

Instructions

LIFE WOLFALPS EU

LIFE 18 NAT/IT/000972



ROLE PLAY WOLF AND HUMAN –
CHALLENGES OF COEXISTENCE

ROLE PLAY

Wolf and human – challenges of coexistence



LIFE18 NAT/IT/000972



Educational material prepared within the project

LIFE WOLFALPS EU (LIFE18 NAT/IT/000972)

Authors: Vesna Oražem in Iztok Tomažič

Expert review: Urša Fležar, Tine Gotar, Bojana Lavrič, Tilen Hvala, Aleksandra Majič
Skrbinšek, Nika Mohorič, Maja Sever



ZAVOD za GOZDOVE
SLOVENIJE

Despite the awareness of its importance, the learner-centered teaching method is still underestimated in the field of science and biology education. Role-playing is one of the approaches that encourage active student participation. It is useful in teaching complex biological and chemical processes, and especially topics that are controversial in nature, such as themes of large carnivores. The complexity of the management and coexistence with those species can be addressed with the help of role-playing.

The conservation of large carnivores, especially the wolf, is largely conditioned by the human acceptance. In the Alps, the habitats of large carnivores and the cultural landscape often collide, which often reflects in conflict situations with large carnivores, e.g. damage cases on human property, encountering in the nearest vicinity of human settlements. The conflicts consequently often lead to disagreements between different interest groups and also within the groups themselves. The use of role-play in the form of organized discussion and for example meeting simulation is a suitable way to illustrate the complexity and diversity of perceptions of the topic.

This is a proposal for a simulated discussion (role-play) on the topic of management and human-wolf coexistence is presented. Since the topic is very complex, the material is intended primarily for high school students. The education materials can also be used for the instructions in primary or secondary school programs as well, but it is recommended to adapt the topic (e. g. to include content on wolf pack communication, the role of individual stakeholders in wolf conservation, etc.).

To strengthen the understanding of the topic, gained through role-playing, it is further proposed to use the technique of different perceptual positions (i. e. perceptual positioning). This technique allows participants to become aware of their self-views and reasons for them, immerse themselves in the role of others and try to understand different situations from a neutral point of view.

GOALS

Role-playing and perceptual positioning encourage:

- **recognition of different aspects of conceiving a particular concept, in this case coexistence,**
- **understanding that interactions with wolves are perceived completely differently by different people,**
- **understanding that an individual's position depends on the past experience, social status and already acquired knowledge,**
- **realization that the human-wolf conflict has primarily a socio-economic background.**

TEACHING INSTRUCTIONS

SITUATION

The moderator (teacher) presents the students (participants) the situation that will be discussed. It is imperative that the presentation provides enough detailed information which allows students to empathize with it.

ROLES

The description of the situation is followed by a division of roles. A moderator who knows the students social backgrounds and their beliefs can divide roles more meaningfully. Each student (or couple) therefore receives a role that is most different from his or her beliefs. Upon the instructions, students read their stories and the attitudes they advocate. If there are a large number of participants in the group, the moderator can assign some students the role of the general public - listeners. They can ask questions at any time during the role-playing and ask the participants for additional explanations.

DISCUSSION

The discussion is led by a moderator by asking students pre-planned questions. It allows the moderator to guide the simulation of the discussion and determinate the person who answers first (sets the course of the discussion). In addition, the moderator controls the simulation and makes sure that the conversation flows in the right direction and is neutral and also respectfull to all participants.

EVALUATION

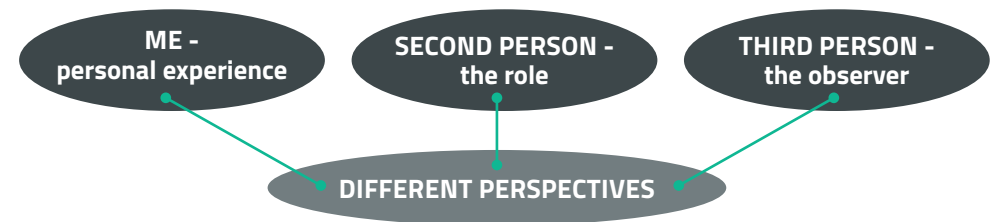
After the role-playing, the moderator conducts an evaluation of the discussion through pre-asked questions. It is essential for understanding the whole concept that the moderator summarizes with the group what they learned during the simulation.

