



École de la fonction
publique du Canada

Canada School
of Public Service

ÉCOLE DE LA FONCTION
PUBLIQUE DU CANADA
CANADA SCHOOL
OF PUBLIC SERVICE



COMPLEX SITUATIONS

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CREDITS

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Complex Situations

PRE 1

- a. What expressions would you use to introduce **support** for an idea?
- b. What expressions would you use for **opposition** of an idea?
- c. Go to STUDY 1, on page 74. Compare your suggestions to the ones listed. Your teacher will give you further instructions.

STUDY 1

SUPPORT

I'm (very much) **for** an amusement park.

I'm in favour of an amusement park.

I (wholly) **support** an amusement park.

I (entirely) **back** an amusement park.

I approve of (entirely) **back** an amusement park.

I like that idea (100 percent).

I'm (completely) **behind you**.

I('ll) **back you** all the way.

The main advantage of an amusement park **is (that)** it'll provide jobs.

Lots of people will enjoy it. (A statement indicating support)

Are you willing to let such a golden opportunity slip through your fingers? (A question indicating support by implying the asker is for the suggestion)

OPPOSITION

I'm (completely) **against** an amusement park.

I'm (really) **not in favour of** an amusement park.

I'm (very much) **opposed to** an amusement park.

I oppose that idea.

I disapprove of that idea.

I dislike that idea.

I don't like that idea.

I can't go along with that idea.

I can't back that idea.

The main disadvantage of an amusement park **is (that)** it's tacky.

There are much better uses for that estate. (A statement indicating opposition)

Do you want to be responsible for turning a magnificent estate into a tacky park?

(A question indicating opposition by implying that following the suggestion would be a mistake)

PRACTICE 1

1. Write down three controversial pro or con statements in the space provided. Use the list of topics for ideas if need be.

vacations/holidays	taxes	food prices
politics	social programs	athlete/executive salaries
waste	food banks	domestic/foreign travel cost
movies	poverty	hate music
fashion	unions	fast foods and health
beauty pageants	air/train/car travel	on-the-edge sports
contemporary values	TV programming	peace keeping/making

a.

b.

c.

2. With a group of three or four, take turns reading out controversial statements. The rest of the group must now respond by using different expressions from STUDY 1, and a different argument for or against your idea.

PREFERENCES

PRE 2a – Thinking Pro – "I would want..." List

What should a city or town have to offer? List as many elements as you can think of which are important to you. Use two, three or more adjectives or adjective phrases to describe what you would want each element to be like. Your teacher will do a few with you as examples.

ELEMENTS	DESCRIPTIVE VOCABULARY
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PRE 2b

1. Consider the words below. Write **N** if you think the word is neutral in meaning, **+** if it has positive implications, and **-** for negative implications.

____ bustling ____ congested ____ conserve ____ crowded ____ destroy ____ disturb

____ green space ____ maintain ____ noisy ____ preserve ____ protect ____ pollute

____ ruin ____ tranquil ____ waste ____ wholesome ____ boring ____ clean ____ natural

2. Now consider the words again *in the context of land use* and mark **N**, **+** or **-**. Compare your two lists. Compare your reactions to each word to see if they are the same as those of others in the class. Briefly discuss what each word means to you? What would the equivalent be in your first language? Are the connotations of the words in both languages the same or somewhat different? Try to explain differences.

____ bustling ____ congested ____ conserve ____ crowded ____ destroy ____ disturb

____ green space ____ maintain ____ noisy ____ preserve ____ protect ____ pollute

____ ruin ____ tranquil ____ waste ____ wholesome ____ boring ____ clean ____ natural

STUDY 2

MEANING SHIFT

The meanings of words can shift from positive to negative and vice versa depending on their context.

- prisoner: normally negative

Prisoners on the flight made some passengers uncomfortable. Neg.

Marcus looked at his wife, and with a smile, declared he was a prisoner of love. Pos.

- money: normally neutral

Money is the root of all evil. Neg.

The extra money proved to be a blessing. Pos.

- joy: normally positive

There is nothing like the joy of having a baby. Neg.

The joy of victory in battle is bittersweet. Pos.

PRACTICE 2a – Context Pros and Cons

1. Choose five words from the list in PRE 2b. Write a sentence in which each has a positive meaning. Then write sentences using the five same words in which each has a negative meaning.

+	_____
-	_____
+	_____
-	_____
+	_____
-	_____
+	_____
-	_____
+	_____
-	_____

2. What makes the first group of sentences seem positive? What makes the second group seem negative?
3. Are some words easier to make positive or negative than the others? Why?

PRACTICE 2b – Pro and Con Words

1. Work with a partner. Look at the pairs of words listed below. Note that these words can be used to describe the exact same thing. It is the person's attitude towards the thing which dictates the choice of words. For each pair, decide which word has a positive implication – *pro* and which word has a negative implication – *con*. Put a p or c before or after each word.

