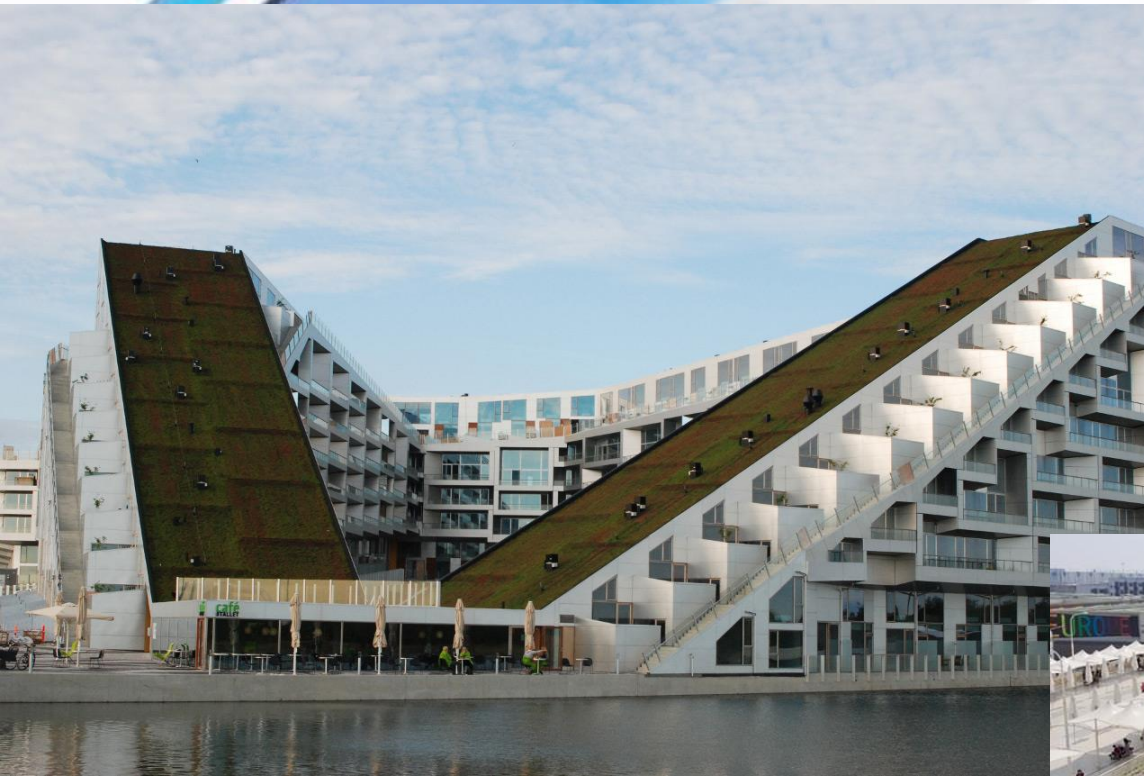
= Reduction?

= Sacrifice?

= No more fun?

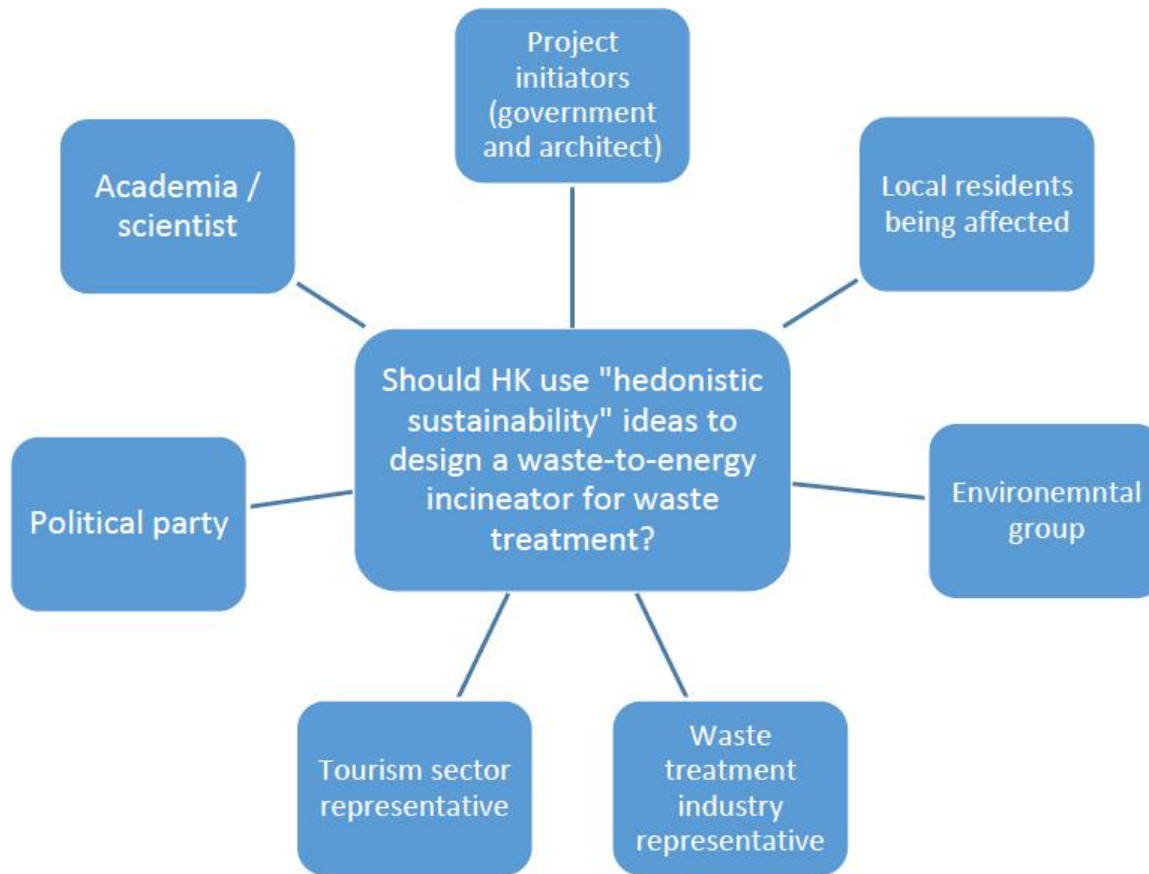
NO...it's fun, it's
playful...it's not sacrifice.
It improves quality of life

