

4.2 Stakeholder Roll Call

AGE RANGE

9th—12th grade

TIME REQUIRED

60 minutes

ACTIVITY OVERVIEW

Engage: Case Study Videos

Explore: Stakeholder Categories

Explain: Role Play Preparation

Elaborate: “Council Meeting”

Evaluate: Presentations

MATERIALS

Student Worksheet

Student Role Cards

Computers

BASED ON:

Resources from Planning and Facilitating Collaborative Meetings by NOAA Office for Coastal Management

LESSON TOPIC: Stakeholder participation

ACTIVITY SUMMARY: Students will role play as community stakeholders responding to local high tide flooding.

OBJECTIVES:

Students will be able to:

- Categorize types of stakeholders.
- Explore the benefits of including a wide range of stakeholders.
- Discuss solutions to high tide flooding.

LESSON BACKGROUND: A collaborative process (also referred to as collaborative decision making, facilitated processes, consensus building, participatory decision making, systematic problem solving, etc.) engages multiple stakeholders in cooperative deliberations in order to address issues and solve problems. The issues addressed may be internal to organizations or in the public arena. The collaborative process often improves the relationship of involved parties, encourages high quality input, and aids in the construction of mutually acceptable agreements. Public agencies use collaborative processes to build consensus and gain strong support for proposed solutions to public issues.

When collaborative processes are conducted properly, participants obtain a clear understanding of the issue and have analyzed all relevant facts together—before jointly developing solutions that represent the whole group’s best thinking about the optimal decision. A consensus decision is reached when everyone says, “I can live with this decision, and I will support its implementation.” A

collaborative process should be designed to get to this point—even if the consensus is that the group agrees to use one of the other decision-making methods to reach the final agreement.

While science can serve as a rational foundation for natural resource management or community planning, in many cases it is those groups impacted by the decisions that decide how acceptable a decision is and influence how effective the implementation will be. Peoples' experiences and culture, understanding of an issue, and support of an agency can shape their support for and compliance with coastal resource management decisions and policies.

Involving stakeholders in decision-making can accomplish the following:

- Produce better outcomes or decisions
- Garner public support for agencies and their decisions
- Bring to light important local knowledge
- Increase public understanding of natural resource issues or management decisions
- Reduce or resolve conflicts between stakeholders
- Ensure implementation of new programs or policies
- Increase compliance with natural resource laws and regulations
- Help agencies understand flaws in existing management strategies or potential unintended consequences from new decisions
- Create new relationships among stakeholders

Practitioners of stakeholder participation will jokingly define a stakeholder as “anybody who wants to be.” There is much truth to this broad definition. Stakeholders are generally those who have an interest in or are affected by a decision. Stakeholders are also those who have influence or power in a situation. Stakeholders' interests in an issue can be monetary, professional, personal, or cultural, and can arise from a host of other motivations.

From the Planning and Facilitating Collaborative Meetings by NOAA Office for Coastal Management Training Manual

VOCABULARY:

Collaborative

A collaborative process (also referred to as collaborative decision making, facilitated processes, consensus building, participatory decision making, systematic problem solving, etc.) engages multiple stakeholders in cooperative deliberations in order to address issues and solve problems.

| | |
|--------------------|--|
| Community Planning | Public participatory process where future goals and objectives for the community are identified, priorities for project funding and implementation are set, and current policies are evaluated/ revised. |
| Stakeholders | An individual or group that has an interest in any decision or activity of an organization. |

ENGAGE:

Show the case study video to the class. This 5-minute video follows the city of Covington, Louisiana as they make a plan for preparing for flooding.

Alabama version: <https://vimeo.com/322242513>

Mississippi version: <https://vimeo.com/322242202>

Introduce the community issue for this lesson:

Azaleaville is located on the coast along the northern Gulf of Mexico. The north part of Azaleaville is unincorporated county and there are two neighboring cities to the east and to the west. In the early 19th century, a local seafood industry developed in Azaleaville. In 1838, the city constructed a lighthouse to guide fishermen safely home. Azaleaville's seafood market increased steadily throughout the 20th century, and the local fishing community survived dozens of hurricanes and tropical storms. More recently, however, the Deepwater Horizon Oil Spill in 2010 and the adverse environmental impacts of the opening of the Bonnet Carré spillway have severely reduced the seafood industry. On August 29th, 2005, Hurricane Katrina hit the coast near Azaleaville as a category 3 storm and caused a record high storm surge of 27.8 feet (8.47 meters) with sustained winds of 120 mph. Storm damage from Katrina left many empty lots and vacant businesses. Azaleaville has been slow to rebuild in part because of the cost required to comply with building codes for buildings to be above base flood elevation and due to the high cost of flood insurance. Although rain, wind, and storm surge from tropical storms and hurricanes pose the most severe flooding threats, riverine and flash flooding from local and upriver thunderstorms have recently increased in Azaleaville. There is a 47% chance that Azaleaville will experience a flash, coastal, or riverine (non-hurricane) flood in any given year, and flooding can occur anytime during the year.

