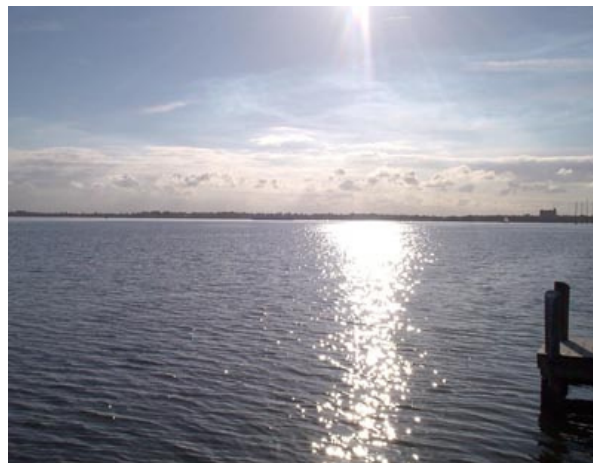




Where Should I Relocate in the Great Lakes Region?

Introduction

Why do you live where you do? What are factors your family had to consider before settling down where they did? Is where you live a result of someone's career, a personal preference for a certain climate, or wanting to stay near family? Did your family consider this location because of the recreation opportunities nearby, the industries around or the size of the city? Did you ever consider that you will have to make this decision one day? How would you decide where to move if you ever had the option to relocate because of your job?



Purpose of Activity

This activity will allow students to describe the Great Lakes region using a map and identify some of the resources the region has to offer. Also, by using maps and graphs students can demonstrate how they can provide information for decision making. Students will describe a decision making process by which people can evaluate a geographic area as a possible home site.

Grade Levels: 7-10

Subject areas: Applicable in many subjects: geography, general science, ecology, Earth system science, environmental education.

Subject Areas

Applicable in many subjects: geography, general science, ecology, Earth system science, environmental education

Standards

Ohio Science Academic Content Standards

Benchmarks that are addressed include:

- Science and Technology (grades 6-8)
 - B. Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety and aesthetics)

- Scientific Inquiry (grades 6-8)
 - B. Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.

Ohio Social Studies Academic Content Standards

Benchmarks that are addressed include:

- Geography (grades 6-8)
 - A. Identify on a map the location of major physical and human features of each continent
 - B. Define and identify regions using human and physical characteristics
 - C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.
 - D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns
- Geography (grades 9-10)
 - A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.
 - B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.
 - C. Analyze the patterns and processes of movement of people, products and ideas.

- Social Studies Skills and Methods (grades 6-8)
 - A. Analyze different perspectives on a topic obtained from a variety of sources.
 - B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions
 - C. Present a position and support it with evidence and citation of source.
 - D. Work effectively in a group.
- Social Studies Skills and Methods (grades 9-10)
 - A. Evaluate the reliability and credibility of sources
 - B. Use data and evidence to support or refute a thesis

National Science Education Standards

The content standards for Science in Personal and Social Perspectives are most prevalent in this activity (“important personal and social decisions are made based on perceptions of benefits and risks.”)

National Geography Standards

Standards that are addressed include:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
4. The physical and human characteristics of places.
9. The characteristics, distribution, and migration of human populations on Earth’s surface.

Length of Activity

- 90 minutes to introduce the activity and complete *Reading Great Lakes Maps* (students can complete this individually or in their groups)
- One to two 50-minute periods to learn the ProACT model and work in groups using the maps to answer the question “Where should I relocate in the Great Lakes region?”
- One 50-minute period for groups to share decisions and rationales, discuss outcomes as a class, and complete the reflection questions (The questions could be done for homework if needed).

Materials Needed

1. Student handouts
 - Reading Great Lakes Maps
 - Great Lakes Relocation instructions
 - Client list
 - Data recording page
 - Great Lakes Relocation Extensions as follow-up activity
2. Numerous copies of *The Great Lakes: An Environmental Atlas and Resource Book* or color copies of the maps included in this activity, or access for all students to <http://www.epa.gov/glnpo/atlas/index.html>.

Prior Knowledge Needed

Students need a basic understanding of how to read a map, as well as keys and graphs (pie charts, color coding, scales, bar graphs, line graphs). Students may not be familiar with all of these, but should be able to apply their prior knowledge of reading map keys and graphs to interpret the ones in the activity.

