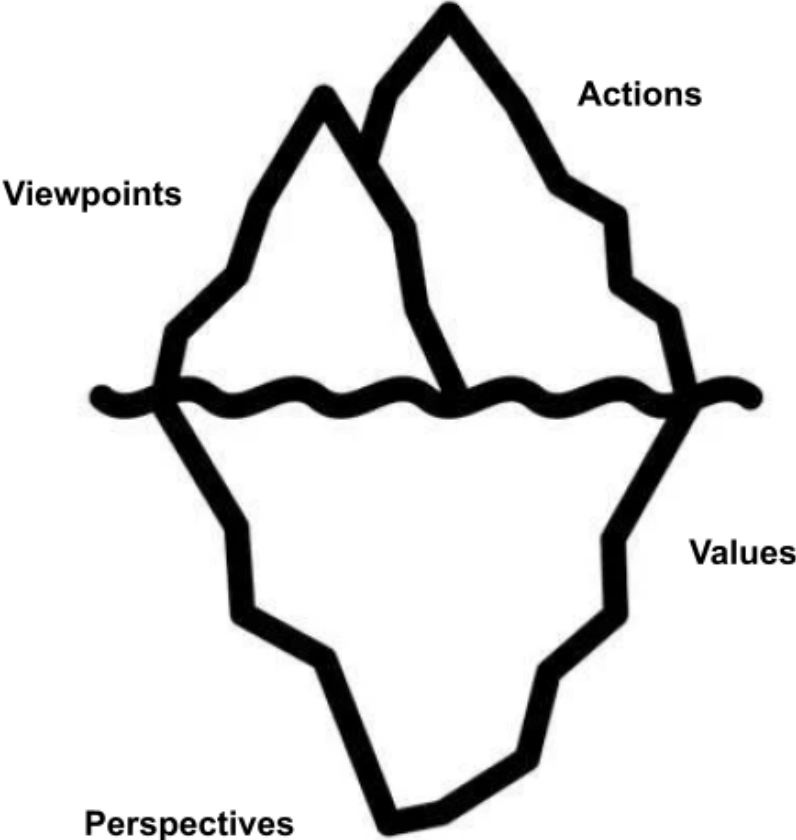


The iceberg metaphor: Understanding how values and perspectives shape actions and viewpoints



Character name:

A few details about the character's identity:

What lies beneath?

When we interact with people, their opinions and attitudes towards things are often easy to identify through the things they say and do. In the iceberg metaphor, people's viewpoints and actions are visible above the ocean.

Identifying values and perspectives (worldviews), the layers under the surface of the ocean, can be a bit trickier as it is not always so straightforward to make those deeper connections to their identity; they're not so easy to see. However, values and perspectives are what shape people's viewpoints and actions – they guide the way we see the world and why we feel, think and act the way we do in different situations.

But just as icebergs can shift and change in response to environmental conditions, so can our values and perspectives. It is important to understand that they are not a fixed or permanent part of someone's identity: they can change over time due to life experiences, including education.

Guided by the Iceberg model and the adaptation decisions made by your character in learning experience two – to build a stopbank; contribute to riparian planting (nature-based solutions); to redesign; or to relocate – explore your character's viewpoints and the values behind their decisions using the questions below:

1. Write the action(s) that your character took. For example, you could choose a particular round of play in the game for this or make a note of all 7 decisions the character makes throughout the game.
2. From what point of view was the decision made? Think about the character and their opinions and views about the best way to adapt to severe flooding.
3. What values informed the character's decision?
 - Example 1: my character Ari decided to move her house back from the river but not to sell it. Ari has whakapapa to the local hapū of the rohe (she can trace her ancestors to Māori in the local area). She is the kaitiaki (caretaker) of the whare (house) and the whenua (land) on which the whare sits. It has been in a family trust for generations, so she has a deep sense of connection and belonging to the property. Ari also made the decision to move the house now so it could still be insured and hold its monetary value if there was a flooding event.
 - Example 2: my character Rani chose to sell her riverside house and buy one that was further back from the flood zone. As parents with two small children, Rani and her husband, who moved to the town four years ago for a quiet and stress-free life to raise their children, decided that the best option was to sell the house while they could and live somewhere safer. They value the safety of their family and protecting their investment in their family home. They value staying in the community, so chose to buy a house nearby that is not at risk of flooding.
4. With the values, viewpoints and actions in mind, decide which of the wellbeing perspectives is most likely to be a priority for your character. Write that at the bottom of the iceberg model.