_____ – thorough/picky – _____	_____ – under-developed land/green space – _____
_____ – vivid/garish – _____	_____ – unprincipled/open-minded – _____
_____ – boring/tranquil – _____	_____ – extravagant/luxurious – _____
_____ – bustling/noisy – _____	_____ – interfering/helpful – _____
_____ – assertive/pushy – _____	_____ – protect/waste – _____

2. Now, with your partner, for oral practice, make up short "conversations" for each word. Each conversation should include sufficient information to justify the choice of either a positive or negative word. Write the conversations below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3. Practise the conversations first with your partner, then role play them to the class.

PRE 3a

What is "persuading"? How would you try to persuade someone to change an opinion.

STUDY 3a

Expressions to **persuade** others to consider your point of view

You must admit that factories will pollute the air.

You have to agree that factories will pollute the air.

Don't forget that the green space will be gone forever.

Let's not forget that the green space will be gone forever.

Don't you agree/think that the negative effects will outweigh the benefits?

Can't I persuade you to consider something other than factories for that land?

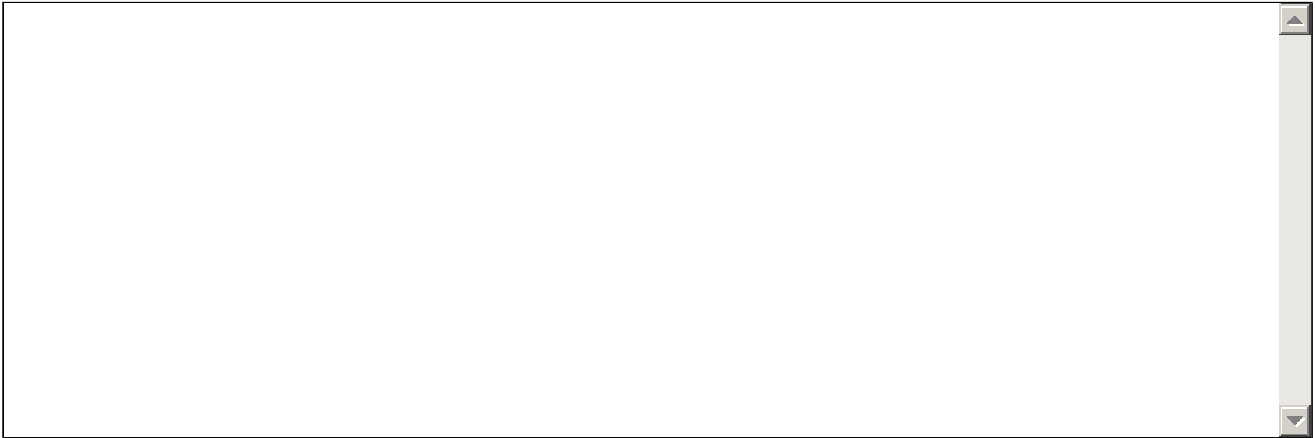
I want to consider something other than factories for that land?

I'd like to consider something other than factories for that land?

PRACTICE 3a

1. Work individually to make up eight sentences, one for each persuasion expression, to try to persuade others to consider your points of view. Choose any topic you wish or use the list below for inspiration.

- junk food is good food
- business rules the economy
- privacy no longer exists
- world free trade is necessary
- freedom is a myth
- both parents should not work
- there is nothing left that shocks
- television programming is great



2. Practise using the expressions by sharing your sentences with a partner.

PRE 3b – Counter-Arguing

What is counter-arguing?

When might persuading and counter-arguing skills be needed – in the office, when shopping, when with friends,...?

STUDY 3b

Expressions that can be used in the office for introducing **counter-arguments**

Look at it this way. If you build factories there, you'll lose public access to excellent green space for ever.

But consider/ think about the effects on the environment!

In spite of /Despite* the investment potential, factories will create too many new problems.

Although/ Even though* it will bring in tax dollars, it'll cost us as much or more afterwards to clean up the pollution factories will create.

(Factories will provide jobs.) **Nevertheless/Nonetheless/Still/ Even so**, we have to consider the ecosystems we'll destroy.

Although factories will provide certain benefits, **nevertheless, I still think** the damage will be too great.

All the same, we have to create more job opportunities.

***Despite** and **in spite of** are prepositions and are followed by a noun or gerund; **although** and **even though** begin clauses and are followed by a subject and verb.

PRACTICE 3b

Take turns repeating your sentences from Practice 3a. The partner is to add a counter-argument. Use and practise as many of the expressions from STUDY 3b as you can.

PRACTICE 3c – Mini-Consolidation

SITUATION: The school has just informed your class that you can use a six by six metre room as a lunch room and coffee lounge. A 1.2m by two m table and six straight-backed chairs, a sofa, a small cupboard with shelves will be provided. In addition, you may spend up to \$1 000 for items you and your group want to add.