Students should also have a general background about where the Great Lakes are and be aware that the region is a major center of natural resources, transportation and commerce for the Midwestern United States.

Objectives

Students who successfully complete this activity should be able to:

1. Describe the Great Lakes region using a map and identify some of the resources the region has to offer.
2. Demonstrate how use of map keys and graphs can provide information for decision making.
3. Describe a decision making process by which people can evaluate a geographic area as a possible home site.

Data Sets

Data sets are found on pages 19, 21, 23, 25, and 26 of *The Great Lakes: An Environmental Atlas and Resource Book*.

Copies of this book may be obtained from:

Great Lakes National Program Office
U.S. Environmental Protection Agency
77 West Jackson Blvd.
Chicago, IL 60604

This book is also on the Internet and can be found at <http://www.epa.gov/glnpo/atlas/intro.html>

Introduction

You make decisions every day. They might be as simple as what to wear to school or as complex as how you will earn and save money for a new bike. In every decision you make, you must consider a number of factors before coming to a conclusion.

Think about your home and where you live. Why do you live where you do? What are factors your family had to consider before settling down where they did? Is where you live a result of someone's career, a personal preference for a certain climate, or wanting to stay near family? Did your family consider this location because of the recreational opportunities nearby, the industries around, or the size of the city? Did you ever consider that you will have to make this decision one day? How would you decide where to move if you ever had the option to relocate because of your job?

Procedure

Begin the activity with the suggested introduction and discuss the questions with the students. Then:

1. Make a list of desired home locations on the board to illustrate that different people have different needs and wants in a place to live.
2. Have students complete the Reading Great Lakes Maps worksheet:

Explain the situation at hand from the *Where Should I Relocate?* worksheet. (Your group represents the Relocation Travel Agency. A "client" has come to you with requirements for a place to live, work, and relax in the Great Lakes region because they have the opportunity to relocate.)

Because the Relocation Travel Agency runs a good business, it requires its travel agents to be

familiar with the resources they will use prior to assisting clients. Complete the Reading Great Lakes Maps activity to learn how the maps are set up and the types of information they supply.

***Here, the teacher will need to modify the activity based on the number of students, group sizes, and available supplies. If there are unlimited supplies, students can complete this individually so the teacher can assess their map key and graph reading skills. However, this activity can easily be completed in groups.

3. Go over Reading Great Lakes Maps as a class and make sure all students are comfortable with the maps and using the information provided on them.
4. If students are not familiar with ProACT, discuss the steps of the process to make a good decision. Use How Do You Make a Decision? (ProACT explanation page) and an example of deciding what to eat for breakfast.
5. Have students complete Where Should I Relocate? using the web address or hard copies of the maps.
 - Divide students into groups of three or four, pass out the instructions, and reread the introduction.
 - Have each group work independently through the exercise or work through it with them if they are not familiar with the ProACT model.
 - Reconvene as a class after everyone has completed the exercise through the Trade-Off section.

The Adobe Acrobat reader (for opening pdf files) can be downloaded (free) at <http://www.adobe.com/products/acrobat/readstep2.html>

Conclusion

List any places that groups have determined the client could move on the board or overhead projector. Allow each group to share their decision and rationale. Discuss the values/tradeoffs/decisions sections as a class. The activity was written with a region between Lake Erie and Lake Huron in mind. This, however, is not the only possible relocation site.

Every student should then complete the Reflection Questions (in the Where Should I Relocate? Student worksheets) either as a group or individually. As a class, review the use of PrOACT as a process of making a good decision.

Evaluation Method

Describe the Great Lakes region using a map and identify some of the other resources the region has to offer.

Assessment can be done by asking students to look at a map and describe characteristics of the region that are appealing to displeasing to them if they were to relocate there (See question 5 of the Reflection Questions on Where Should I Relocate?). Demonstrate how the use of map keys and graphs can provide information for decision making. Assessment can be done by looking at students' answers to Reading Great Lakes Maps. Assessment can be done by determining if the groups accurately suggested relocation places for the "clients."

Assessment can be done by listening to the discussions during the conclusion of the activity. Students should logically explain a rationale (using the data sets) for suggesting a relocation place where they may be more than one possible suggestion to a "client."

Describe a decision making process by which people can evaluate a geographic area as a possible home site.

Assessment can be done by having students explain the PrOACT model in their own words and describing the decision making dynamics of their own group (See question 7 of the Reflection Questions on Where Should I Relocate? And also the Extension Activity).

