

## Practising different roles

The purpose of this exercise is for planners to realise how different roles and self-concepts affect communication in a collaborative process. With a simple planning issue given, students are to practise acting along the roles of planners given in handout 2.1.1.

The planning issue can be substituted with a different one or defined more precisely for the purpose of the exercise.

### Requirements

- A preparation time for students of 1-2 hours at home.
- 10 min. presentation time for each group of students.
- A device of any kind to present drawings to the group.

### Preparation schedule

1. Ask the students which role they would prefer under the classification given in handout 2.1.1.
2. According to their preferences, divide the students into groups of 3 to 5, each one committed to one of these roles. If the number of students is small and collectively preparing a homework is difficult for them, you may also assign roles individually.  
You may not want to use all roles; especially that of administrator can hardly be performed within this exercise.
3. Hand out the exercise sheets and explain that each group or student will have to prepare a 5 minutes' speech on the issue, according to their roles, and that the contents of this presentation will have to be researched at home.  
You may give some of the hints below to help students understand what you expect.

### Schedule on presentation day

Let each group deliver their speech, followed by a 5 minutes' discussion on its contents and quality. Presentations should not be rated but used to improve everybody's understanding of the different roles a planner can assume.

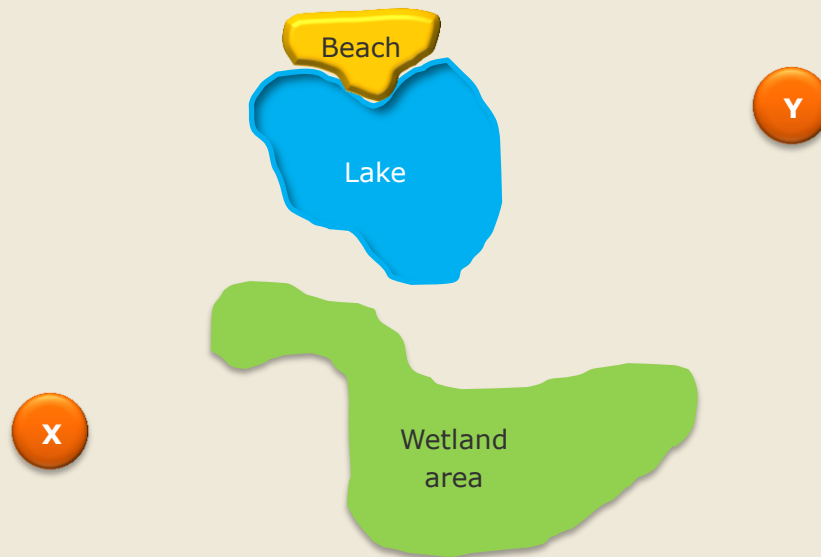
### Hints

Here are some examples on how different types of planners are supposed to solve the task:

- The **teacher** may deliver a speech on conservation law affecting the wetlands and common solutions to deal with amphibian migration in your country without imposing a particular route. The statements made should be state of the art.
- The **advisor** will deal with these issues, compare several possible routes and suggest their advantages and disadvantages.
- **Designers** and **visionaries** will try to find the best possible route and deliver their proposals.
- A **facilitator** should devise how to find a solution to the argued-over problem of beach accessibility that will satisfy all residents. This need not include a discussion among students acting as villagers; it is recommendable to outline possible ways of interaction only. This anticipates methods of collaborative planning dealt with in CoPack's 'Methods and tools' section and is therefore a task that should be assigned to advanced learners only.

## Exercise sheet

### THE PLANNING ISSUE



Two villages X and Y are to be connected by a road. The landscape between the villages includes a lake with a beach that can be accessed by bicycle only and an ecologically valuable wetland area. Some villagers are in favour of having a road connection with the beach, some are against. The wetland is protected to some extent by conservation law. Amphibians migrate between the wetland and lake.

### YOUR TASK

You are a planner or group of planners acting along one of the roles given in CoPack's handout 2.1.1. According to the ways specific to that role, prepare a **presentation of 5 minutes** on the subject. Include drawings to be presented, if necessary.