1. Work alone, read the following suggestions for equipment and furniture which have been received so far.

microwave – S \$89 / M \$199 / L \$399

mini-fridge \$199

magazine rack(s) \$20

espresso machine \$99/\$399/\$899

12-cup coffee maker \$49

vertical blinds \$75

small rug \$60

combined fridge/sink unit \$750

comfortable armchair(s) \$75 used / \$398 new each

soft drink machine (rental \$100 per month, paid for by sales of drinks)

coffee table(s) \$80

large fridge \$699

plant(s) \$13/\$19/\$30 each

electric percolator \$33

electric kettle \$17

Venetian blinds \$25

original local art \$25 to \$250

subscriptions \$11 to \$30

2. Now decide how *you* think the \$1 000 ought to be spent. Add anything you wish to the suggested list.
3. With a partner compare lists. For different items on your lists, practise trying to persuade each other to agree to each other's suggestions. Use the expressions for persuading and counter-arguing, STUDY p. 66 and p. 68, in your discussion. Try to keep items on your lists.
4. Optional: As extra practice, as a class try to come to a consensus re what to buy.
5. Optional Practice: Variation –The school has \$1 000 to be used towards the group's language training activities. Write down alone what you would spend the money on (e.g. movie rentals, theatre, museums, software programs, invited career speakers, ...). Either in pairs, small groups or as a class try to persuade each other to accept ideas using persuading and counter-arguing expressions. Try to reach a consensus on how to use the money effectively.

PRE 4 – Bargaining, Refusing Rejecting, Conceding

Consider the words and expressions in the three sections which follow: bargaining, refusing or rejecting, conceding. You will need these expressions later for the final negotiations for the use of the Eber property.

1. Can you give examples in which you use the first conditional to bargain?
2. What would you say to refuse or reject a proposal?
3. What they would you say if, for the most part, you have been persuaded by others' arguments and were willing to go along with their ideas. What would you say if you were completely persuaded?
Add appropriate suggestions to the list – STUDY 4.

STUDY 4

BARGAINING

If you will/could give up the bird sanctuary, then **we'll/we can/we could** forget a major road way.

You agree to some low income housing units and **we'll** maintain them.

Will/Can/Could you allow for more parkland? **If so, we'll/we can/we could** co-operate.

REFUSING/REJECTING

No.
(That's) nonsense!
I'm afraid not.
It's / That's not productive **enough.**

No way!
Over my dead body!
That won't do.
It's / That's too wasteful.

That's impossible.	I/We don't go along with that.
That's (totally) unacceptable.	I/We can't agree to that.
That's (absolutely) out of the question.	I/We can't go along with that.

That's not how we see it. **I'm against that.**
That's not how we see it. **I'm not in favour of that.**

I'm sorry but that's impossible.
I'm afraid that's impossible.
I can see your point but/however that's impossible.

CONCEDING

If there's no other way,

If that's the case,
In that case,

(I guess) I can /I'm willing to live with/go along with that.
(I guess) I can /I'm willing to live with/go along with that.
(I guess) I can /I'm willing to accept that.

(I guess) I can agree to that.

Oh/ Well,... OK/all right.

When you put it that way,

I'll concede....

What other expressions do you use? Add them to the chart.

PRACTICE 4a — Mini-Consolidation Game

Your teacher will explain the practice game, **Recipe for Success**, to you.

In this activity you will try to acquire the ‘talents’ you need for your dream job by bargaining with your classmates.

MATERIALS

- Index cards to write on (you can cut them in half if you prefer)
- A piece of paper

PREPARATION

First work alone for a few minutes. Consider this question:

If you could be anything you wanted to be, what would you choose to be?

Think about the attributes (abilities, talents, personal qualities or personal circumstances) one might need in order to be successful in a chosen field.

For example, if one chooses to be a TV talk show host, you might feel good looks, a thick skin, the ability to talk with anyone on any topic, patience and charm would be needed. If, on the other hand, one chooses to be an international politician, one might feel energy, patience, intelligence, a good education, the ability to speak several languages, and maybe a large private income would be needed. Etc.

On five separate index cards, write down five attributes (abilities, talents, qualities or circumstances) which would be necessary for your success. On the piece of paper, write down the five attributes. Keep this sheet to help remember what you wrote.

PROCEDURE

Work with a group of five or six people. You will try to be the first person to collect the five requirements for success in your chosen field (i.e. the cards you wrote).

1. Collect all the cards and shuffle them thoroughly. Deal the cards out to the group members, placing the cards face down. Each person should receive five cards.
2. Look at the five cards you have received. If any of them are your own cards, place them in a pile in front of you.
3. Keep your remaining cards in your hand. Don't let the other players see what you hold. These are the cards you will use for bargaining.
4. Decide who will start.
5. Take turns bargaining with one of the other players for the cards you need. Use the expressions from pages 87 and 88.

6. Observe the following rules for bargaining:

- a. When it is your turn, you may choose to bargain with any of the other players.
- b. When bargaining, use one of the expressions from page 87.
- c. If you have a card which someone requests, you must accept the bargainer's offer, give him or her the card and take the card offered in exchange. If the card is one you need, place it in your pile.
- d. If you don't have the card requested, you must make a counter-offer of another card, even if all your other cards are ones that you need. (You can try to get this card back later.)