Game play activity:

Use the table below to track your character's adaptation decisions for each round of the game. Remember to use the iceberg to complete the table. We have created two examples to get you started.

Tracking character actions table

Ari	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
Viewpoint	Want house to remain on whānau land and to be protected from the flood	Continue to remain on whānau land and to protect the land, home and community from flooding.	There was no big event recently. A stopbank was built and the home is somewhat protected. Continue to remain on whānau land with the home further back from the river.	There was a significant weather event and the whānau home was lost. Now there is a caravan on the land. The stopbank was damaged and could not be repaired.	There was another significant event. Ari did not have enough money to rebuild the home. They suffered a loss of rangatiratanga (autonomy or control), due to the loss of land and economic capabilities.	Another significant weather event, no repairs or damages to the property.	Another significant weather event, no repairs or damages to the property. Loss of identity and connection to the whenua. Game ended with a total worth of \$1,350,000 increased from \$1,200,000
Action	Raise house	Build stopbank	Move house back	Do nothing	Sold the property and brought a townhouse	Brought an investment property to make up for the loss from the whānau land and home. Invested in a stopbank.	Do nothing

Values	Rangatiratanga - maintaining connection to land and history. Whānau heritage, whenua, kaitiakitanga (guardianship), manaakitanga (generosity/respect).	Rangatiratanga - maintaining connection to land and history. Whānau heritage, whenua, kaitiakitanga, manaakitanga.	Rangatiratanga - maintaining connection to land and history. Whānau heritage, whenua, kaitiakitanga, manaakitanga.	Rangatiratanga - maintaining connection to land and history. Whānau heritage, whenua, kaitiakitanga, manaakitanga.	Protection and security of investment for whānau	Protection and security of investment for whānau and ongoing generations. Community protection from flooding. Whānau heritage, whenua, kaitiakitanga, manaakitanga, rangatiratanga	Protection, growth and security of investment for whānau and ongoing generations. A home remains for whānau to gather at and call home. kaitiakitanga, manaakitanga, rangatiratanga
Wellbeing perspective	Social, cultural & economic	Social& cultural	Social & cultural	Economic	Economic & social	Economic, social, cultural & environmental	Economic, social & cultural

Rani	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
Viewpoint	Don't want my house to flood, want to be safe.	I'm doing well - my family is safe and we're making money on the rental property.	The last flood really affected some of our neighbours. It was really sad. We were safe but many people must repair their houses from flood damage.	We contributed to the stopbank being built so the town is safer now. My family are happy living the way that we are.	The stopbank got destroyed, luckily our house is safe. There are a lot of people who need help again now.	The stairs in the townhouse are no good for us as we are in our 70s. We've done well and worked hard, and now want to enjoy our retirement in a lovely house	We are safe in our house and have a lovely home for our now adult grandchildren to come and stay with us. We hope that this house is safe for the

			It's important to help prevent further flooding to our town.			that is safe from flooding. We have space for our grandchildren to play and visit us.	family for generations to come. We have worked hard to be able to pass it down to them.
Action	Sell riverside property, buy a townhouse to live in and a townhouse as investment property	Do nothing	Built stopbank	Do nothing	Built stopbank	Sold both townhouses and bought a luxury home that is safe from floods	Do nothing
Values	Security of family, health, financial investment	Security of family, health, financial investment	Protecting the community, social justice	Security of family, health, financial investment	Protecting the community, social justice	Security of family, health, financial investment	Security of family health, sense of belonging
Wellbeing Perspective	Economic & Social	Economic	Social & Environmental	Economic	Social & Environmental	Economic & Social	Social & Cultural

