

# How should we use the coast?

The coast is a precious resource for us all. At the same time, we want to enjoy it. Satisfying everyone can be a problem.



**Q1.** Read the passages on pages 38 and 39 of *The Coast Book*. Now choose to be one of the people from the page. You can be a rambler, a retired person, a builder, a conservationist or a day-tripper. On the sketch above put a ring around the person you have chosen to be.

Choose one of the other people whose argument you want to speak out against. Put a cross on the sketch above to show who this is. In the space below say why you think this person is wrong.



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# Answers

1. This depends on the choice of the students.

## Notes

*This unit gives an opportunity for students to put themselves in the shoes of someone they agree with, and to argue against another point of view.*

*It may come as a surprise to some children that there is a conflict of interest at the coast. This point may need to be tackled before you proceed to consider points of view. You may think it is useful to show conflicts of interest closer to home. For example, suppose a developer wanted to build houses or a hotel on the school playground – would we mind?*

*There may be a tendency for children to want to be the conservationist, but it would be useful if they were encouraged to be someone else as well, perhaps by running the sheet twice. The more able might do this while the less able are still working on their first sheet.*

*This is also a chance for children to write a long piece and to read it out so that others can hear different points of view.*

*At the end some children may see that other people's points of view are valid. In this case they have made the major step of realising that the way forward is to find a compromise solution to problems. You could return to this topic with the last unit in the book, which discusses wildlife. Here you could say how it is possible to have wilderness areas in places that people do not want to be anyway (for example, away from roads) while allowing heavy development in easily accessible places.*

*You can also go on to include this idea in any fieldwork you might do at the coast. You could ask children to see if there appears to be any sign of conservation or wildlife protection. But bear in mind that much of this, if done properly, will be unobtrusive. For more ideas on this you can look at the books in the Science@School series called '4B Habitats', '5B Life cycles' and '6A Adapting and surviving'. These are all available from Atlantic Europe Publishing.*