If the other player accepts your offer, exchange the relevant cards.

If the other player rejects your offer, no cards are exchanged and the turn passes to the person on the left.

7. While others are bargaining, listen carefully. You can find out useful information of two kinds:

- a. Who holds the cards you need. Since no one but you needs your cards, they are the cards which other players will offer in exchange for the cards they need. If you know who holds a card you need, you can choose that person to bargain with.
- b. Who needs the cards you hold. You have more chance of being the first to collect your own cards if you can stop other people collecting their cards before you. If you know which cards other players need, you can try to give them cards they don't need in exchange for the cards you need.

8. The winner is the first person to collect all five ingredients for success. You can verify that you have collected all your cards by showing the other players the list you wrote before starting to play.

The game might proceed as follows:

Student A (to Student D): I'll give you "a million dollars" if you'll let me have "a good singing voice".

Student D: I'm sorry, I can't. But you can have "perseverance" if I can have "courage".

Student A: No, thanks. (No cards are exchanged. The turn passes to Student B.)

Student B (to Student A): Could you let me have "a million dollars"? I'll give you "friends in high places".

Student A: OK. (Cards are exchanged. The turn passes to Student C.)

VARIATION – The game can be played with fewer or more attributes.

PRACTICE 4b – Consolidation

In this activity you and your partner will try to persuade each other not to do (or to do) what you each have decided to do (or not to do).

1. Work alone. Read the list of decisions below. If you wish, think of additional ideas and add them to the list. Choose four or five of the decisions which particularly appeal to you.

- take a year's leave without pay to write a novel
- buy a sports car
- buy a motorcycle
- buy a condo in Florida
- move to the country
- ask for a transfer
- ask for a transfer to another province
- refuse to work overtime during school holidays
- join a political party
- start a new political party
- place an ad in the newspaper's "Singles" column
- fly to New York for the weekend
- sell your car and try to manage without one
- go white-water rafting
- refuse the promotion you have been offered
- other decisions of your own

2. Meet with a partner, choose who will be S1 and S2. In turn, present a decision.

When it is S1's turn to present a decision:

S1 tells the partner what he or she has decided to do (or not to do).

S1 listens to S2's (i.e. the partner's) arguments.

S1 counter-argues, if able to, using the expressions on page 84.

S1 concedes, if persuaded, using the expressions on page 88.

When it is S1's turn to listen:

S2 tells the partner what he or she has decided to do (or not to do).

S1 argues against S2's decision.

S2 listens to S1's counter-arguments.

S1 presents at least one additional argument against S2's decision using the expressions on page 84.

MULTI-STEP MAXI-ROLEPLAY

Scenario

A large estate has been left to the city, province and country. In mini-groups, your tasks will be to represent interest groups of your choice such as government, business, various social organizations, etc. who will make suggestions and come to a decision as to how the land should be developed and used.

STEP 1 – Lead-in Reading

EBER ESTATE INPUT INVITED

by Danielle Boucher
Chronicle staff writer

At a press conference last night, estate lawyer Sue Wong announced that the Eber Estate has been bequeathed "to the city, province and country as a whole — a legacy which allows for future development to better the lives of all citizens" by the late Rhys von Eber. The 160 hectare site in the southwest of the city includes over 8 kilometres of waterfront land and 40 hectares of "original" forest as well as the palatial home, Eberheim, known for its collection of art, furnishings and architecture.

Marcus Tremblay, Chairman of the Urban Planning Committee, City Council, stressed the need for community input. "At this stage, we should create a wish list. We are lucky to have the unique opportunity of being able to take a long-term look at the kind of city we want. This is a significant piece of land. What we do with it will most certainly have serious implications, not only for us today, but for the future of not just this city." Tremblay says he is quite confident responsible decisions will be made.

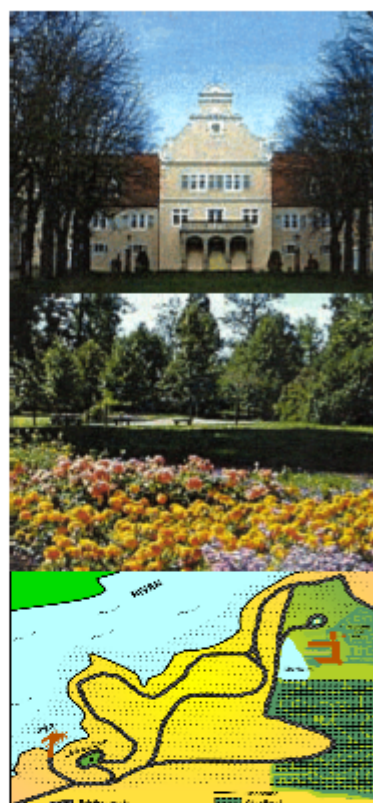
However, others are not so



optimistic. "Who will make the decisions and who will benefit from them?" asked Harry Singh, president of the respected PTC, (Province of Tomorrow Council). He wants to know who will ultimately be the beneficiary. Interest groups of all sorts have begun to voice their concerns also.