In Copenhagen...





A ROLE PLAY ABOUT HEDONISTIC SUSTAINABILITY AND STAKEHOLDER PARTICIPATION



Stakeholder participation forum on implementing hedonistic sustainability ideas for waste management in Hong Kong:
A role play addressed different views and conflicts of interests among stakeholders. The learning activity enabled students to respect divergent views and make their own judgments on the values promoted by hedonistic sustainability ideas



- **Facilitation of learning**

- Teacher orientation (lecture, video, general scenario setting, clarification of enquiries)
- Student autonomy (specific scenario setting, own judgement based on the role played)

Learning procedure	Teacher orientation	Learning activity	Student autonomy
Introduction to elementary materials	Knowledge transmission	Lecture on stakeholder ideas and four levels of participation (from shallow to empowerment)	
Stimulation of interests	Knowledge transmission General scenario setting	Video watching for hedonistic sustainability in Copenhagen and the original architect's ideas	
Knowledge application Problem solving	Clarification of enquiries on student-directed scenario setting for HK	Discussions within group and forum participation (inter-group exchange of ideas)	Specific scenario setting for HK (location, cost, leisure activity attached to the plant) Self-determined views and value judgments based on the role played

My teaching philosophy:

- Integration of ideas, observations and own experience
- Respect of divergent views
- Empowerment of students
- Mutual learners

A new project proposal for waste management in HK – Building an waste-to-power plant with a ski slope

Scenario -

- You are now in a **stakeholder participation forum** discussing “should HK copy the Copenhagen’s incinerator design”, being a stakeholder member in one of the following groups:
 - **Government officials & Bjarke Ingels (architect of the project)**
 - The group to give details of plan that to be implemented in HK
 - **Residents living close to the incinerator site**
 - **Environmental group / Civil society activist**
 - **Academia (Professor on sustainable development)**
 - **Waste treatment industry representative**
 - **Tourism industry representative**
 - **Political party member / legislator, etc.**

