**Objective**

The objective of this exercise is to help students build their confidence in analysing typical environmental infractions and communicate the solution to the person who is in non-compliance with the legislation.

**The Activity**

Approximately 15 short industry related situations are typed (large font, short, a paragraph or less) on paper, 1 scenario per table.

* Students have to move to a new scenario and find a partner they haven’t worked with yet. Each student takes a turn practicing how to solve the problem and communicate to the ‘offender’.
* Each scenario speed date lasts 3 minutes. The instructor calls out ‘switch’ after 3 minutes and students find a new scenario and a new partner.
* Students have the opportunity to practice as many times in as many scenarios as time allows.
* At the end of 20 minutes the instructor stops the activity and asks if there were any scenarios that couldn’t be solved and a group discussion ensues.

**The Result**

Because each scenario takes 3 minutes to complete and the activity is fast paced students don’t have time to get mired in their fears about their ability to integrate previously learned knowledge and skills, make ‘the right decision’ and deliver a message.

**The Previous Version**

A student would have to come to the front of the classroom and:

* choose a scenario from an envelope
* read and analyse the paragraph
* choose a few other students to help act in the situation
* carry through with a solution

**Problems with the Previous Version**

* Students didn’t’ have enough practice time to ‘find their voice’ and reach a mastery level.
* Students felt they were being judged by their peers (cohort model)

**Scenario Examples**

You’re a conservation officer checking hunters for wildlife infractions. A hunter drives up to the checkpoint and shows you a deer that was successfully hunted that day. Check the hunter for appropriate licences (hunting license and possession and acquisition license) and make sure that the deer is legal (and that it’s actually a deer, not an elk).

You’re a fishery officer and at Pipers lagoon patrolling the area. No clam harvesting is allowed on the beach because it’s a ‘closed area’ due to red tide contamination. You see a person digging clams on the beach. It looks like they have already harvested a bucket of clams. Make contact with clam digger!

You are a Natural Resource Officer with Forests, Lands and Natural Resource Operations. You’re patrolling in an area where active logging is occurring in the Chase River area. You see a logging truck, loaded with limbed Douglas fir trees but don’t see a licence number spray painted on the logs. Stop the truck and make contact with the driver.