Marianna Corcoran represents federal input. She wants to know what criteria will be used to establish priorities. "Will it be the economy or the quality of life? And if it's quality of life, whose life are we talking about — ordinary citizens, the wealthy neighbours next door, businesses, what...?"

To help ensure that everyone has an opportunity to give input, the three governments involved have planned a series of five open-



Phase 1: along two kilometres of the north-western river section.

houses and "town - hall" meetings where groups can present their proposals for Phase 1 use of the land. The first of these meetings will be next month. The time, date and location of each of the meetings will be announced for one week in advance on major television and radio stations, and in all of the local newspapers whenever and wherever a meeting is to be held. Interest in the meetings is already high.

STEP 2 – Pre-Preparation

1. What could the Eber land be used for? Put a check beside up to three items per category or write in your own ideas. Cross out items you believe would be a bad choice. Add items you may think of or create your own categories under OTHER.

Entertainment: ☐ movie theatre
☐ arcade
☐ bingo facility
☐ restaurant
☐ night club

☐ live theatre
☐ casino
☐ café
☐ amusement park
☐ dance hall

Agriculture: ☐ market gardens
☐ game farm
☐ family vegetable plots
☐ cattle farm – dairy or beef

☐ nursery
☐ mushroom farm
☐ egg/chicken farm
☐ swine farm

Industry: ☐ processing plant
☐ assembly plant
☐ high technology

☐ oil/gas processing/storage
☐ heavy industry
☐ cottage industry

Commerce: ☐ shopping centre
☐ outlet shopping mall
☐ farmers'/ craft/ flea/ antique market
☐ upscale boutiques / designer shops / gourmet food shops
☐ specialty retail stores (do-it-yourself home centre; furniture, ...)
☐ hotel

☐ office building
☐ convention centre

Housing: ☐ low-rent housing
☐ mid-priced housing
☐ luxury condominiums and houses
☐ special needs housing:

☐ seniors' facilities
☐ group homes – physically challenged
☐ group homes – mentally challenged
☐ shelters for victims of abuse
☐ halfway houses for ex-convicts

Recreation:	<input type="checkbox"/> sports arena <input type="checkbox"/> joggers' track <input type="checkbox"/> skating rink <input type="checkbox"/> skateboard park <input type="checkbox"/> rod and gun club <input type="checkbox"/> auto or horse race track <input type="checkbox"/> snowmobiling course <input type="checkbox"/> bowling alley	<input type="checkbox"/> domed stadium <input type="checkbox"/> wave pool <input type="checkbox"/> marina with beach and water sports <input type="checkbox"/> go-cart track <input type="checkbox"/> golf course <input type="checkbox"/> horseback riding <input type="checkbox"/> motorcycle trails
Arts and Culture:	<input type="checkbox"/> museum <input type="checkbox"/> performing/visual arts centre <input type="checkbox"/> art gallery <input type="checkbox"/> dance studio	<input type="checkbox"/> aquarium <input type="checkbox"/> library <input type="checkbox"/> craft studio <input type="checkbox"/> drama workshop
Conservation:	<input type="checkbox"/> campground <input type="checkbox"/> bike paths <input type="checkbox"/> walking trails <input type="checkbox"/> gardens	<input type="checkbox"/> nature centre <input type="checkbox"/> plant/wildlife preserve <input type="checkbox"/> ski trails <input type="checkbox"/> bird sanctuary
Education:	<input type="checkbox"/> schools for all ages <input type="checkbox"/> special needs school <input type="checkbox"/> school for performing arts – acting, music, film, dance, ... <input type="checkbox"/> professional schools	<input type="checkbox"/> college <input type="checkbox"/> trade/vocational school <input type="checkbox"/> fine arts school <input type="checkbox"/> arts and crafts courses <input type="checkbox"/> university
Other:	<input type="checkbox"/> _____ <hr/> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

2. Read the following page to find out what some groups are suggesting as what they would like to do with the Eber Estate. Find a partner whose preferences are similar to yours. With the partner, come up with a proposal for the use of the land.

STEP 3 – Suggestions for the Eber Estate**Novel Idea—Civic Centre***The Gazette*

What do you think of when you hear the words “city hall”? Red tape? Boring meetings? Traffic tickets? Taxes? What if the Eber Estate were used for a new city hall? Imagine a people place with not only council chambers but also meeting spaces for citizens groups, a concert hall, gallery, theatre and museum, not to mention a multicultural centre and gym. Sound like a city hall? And the best part is that many of these spaces already exist within the Eber Estate’s Eberheim mansion. A different concept that nevertheless will be proposed at the next town hall meeting. Stay tuned!

EBERMUSIK?

A proposal was made at the first open-house forum to turn the Eber Estate into a global musicians’ meeting, sharing and learning place—Ebermusik. The mansion, Eberheim, would house the visitors and also provide instruction, practice, and recital studios and workshops for instrument making. Retail shops on site could sell the music-related items created here. An Internet site would link Ebermusik to the world. A rival for Cité de la musique in Paris, France.