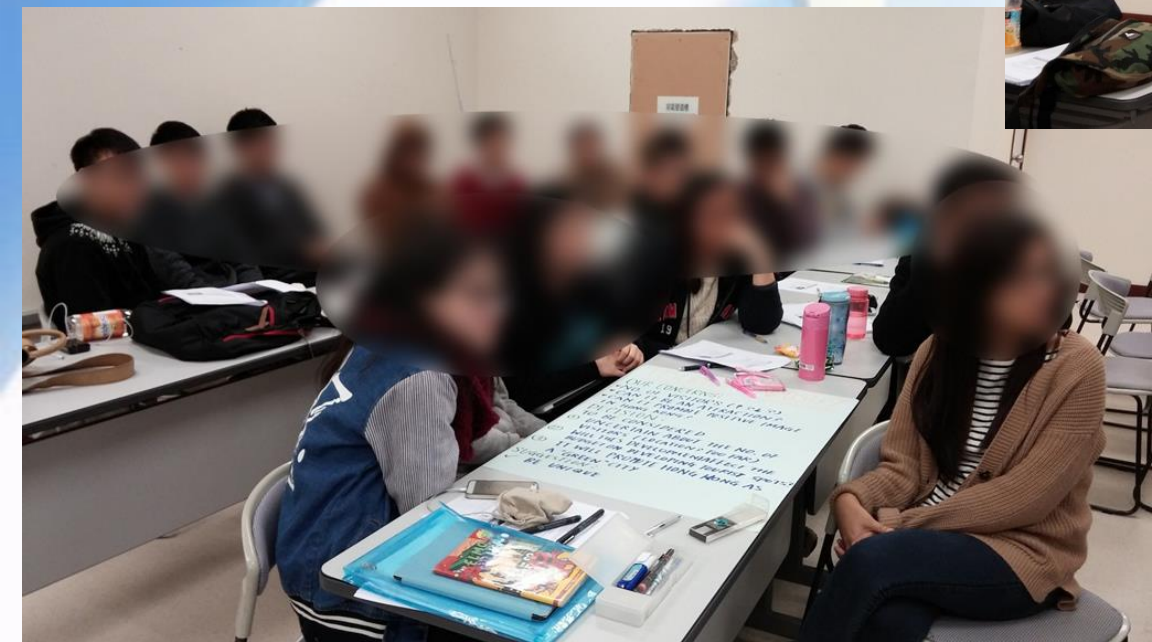


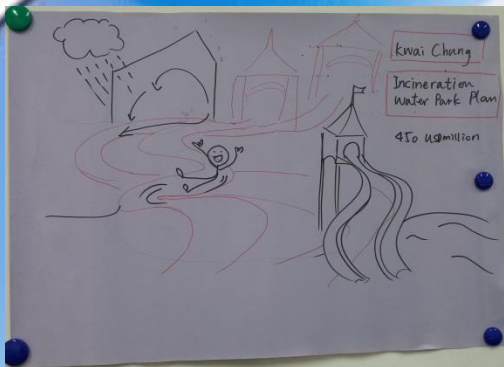
Your task -

- During the forum, each group will have **time to express your opinions** on this proposal. You have to engage in a **dialogue to reach a consensus** on whether to follow the Copenhagen's idea or not:
 - Your interests / concerns ?
 - How will you be affected by the proposal - Any benefits? Any costs to your stakeholder group?
 -
 - Your decisions to support or oppose to this project ?

STUDENTS' WORK

The collage consists of four photographs documenting student work. The top-left image features the text "STUDENTS' WORK" in a bold, black, sans-serif font. The top-right image shows two students, a girl in a light blue coat and a boy in a purple and black striped shirt, presenting a large, hand-drawn diagram to a teacher. The diagram appears to be a site plan or a conceptual drawing. The bottom-left image shows a group of students sitting at a long table, working on a large sheet of paper. The paper has handwritten text and a drawing. The bottom-right image is a close-up of a student's work on a large sheet of paper, featuring a drawing of a city and handwritten text that includes "OUR CONCEPT", "PRO. OF VISITORS (1.5M)", "CAN IT BE AN ATTRACTION?", "CAN IT PERMIT POSITIVE IMAGE IN HONG KONG?", "DECISION", "TO BE CONSIDERED", "DO. UNCERTAIN ABOUT THE NO. OF VISITORS, LOCATION TOO FAR?", "WILL THE DEVELOPMENT BE THE BUDGET ON DEVELOPING TOURIST SPOTS?", "IT WILL PROTECT HONG KONG AS A 'GREEN' CITY", "SUGGESTION", and "BE UNIQUE".





Waste-to-power plant
with a ski slope ^{art} official

Location: Tuen Mun

Features: Grass skiing

Environment

- relieve solid waste problem
- green energy → ↓ carbon emission
- ↓ use of fossil fuels

Economic

- tourist attraction
- ↓ cost on waste management
- ↑ surrounding business

Social

- leisure → ↑ quality of life
- ↑ employment opportunities
- ↑ visual scenery
- X Smelly
- ↑ green space

Why Tuen Mun?

subsidies, electricity bill
→ conjunction
bicycle path



Support

1. Greenwash HK ^{intel image} _(green)
2. Reinforce local tourism
3. One more tourist attraction
4. HK entertainment more diverse

TOURISM INDUSTRY

OUR CONCERNS:

- ✓ NO. OF VISITORS (↑ or ↓?)
- ✓ CAN IT BE AN ATTRACTION?
- ✓ CAN IT PROMOTE POSITIVE IMAGE IN HONG KONG?