Extension Ideas

Have students complete an independent writing that answers the questions:

In 15 years, where do you want to live (meaning state/country/climate — the alternatives you have in mind)? What factors would you consider when choosing a home, place to raise a family, or career (your objectives)? Explain whether some factors are more important than others.

List of Resources

Pages 19, 21, 23, 25, and 26 of *The Great Lakes: An Environmental Atlas and Resource Book*, available online at <http://www.epa.gov/glnpo/atlas/index.html> or from:

Great Lakes National Program Office
U.S. Environmental Protection Agency
77 West Jackson Blvd.
Chicago, IL 60604

Credits

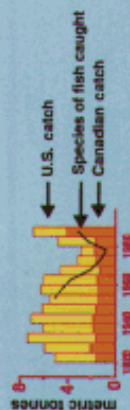
Author: Lyndsey Manzo, Science Teacher,
Westerville (OH) North High School

Web Assistance: Laura Muskopf and Rosanne W.
Fortner. The Ohio State University.

LAND USE, FISHERIES & EROSION



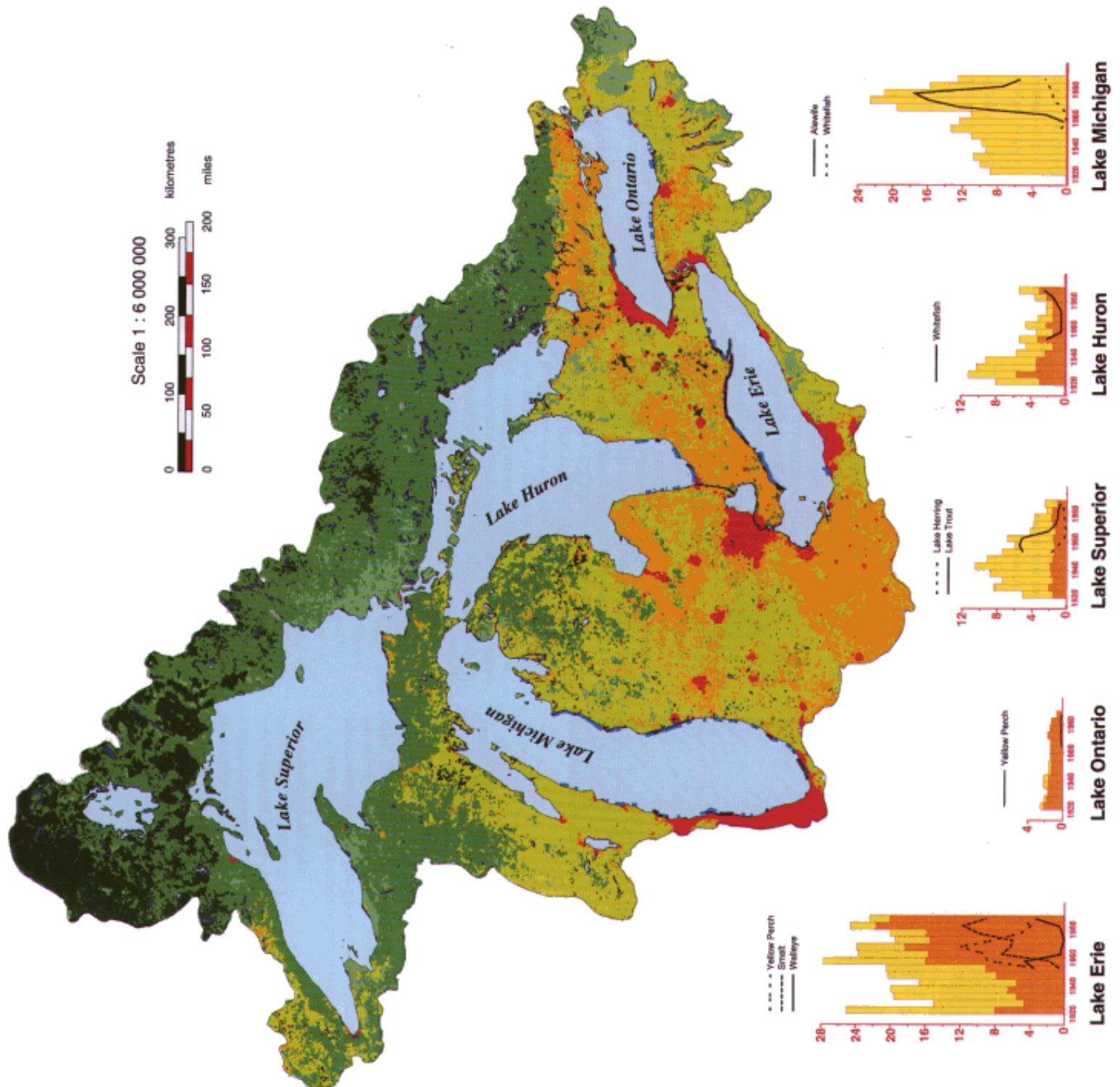
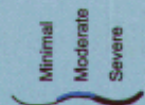
COMMERCIAL FISHERIES