Sea-level rise is leading to more days of high tide flooding in Azaleaville. The main road leading to the high school is blocked by flood water often during the year but especially in September, October, and November. This flooding is already happening now, and with future sea-level rise projections the number of flooding days will increase. This flooding is preventing buses and cars from entering the school drop off area and the parking lot for students who drive to school is reduced by half. A Community Meeting was called to convene with a diverse group of stakeholders, who serve and/or represent different community sectors in Azaleaville.

EXPLORE:

In this lesson, students will take on roles of specific community members to address a community issue. Before they can begin their "Community Meeting" they must identify the stakeholders (the people involved with the issue). Students read the excerpt from Stakeholder Participation from NOAA's Office for Coastal Management as the Student Reading.

Using the Student Worksheet chart, students can work individually or in pairs to generate a list of stakeholders who are impacted by the Azaleaville high-tide flooding blocking access to the high school.

EXPLAIN:

Divide students into groups of 5-6. Students will be given a role to play for the Community Meeting of how the community will address the high-tide flooding at the high school. Students should take a few minutes to think about the person they will be playing and how that person would handle the high-tide flooding at the high school. **Alternative:** Use the activity as a whole class exercise instead of separating into individual groups. Multiple students would then be in each stakeholder group and would be encouraged to speak up.

EXTENSION: Students can be assigned their role ahead of time and be required to research that role by speaking to individuals in that role in their community. You can also have the students think of this activity as a drama/play and they can dress up for their role.

The specific Community Meeting goals are to better understand:

- The risks and impacts of floods on the community
- Actions the community is taking now and could take in the future to mitigate future floods
- Challenges the community continues to face related to flood mitigation
- What the community needs to enable them to make informed decisions about flood mitigation
- How the community is funding their flood mitigation activity

Note: These cards at the end of the section are formatted to be printed on Avery5390 Name Badge Inserts (2-1/4" x 3-1/2").

First Responder

- Your career is devoted to keeping others safe.
- You respond first to emergencies making sure to enforce the law and provide medical help.
- You are aware that the flooding by the high school might lead to students walking across busy roads with more chance of accidents.

Local Government Official

- You are committed to your region and work to serve the best interests of both residents and businesses.
- You have a good working relationship with other levels of government and your city's first responders.
- You understand that a strong school system draws parents to move to your town and increases tax revenue and your ability to provide critical services to the town.

Principal

- You are the principal of the high school.
- The principal is responsible if anything happens to the students while on school property.
- You want to ensure easy access to the school for students and you promote a well-rounded education.

Teacher

- You work as a teacher at the high school and you have a strong community network.
- You live nearby the school and walk to work along the road that is often flooded.

Local Resident - Fisherman

- You are a working professional with no children, you work at the fishing docks and live across town from the high school.
- You are worried huge construction projects to flood proof the city will impact your day to day life or could cause flooding in new places that will negatively impact you.

Local Resident - Parent

- You are a parent with two children in the high school, and you work near the school and drop your kids off on your way to work.
- You are concerned about the safety of dropping your children off at school on the busy road.

High School Student

- You are a student at the high school and drive yourself to school.
- You are concerned about driving through the flooded road and about the lack of parking.

ELABORATE:

In their groups, students will play their role and discuss at the Community Meeting their thoughts for mitigating the high-tide flooding by the high school. They should be presenting their thoughts for mitigating the flooding impacts while also persuading other members to support their idea.

Review the following class discussion norms to ensure a successful Community Meeting:

- Allow everyone a chance to speak
- Actively listen

- Listen respectfully
- Constructively critique ideas, not individuals
- Be open to changing your perspectives based on what you learn from others

Guide the discussion with the following questions:

- How does flooding impact your community?
- What are the main flood risks in your community?
- What actions has your community already taken to mitigate floods?
- What are your plans for future mitigation actions?
- What are examples of how your community coordinates flood mitigation efforts across the public, private, and/or nonprofit sectors or across jurisdictions?
- How can your community fund your flood mitigation activities?
- What are the main barriers or challenges that obstruct your ability to take action to mitigate against floods?
- How complex is the solution?
- Is there an opportunity for public engagement?

At the end of the time have them decide on the “winning” solution or combination of solutions. The “winning” solution or combination of solutions is agreed upon by the group. Note to the class there is also a cost to doing nothing. There can also be litigation against the school district to contend with regardless of the action taken so the city and/or school district attorney will likely be involved.