DECISION:

TO BE CONSIDERED

- ① UNCERTAIN ABOUT THE NO. OF VISITORS (LOCATION? TOO FAR)
- ② WILL THIS DEVELOPMENT AFFECT THE BUDGET ON DEVELOPING TOURIST SPOTS?
- ③ IT WILL PROMOTE HONG KONG AS A "GREEN" CITY

SUGGESTION:

- ✓ BE UNIQUE

Waste treatment industry representative

Concerns:

- any subsidy / capital investment from govt

Benefits:

- relieve landfill saturation
- more comprehensive recreational facilities
- ↑ job opp., tourist attraction
- educational purpose
- apply air emission control technology to ↓ air pollution
- power generated to Tuen Mun residents

Residents

a) Concerns:


- Health - pollution (air, noise, water)
- Traffic jam (Many tourism, ^{vehicles} cars)
- Urban land use (eg. ~~se~~ move) - ↑ tax

b) Benefits

- Compensation? - Job opportunity
- Entertainment place

c) Stance

- Oppose (-ve)



Environmental Group

♥ Our interests:

- promote the idea of E.S.D
- use of reclaimed water.

✗ Our concerns:

- E.I.A ~ impact + cost \$
 - ~ Construction phase
 - ~ operational phase
- Local community's awareness!?
- ISO 14001 (E.M.S)
- Water resources + management.

SUPPORT

Environmental Group

Support:

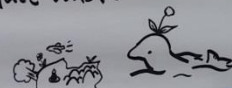
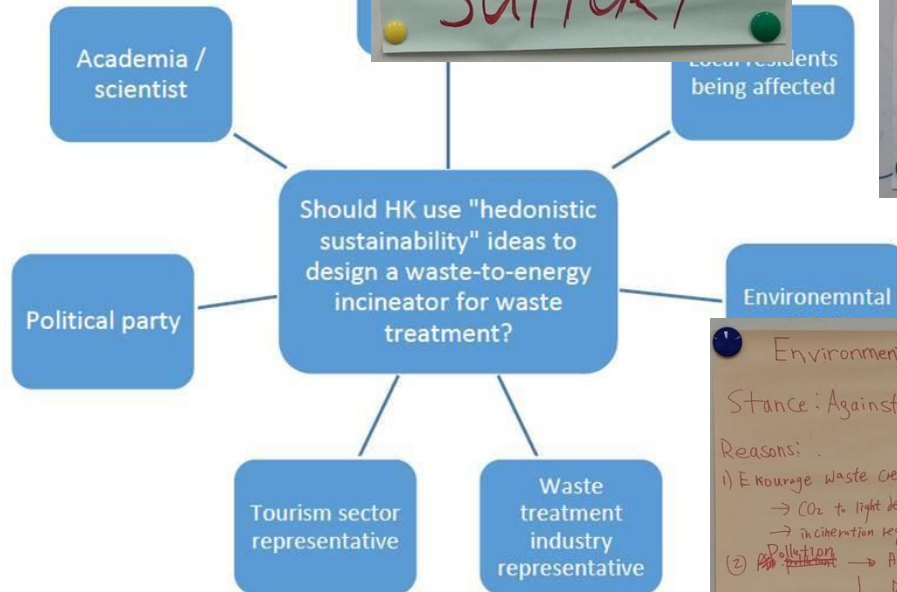
- Landfills are filled up
- Incinerator can generate electricity
- Little GHGs, CO₂ only

IF...

- Better location (↓ wild life ^{Impact} habitat)
- Environmental Assessment

Long term,


- how to reduce waste

① job opportunities
② Congestion
③ pollution
④ health problems

⑤ compensation
⑥ Comprehensive infrastructure

Incinerator



Residents in Tuen Mun

Environmental Group

Stance: Against this proposal

Reasons:

- 1) Encourage Waste Creation
 - CO₂ + light decoration
 - incineration require enough waste to process
- 2) ~~Pollution~~ → Acid Rain → food chain → Health
 - Dioxin (Carcinogenic)
 - Respiratory Disease
- 3) Other Alternatives (less catch)
 - waste charging
 - compulsory recycling (first waste)
 - Education (green consumption)
 - product responsibility

[CASE: TAIWAN → ↓ 40% waste]
 ↳ On & off.
 ↳ X keep instant high TC
 ↳ Create Dioxin. (200-900°C)]

IS THIS ROLE PLAY GOOD FOR CONSOLIDATE KNOWLEDGE AND EVALUATE THEIR VALUES?

- The effects of this role play depend on...
 - Student's understanding of relevant knowledge taught in previous lectures
 - An outspoken and well-thought-out team to set sufficient and clear details for other teams to discuss their positions
 - Sufficient time for the teacher to facilitate in-depth discussions in each team
- It doesn't matter the role play activity is full of interactions among teams (← the ideal outcome) or not...it does show level of understanding...it does show the attitudes and values of students (e.g technocratic, ecocentric, behaviour changes, open-minded, conservative, skeptical to novel ideas...) towards sustainability

HOW TO PROMOTE SUSTAINABLE DEVELOPMENT?

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**THANK
YOU
AND
STAY
SUSTAINABLE**

role
play