After ākongā (students) have completed a character table, such as the examples above, in groups of 5 (each playing a different character), ask ākongā to complete a table which collates the range of decisions made by their characters. The aim is to talk through the decision-making process and explain what the characters' viewpoints and actions reveal about the values and wellbeing perspectives that shaped their decisions. They will use their character table and the iceberg to help them complete this new table as a group. We have created a partial example on the next page to indicate what this might look like:

Action (decision-making)	Viewpoint	Values	Wellbeing perspectives
Redesign - lifting the house	Ari - tangata whenua. I am of this land. I grew up here - it was my grandmother's whare. I don't want to sell it or let it be destroyed in floods.	Whakapapa, protecting property, tūrangawaewae (place of belonging), sense of belonging	Economic cultural & social
Relocate - shifting the wharenuī, whare kai and urupā to higher ground / back from the flood plain. Selling the property and moving somewhere less flood prone	Hone - my role is kaitiaki (guardian) of the marae and the urupā for the generations that have gone before and those yet to be born. We must move the wharenuī, whare kai and urupā to higher ground to protect them. Rani - my husband and I moved here 4 years ago with our two young children. We don't want the value of our property to go down. We also don't want our family in any danger. It's safest for us to sell and move now.	Kaitiakitanga, whanaungatanga (relationship/ family connection)	Cultural, environmental, social
Build stopbank	Sam - Hone - Ari -	Protecting the environment Wealth	Environmental & economic
Nature based solution - riparian planting	Hone - Sam - Mya -	Protecting the environment, responsibility to future generations	Environmental - particularly ecological

Small group reflection

What do you notice about the types of actions taken and the wellbeing perspective of your character? Come up with a short summary that includes each of the characters.

For example: In round 3 Sam decided to build a stopbank – that decision was based on protecting the livestock because he valued the income and keeping the jobs for the people who work in the community. His action is shaped by an economic perspective. Of the four wellbeings,

economic wellbeing was a major priority for Sam in that round. He can't make that decision on his own though, so the other characters, particularly Hone, must also agree to spend money on the stopbank.

Hone decided to build the stopbank to protect the urupā. He actually wanted to do it in round 1 but none of the other players wanted to help build it then. It took a flood event in round 2 to prompt others to act by building the stopbank....

Whole class reflection and feedback

- How do all the individual decisions and actions impact the community?
- What do you notice about who is living well and who is not?
- How do you measure "living well" – what does that mean for your character? What does it mean to you personally?
- Are the four wellbeings equally influencing decision making and the actions taken by the characters? If not, which ones seem to stand out as having a higher priority? In what ways does this impact the community as a whole?
- Which wellbeing perspective/s seem to be less of a priority? How does this impact the community as a whole?
- How can having shared values and goals help all the community to "live well"?
- Does having shared values mean that everyone always agrees on the best actions to take? What are ways to manage disagreement and conflicting ideas about the best way forward?
- Hope and resilience are important for us to be able to adapt and respond to climate flooding. When did you feel hopeful during the game play? When did you feel resilient?

Possible questions to centre te ao Māori values in the reflections:

Kotahitanga

- How might we work collaboratively with hapū and iwi and with the extended community to support one another in maintaining cultural values, beliefs, traditions, behaviours and identity?

Manaakitanga

- What decisions can you make within the game that centre manaakitanga? Reflect on these.
- How might you extend the game in ways that enable decision making opportunities from a value for manaakitanga?

Rangatiratanga

- In what ways could your character bring about support for leadership, for stewardship and self-determination of tangata whenua?

Whanaungatanga

- What are some similarities and differences in our values, beliefs, traditions and identities?