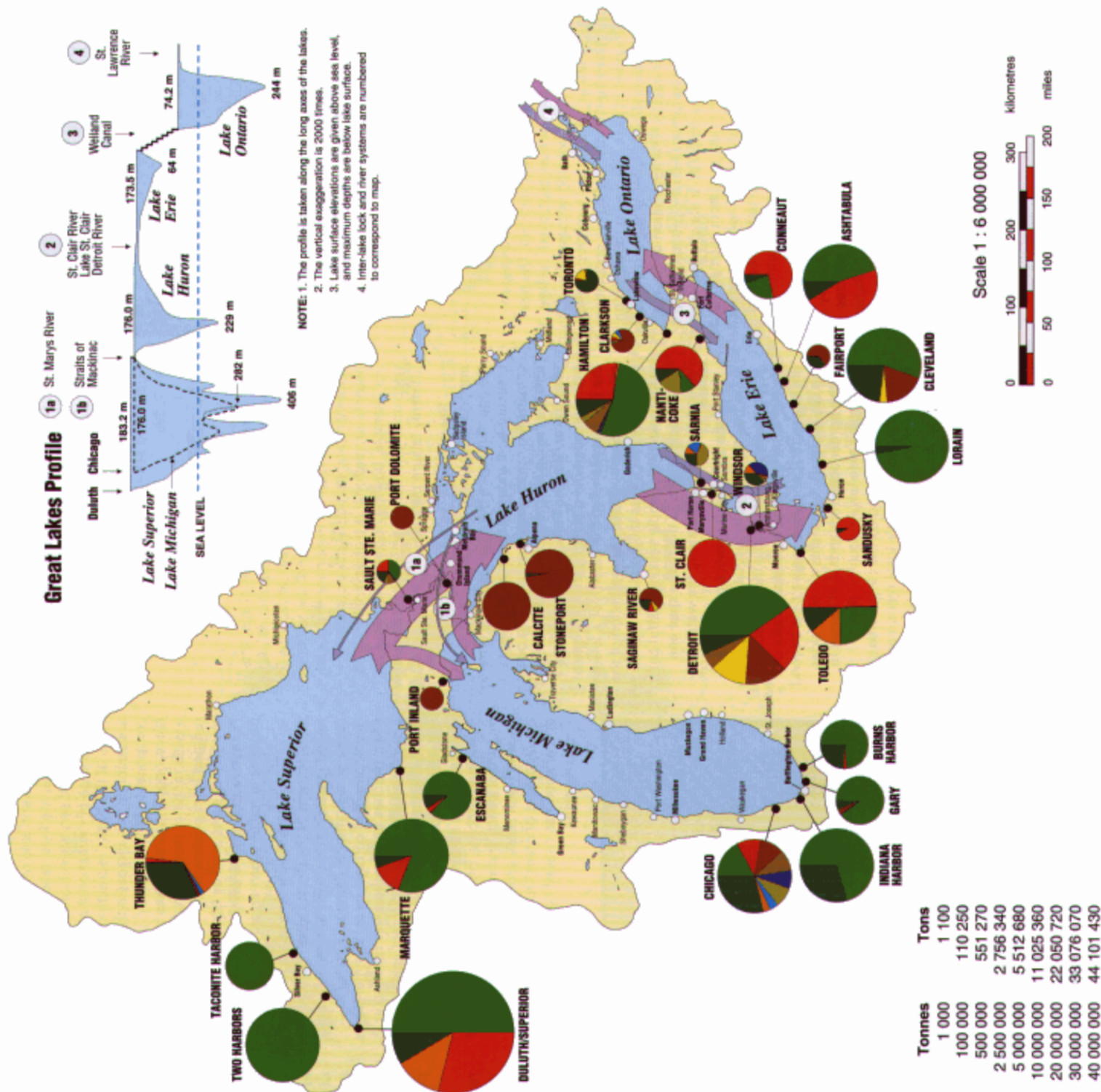
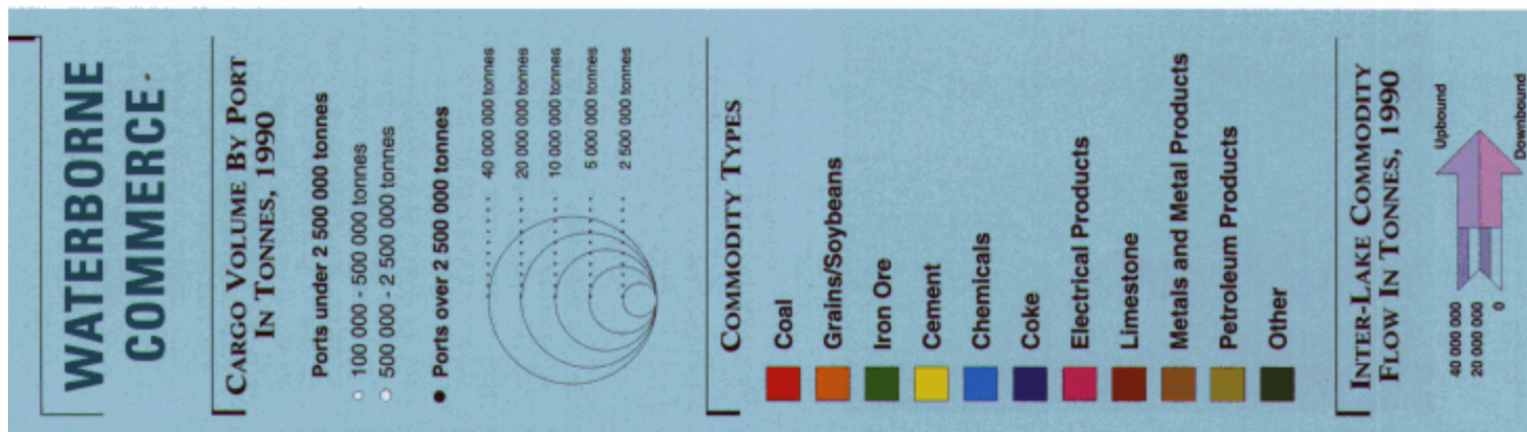