Government Retreat

World class meeting rooms for citizens, the government and business are suggested for the Eber Estate’s Eberheim....

HEALTH CENTRE for EBER ESTATE

An eager crowd heard a proposal for an all inclusive health facility put forward last night. According to the proponents of this plan, the Eber property would be transformed into the biggest and best health facility in the country - “convenience and efficiency” by having everything available at one site. Services listed were a hospital, and clinics that deal with almost any disease one can think of. Health practitioners, chiropractors, psychotherapists, physiotherapists, you name it, would be there. Alternative approaches to medicine from around the world would also be available.

West EBERton Mall for the Eber Property?**INDUSTRIAL PARK FAVOURED BY BUSINESS****RECREATE OUR PAST**

by Pat Neil
special to The Trib

The Eber Estate could be the ideal spot for an Olde Towne – the reproduction of a village using some of the remaining homes, shops, businesses, mills, and even churches of yesteryear from which this area grew. New structures would be built to blend with the originals which would be relocated to the site. Students of history, engineering and architecture could contribute to the design. Staff would be dressed in authentic clothing and would recount the rich tradition and history of the region to visitors. Olde Towne would have many advantages. First, jobs for those who design and build the new structures, as well as for those who move and re-erect the original buildings. Then the work to build, set up and landscape the “new” Olde Towne. And finally, permanent jobs for those who maintain and staff the site. Think of the tourist attraction it could become. But most important, Olde Towne would become a living history for not only the region, but our whole nation.

THEME PARK for Eber

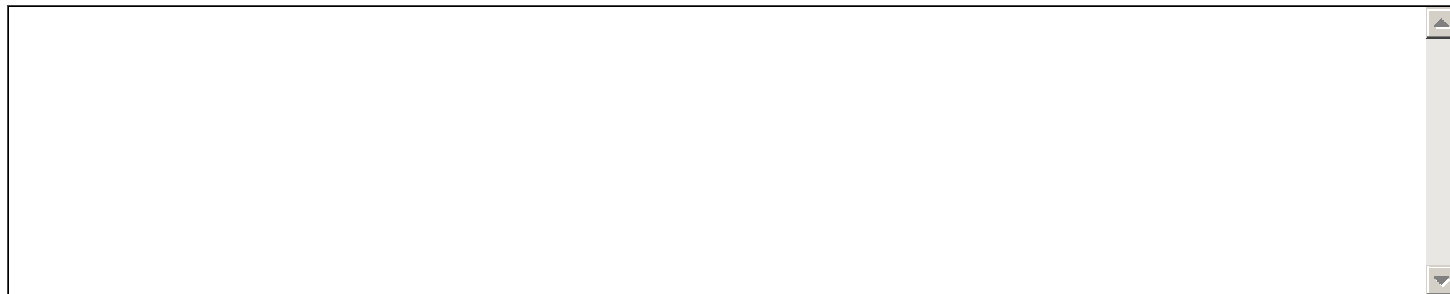
Theme parks of all kinds are hot business. Space, travel back and forward in time and roller coasters are especially popular - “the bigger and faster the better” says Terry Clark, CEO for Themes Unlimited, who made a pitch at city hall last night....

STEP 4 – Review Then Prepare Your Proposal for the Eber Estate


Pre-Proposal Review Exercise

Before discussing how to use the land with your partner, *on a sheet of paper*, list expressions you know to indicate support for, or opposition to, an idea. Then rewrite the list from strongest to weakest below.