Note to teachers: allow the students to come up with the ideas for solutions on their own. All ideas are encouraged. As a group facilitator you can provide options as necessary. These may include:

- Road elevation or pedestrian path elevation
- Additional rain gardens or water absorbing areas
- Improvements to the storm water drains or updating old infrastructure
- Road detours leading to the high school
- Elevating the high school
- High school relocation
- Adjusting the start dates of school, i.e. school break or virtual over the heavy flooding

EVALUATE:

Bring all the students back together to present the winning solution from each group.

Extension: ask students what **their** decision would have been and how does that compare with the role they played.

FIRST RESPONDER

- Your career is devoted to keeping others safe.
- You respond first to emergencies, making sure to enforce the law and provide medical help.
- You are aware that the flooding by the high school might lead to students walking across busy roads with more chance of accidents.

PRINCIPAL

- You are the principal of the high school.
- The principal is responsible if anything happens to the students while on school property.
- You want to ensure easy access to the school for students and you promote a well-rounded education.

LOCAL RESIDENT - FISHERMAN

- You are a working professional with no children, you work at the fishing docks and live across town from the high school.
- You are worried huge construction projects to flood proof the city will impact your day to day life.

HIGH SCHOOL STUDENT

- You are a student at the high school and drive yourself to school.
- You are concerned about driving through the flooded road and about the lack of parking.

LOCAL GOVERNMENT OFFICIAL

- You are committed to your region and work to serve the best interests of both residents and businesses.
- You have a good working relationship with other levels of government and your city's first responders.
- You understand that a strong school system draws parents to move to your town and increases tax revenue and your ability to provide critical services to the town.

TEACHER

- You work as a teacher at the high school and you have a strong community network.
- You live nearby the school and walk to work along the road the is often flooded.

LOCAL RESIDENT - PARENT

- You are a parent with two children in the high school, and you work near the school and drop your kids off on your way to work.
- You are concerned about the safety of dropping your children off at school on the busy road.

STUDENT PAGE | Stakeholder Roll Call

In the following chart, generate a list of stakeholders who are impacted by the Azaleaville high-tide flooding blocking access to the high school.

| Stakeholder Category | Stakeholder – name of group or individual |
|--|---|
| Those who are directly affected | |
| Those with decision-making authority | |
| Those who have resources or skills that may be needed | |
| Those who will be implementing the results or outcomes | |
| Those who will actively oppose the process | |
| Those who will actively support the process | |

STUDENT PAGE | Stakeholder Roll Call

Azaleaville high-tide flooding brainstorm:

What is your role in the community: _____

How are you impacted by the high-tide flooding at the school?

What do you propose that your community do to address the high-tide flooding? (Use the space below to brainstorm a few different options).

Draft your proposal to the community:

- a) State how this high-tide flooding is impacting your role:
- b) State your suggestion for addressing the issue:
- c) Explain why your suggestion is the most effective for your community:

Stakeholder Participation

“The public’s attitudes, perceptions, beliefs, and knowledge can have a profound effect on the success of coastal resource management. While science can serve as a rational foundation for management, in many cases it is those groups impacted by resource management decisions that decide how acceptable a decision is and influence how effective management will be. Peoples’ experiences and culture, understanding of an issue, and support of an agency can each shape their support for and compliance with coastal resource management decisions and policies. Over the past several decades, traditional top-down, agency-driven decision-making in natural resource management has generally moved toward processes that involve stakeholders (those who have an interest in or are affected by a decision) and acknowledge the importance of public attitudes, perceptions, beliefs, and knowledge. Specifically, involving stakeholders in natural resource management decisions can accomplish the following:

- Produce better outcomes or decisions
- Garner public support for agencies and their decisions
- Bring to light important local knowledge about natural resources
- Increase public understanding of natural resource issues or management decisions
- Reduce or resolve conflicts between stakeholders
- Ensure implementation of new programs or policies
- Increase compliance with natural resource laws and regulations
- Help agencies understand flaws in existing management strategies
- Create new relationships among stakeholders

Of course, stakeholder participation can also pose challenges. Involving stakeholders can be costly, time consuming, labor-intensive, and confrontational - and can ultimately delay decision-making. Additionally, if improperly managed, stakeholder participation can create new conflicts or escalate existing ones.”

Excerpt from “Resources from Planning and Facilitating Collaborative Meetings” by NOAA Office for Coastal Management.

STUDENT PAGE | Stakeholder Roll Call

DO NOW:

What is high-tide flooding?

EXIT TICKET:

Why is it important to bring all members of the community together to discuss flooding and sea-level rise resilience? "In your opinion, which stakeholder presented the best argument and why?"