



Day 14 - Fact Sheet 31

Tales of the Todd - Read all about it!

Values Clarification

Values don't develop by themselves. A topic like Tales of the Todd provides an ideal opportunity to encourage students to think about the values they place on the environment, and how different people develop different values. Using some simple activities, teachers can

- help students become aware of their own personal beliefs, attitudes, values and behaviour in regard to the environment
- assist students in considering alternative solutions to environmental problems and the implications for each alternative

The following are some values clarification exercises that could be used during this unit. NB You need to be sure that you have established a climate of trust and respect for each other before you try any of these activities.

Voting Questions

Method: Ask the students to vote by a show of hands - those in agreement raise their hands, those against point their thumbs down, and those undecided fold their arms. You can add as much or as little discussion as seems appropriate. Explain that there are no right or wrong answers. Students are allowed to pass if they are not ready or willing to explain their stand.

Examples to get you started

Are you someone who


- could happily live without TV?
- could live without electricity?
- likes being alone?
- likes being outside?
- likes watching a sunrise?
- would like to have lived on the banks of the Todd 100 years ago?

How many of you

- dropped litter this morning?
- have ever picked up someone else's litter?
- have deliberately stomped on ants for no real reason?
- have destroyed an animal home?
- think that people should be allowed to hunt native animals and birds?
- have cut down a living tree?
- have carved your name in a tree?

Rank Ordering

Method: Students order or rank alternatives (1, 2, 3 etc). Then a few students are invited to share their choice. Students may pass if they wish.



Some sample questions are:

- a. Where would you rather live
 - in a big city like Sydney?
 - in a small town like Alice Springs?
 - on a Ranger Station like the Telegraph Station?
 - in the bush like a Kangaroo?
- b. Where would you rather be on a Sunday afternoon?
 - at the football?
 - in a comfortable chair watching a video?
 - out bush, somewhere like a Todd River Walking Trail?
 - digging in the garden at home?

Unfinished Sentences

Method: Students are given unfinished statements and asked to write down what they think. They are then invited to read out what they wrote and give their reasons. They may pass if they want to. This would be a good activity to complete after returning from a Todd River excursion.

Some simple statements are:

- a. The best two things about today were
- b. The two things which annoyed me today were
- c. Something I learned about myself today is that
- d. I felt proud about
- e. Something I would like to change about today was
- f. I wonder if

A small bag with

Imagine you have had to flee Alice Springs in a hurry (invent a suitably colourful reason) and were to camp at a remote spot with a waterhole along the Todd some distance from town. You could only bring 10 smallish items in a Coles or Woolies shopping bag. List the 10 things you would choose and why.


Values Continuum

Method: An issue is identified by the teacher and a line drawn on the ground with a stick. Two extreme positions are identified and the students asked to stand at an appropriate point along the line according to their beliefs. The students discuss their beliefs with people on either side of them to make sure they are in the correct position. The students have literally taken a stand on the issue. The teacher then invites students to explain their position. They may pass if they want to. They may also change their position on the line at any time during the discussion if they want to.

Below is a sample issue:

How do people want to use the Todd River?

Wilderness Willie wants it to be returned to its original state, with houses along the banks demolished and vegetation similar to what was originally there replanted.



Concrete Connie wants to make sections of it, particularly at the Telegraph Station and through town, to be like a resort. She wants it to be dammed so you can have water there all year round; town electricity and lights all the way along; music speakers installed; bars and cafes and permanent fun park facilities built; special swimming pools and spas installed; paved edges to make roller skating and skate boarding easier; motorised buggies to save people having to walk along the banks etc

Where do you fit along the line between these two extremes?

A Moral Dilemma

Method: A moral dilemma is an educational strategy in which a situation is presented where a central character is faced with choices both of which are feasible and produce a mental conflict or dilemma. Students are asked to indicate by a show of hands what they think the central character should do. Individuals are then invited to explain their viewpoint. The teacher then introduces a number of complicating factors to promote discussion and perhaps lead some students to change their mind. The aim is to show that many environmental issues are not simple and easy to resolve.

A sample dilemma: It has been a bumper year with plenty of rain, and people are asking for a dam to be built across the Todd near the Casino Causeway to allow water to collect there