SUPPORT

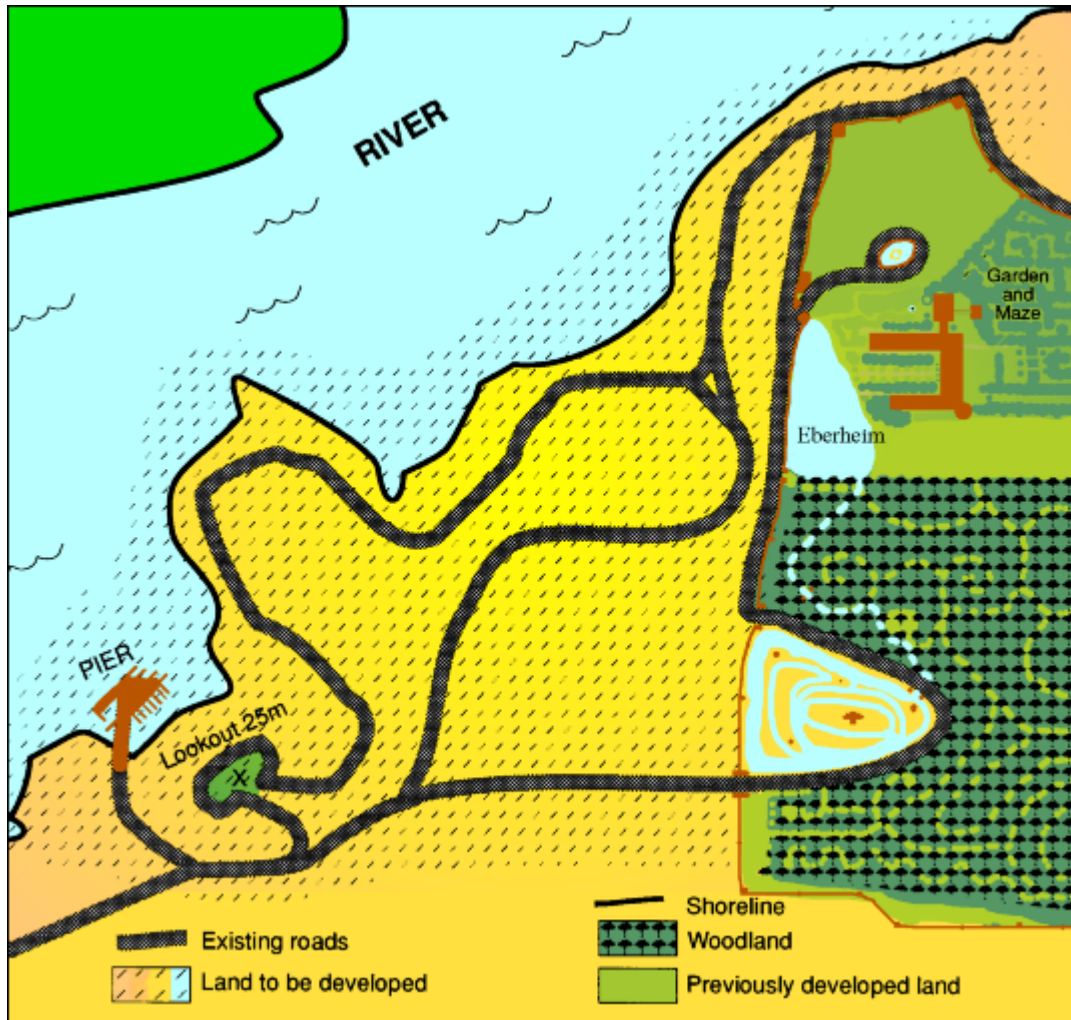
A large empty rectangular box with a thin black border, intended for students to write expressions of support. It has a vertical scrollbar on the right side.

OPPOSITION

A large empty rectangular box with a thin black border, intended for students to write expressions of opposition. It has a vertical scrollbar on the right side.

Proposal Exercise

1. Work with a partner and decide together how to use the Eber property. Recommend up to a maximum of three purposes for the land. Consider details, such as the location of roads and buildings and access to the water. In your discussion, use expressions for supporting and opposing ideas.



The north-west part of the Eber property today. This section would be considered in Phase 1 of development.

2. Print the map of the Eber property and mark your plan for the use of the land including location of roads, buildings, etc. as discussed in 3 above. The scale of the map is 10 centimetres to 1 kilometre. **NOTE: Simple ball-point pens work best.**

3. Use the questions that follow to help evaluate your decision and defend your proposal later:

- Which groups in the community could benefit from your plan? How?

E.g.

<input type="checkbox"/> the homeless	<input type="checkbox"/> people with low incomes
<input type="checkbox"/> the disabled	<input type="checkbox"/> the unemployed
<input type="checkbox"/> the general population	<input type="checkbox"/> seniors
<input type="checkbox"/> teens	<input type="checkbox"/> students
<input type="checkbox"/> environmentalists	<input type="checkbox"/> land developers
<input type="checkbox"/> tourist industry	<input type="checkbox"/> construction industry
<input type="checkbox"/> educators	<input type="checkbox"/> business community
<input type="checkbox"/> manufacturers	<input type="checkbox"/> politicians
<input type="checkbox"/> artists	<input type="checkbox"/> musicians
<input type="checkbox"/> actors	<input type="checkbox"/> writers

Other:

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

- What effects will your plan have on traffic, congestion, and transportation?
- How efficiently will land and space be used?
- How will your plan provide jobs building the project and maintaining it? For how long?
- How will your plan cause the loss of jobs?
- How will your plan help the economy (by creating jobs, by attracting tourists, by attracting investors, by levy of taxes)?
- How will your plan add to the quality of life of the community (by providing a better standard of living, by providing more to leisure activities, by enhancing civic pride, by enlivening an otherwise unused area)?
- How will your plan have an effect on the environment? Think of air, water, and noise pollution, plant and animal life, waste creation and disposal?
- (Your own ideas)

4. Make notes on your proposal. You will need these ideas for reference when you make your presentation at the open-house meeting.

