

Approach: One to one

Year: 8

Focus: Problem resolution

Resources: Video recording on laptop computer [simulated image below]

Questions / instructions:

This activity uses the computer.

We'll start this activity by watching a video about a problem.

Click the **Rimu Logs** button.

[Television news item; scenes of logs being loaded on to trucks; police cars; local iwi protestors; loggers waiting to continue work.]

VOICE-OVER:

**News Reader:** Two days ago these logs were standing rimu tress, hundreds of years old. Now they're destined for floors and furniture.

**Protester:** Our native forest's being cut down as though it's just pine trees. It's an issue that makes my gut turn.



**News Reader:** The dispute became heated this morning when Pipiriki Māori confronted the loggers but it turns out the Northland-based company is well within its rights. DOC inherited the 200-hectare block in 1987 but it came with existing logging rights which don't run out until 2010.

**Logger:** I can't leave those logs in the bush for months while they fight things over. They've got to be moved. We've got work to do and I'm within my rights to do it.

Think about what the people were saying in the video.

1. Try to explain what the problem is.

not marked

2. What do you think could happen if the problem is not sorted out?

people upset/arguments/protests

legal action

possibility of violent confrontations

possibility of damage to equipment

trees continue to be logged

3. What are some of the different ways that people can sort out their problems?

talk about the issues

bring in an outside expert

(e.g. mediator/court/principal)

negotiate a compromise between groups

(e.g. pay compensation to owner of logging rights)

work to have rules/laws changed

decide through a vote (majority rules)

**Overall merit/comprehensiveness**

**of ideas:**

very strong

quite strong

moderate

weak/nonexistent

% response  
2009 ('05)

year 8

• (•)

56 (42)

34 (41)

2 (4)

23 (23)

55 (50)

32 (23)

36 (43)

5 (3)

4 (3)

1 (1)

10 (8)

52 (51)

38 (41)

**Total Score:** 6-11 5 (7)

4-5 28 (24)

3 25 (25)

2 23 (23)

0-1 19 (21)

Subgroup Analyses:

Year 8

Score Range

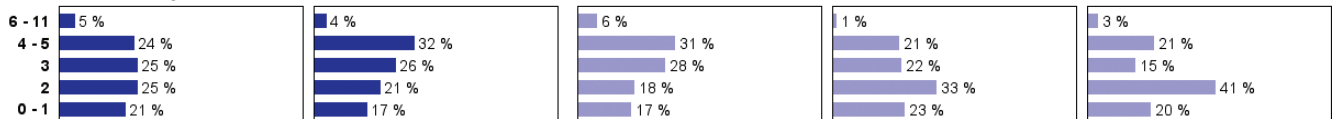
Boys

Girls

Pakeha

Māori

Pasifika



Commentary:

There was very little change between 2005 and 2009 in the overall scores, although in 2009 a higher percentage of students articulated effects on people, rather than things (equipment, logging). Boys and girls performed similarly. Pakeha students scored higher overall than Māori or Pasifika students.