DIFFERENT PERCEPTUAL POSITIONS

– One eye and three different points of view

Through various perceptual positions, it is easier to become aware of and define the arguments that are supposed to support our attitude towards wolves and coexistence with them. It is only when we talk about them and want to articulate them that we often realize that they may not be defining our own opinions or experiences, but the one of the surroundings, family members, media assumptions, and social networks. It is often difficult for us to get used to another person, which is a precondition for finding common denominators in a conversation, and above all for finding common solutions. The technique of using different perceptual positions allows to deepen the understanding that the participants have already gained through the simulation of the discussion.

Three different perceptual positions:



ROLE	ABOUT THE PERSPECTIVE	ADVANTAGES	DISADVANTAGES
ME	The first role is based on our previous experience and daily perception of the surroundings, regardless of the others' point of views. Our life experiences are gained from this perspective: our sensory perceptions and emotions.	Social roles that require a high degree of concentration, such as professional sports, represent distinct firstperson perspectives - oneself.	In this position, the objectivity of the individual's perception of the surroundings is minimal. The individual is unable to see and judge events from the perspective of the other, which is unfavorable for resolving and preventing conflicts.

DIFFERENT PERCEPTUAL POSITIONS

– One eye and three different points of view

INSTRUCTIONS FOR APPLYING THE TECHNIQUE

SECOND PERSON

In this perspective, the individual is able to see and perceive the situation through the eyes of another. Those people are capable of great measures of empathy. The position of the other accelerates and deepens the learning process.

The ability to transition to another role allows an individual to gain additional, expanded information about a particular situation. Examples of successful social roles that are consciously or unconsciously able to take the role of another person are, for example, successful communicators, salespeople, therapists.

A key advantage of this perceptual position is the ability to resolve conflicts, as the individual can empathize with the feelings of the other and consequently understand them more easily.

When an individual spends a lot of time in the role of another, they can also experience the negative aspects of this perspective. In life, he no longer makes decisions based on his feelings, desires, and needs, but adapts them based on the needs of another, for example a partner (pronounced codependence).

THE OBSERVER

When an individual passes into the role of a third person, he is able to listen and see himself and others from the position of an observer as a person not involved in a particular situation. This kind of perspective allows more objectivity.

The transition to the third position can use a step outside the emotional involvement in the situation and thus a better overview of the situation, see the "bigger picture". An exact role is appropriate when the individual wants to evaluate his conversion actions and improve them. This position means less intense in a more neutral emotion than in the transition to e.g. role of the second person.

Some people spend most of their time in a neutral, third person. These people do not usually feel strong self-emotional states, and on the other hand, they do not experience tense challenges in contact with other people.

People who are very focused on their thoughts and feelings usually find it harder to move into this position.

ALL THREE POSITION ATTITUDES

Each participant writes down their attitudes and gives pro-arguments. Afterwards, each participant does the same for his role in the role play (the position of the second person) and the observer, where he defines both the views of himself (the first person) and his role (the second person).

INSIGHT

Each participant briefly presents his / her findings to the other participants: did he / she find arguments that meaningfully support his / her own position? Did he refute them or maybe he just didn't know how to define them and allow himself a broader view of the topic?

ACTIVE AWARENESS OR UNDERSTANDING OF OTHERS

The moderator invites the participants to take proactive action to ensure the human-wolf coexistence in the future. It also directs all interested parties in finding new knowledge and forming positions.

"We can only judge another when we step into his shoes."

Project partners



Aree Protette
Alpi Marittime



Aree Protette
Alpi Cozie



Aree Protette
Appennino
Piemontese



Aree Protette
dell'Ossola



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