PROPOSAL

How the land will be used:

Who will benefit:

Advantages of this plan:

STEP 5 – Open House Meeting

1. Your team presents its proposal for the use of the Eber property. Explain the advantages and benefits of your plan. Suggestion: Enhance your presentation by using a map and other visuals with details of the plan.
2. Later you will listen to the other presentations, take notes on each proposal and the advantages mentioned. **You may want to make a copy of NOTES on page 102 for each team that presents.** Your team will need this information to prepare a strategy for the negotiation meeting (i.e. the final roleplay). For now leave the space for DISADVANTAGES and COUNTER-ARGUMENTS empty.

STEP 6 – Establishing Top and Bottom Lines

Before attending the final negotiation meeting with the whole class, decide what compromises you are prepared to make. The questions below may help:

- What parts of your proposal can you let go?
- What parts will you insist on keeping? (In other words, what is your highest priority for the use of the land?)
- Which uses of the land are unacceptable to you?
- What land uses are compatible with your priorities?

NOTES

PROPOSAL:

ADVANTAGES:

DISADVANTAGES and COUNTER-ARGUMENTS:

STEP 7 – Negotiate an Agreement

Teams work alone first to prepare. Then all teams work together. Attend the final "community"; meeting and negotiate an agreement on the use of the land which is acceptable to everyone.

To prepare:

1. Work with your partner. Discuss how to counter the proposals others made at the open-house meeting. (Refer to your notes on the advantages of each proposal on the copies made of page 102. To help evaluate each proposal, look at the questions on page 99 once more. This time apply them to the other teams' proposals.)

For each proposal, consider the following:

- What are the advantages that were mentioned?
 - What points can you present to refute these arguments?
 - What disadvantages can you point out?
2. In the space provided, briefly list the disadvantages and counter-arguments that you thought of for each proposal.
 3. Discuss **your own** proposal for the use of the land.
 - What disadvantages do you think others might find in your plan?
 - What arguments can you present to counter these disadvantages?

Use the form to make notes of the disadvantages you think your plan may have and the counter-arguments your team plans to have ready to use during the negotiation to respond in a convincing manner.

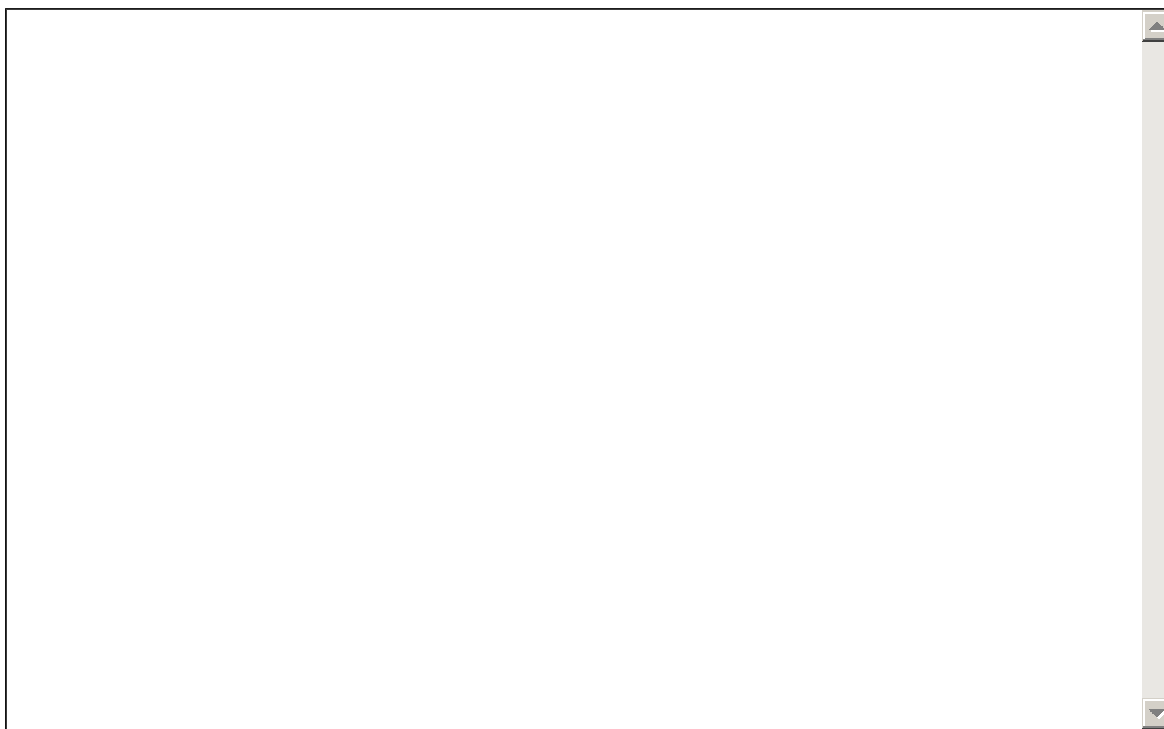
OUR PROPOSAL

DISADVANTAGES

COUNTER-ARGUMENTS

Meet and negotiate:

1. Negotiate a consensus on how the Eber property should be used.
2. Summarize the proposal reached by consensus:



3. Your teacher will give feedback and discuss the overall use of language in the roleplay.