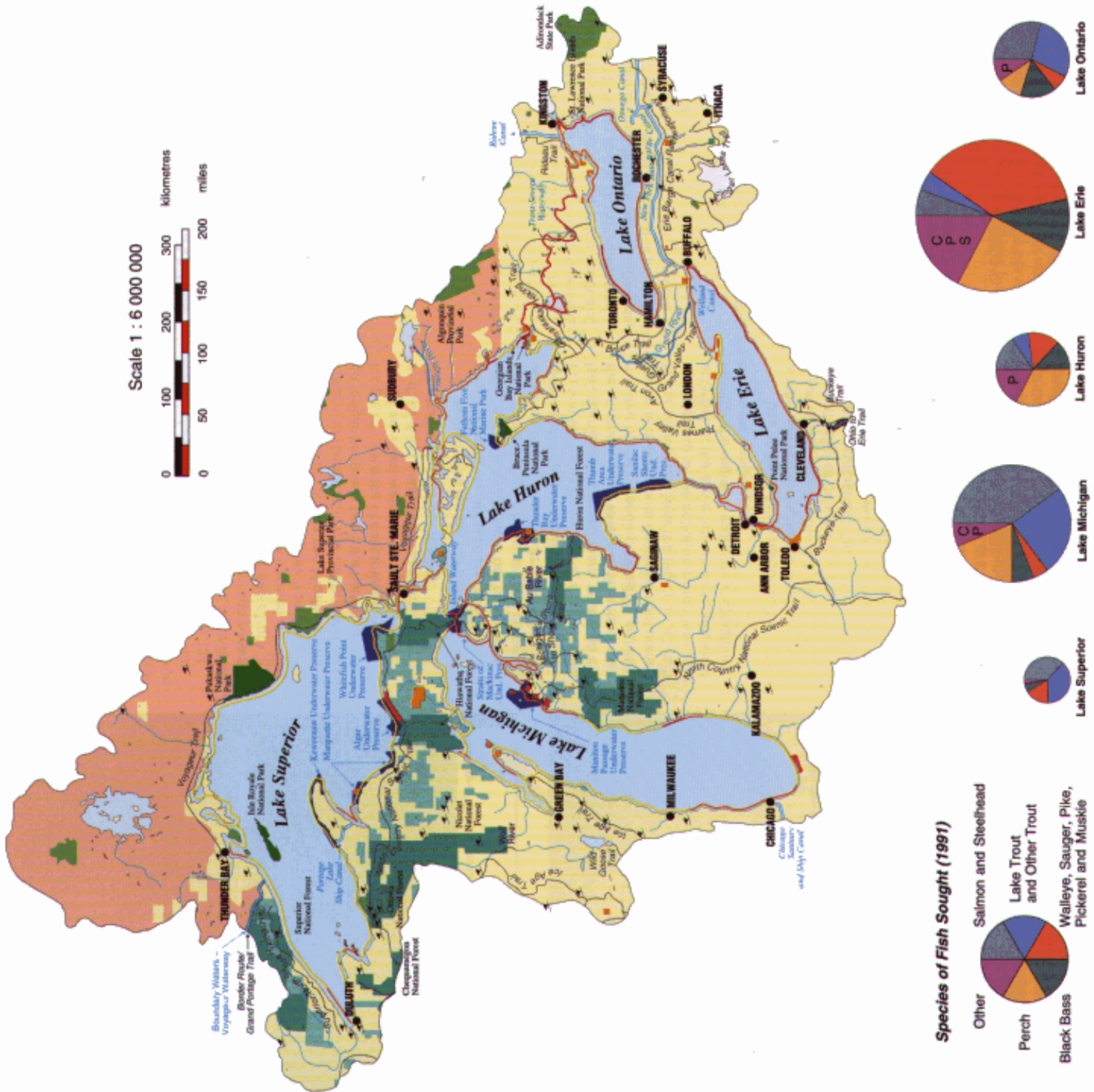
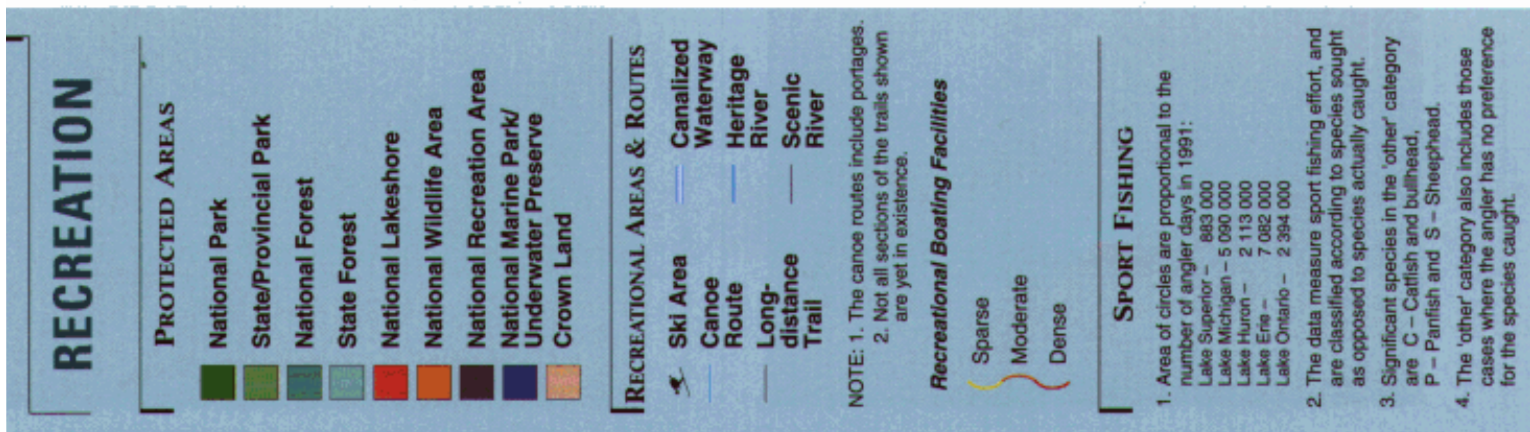
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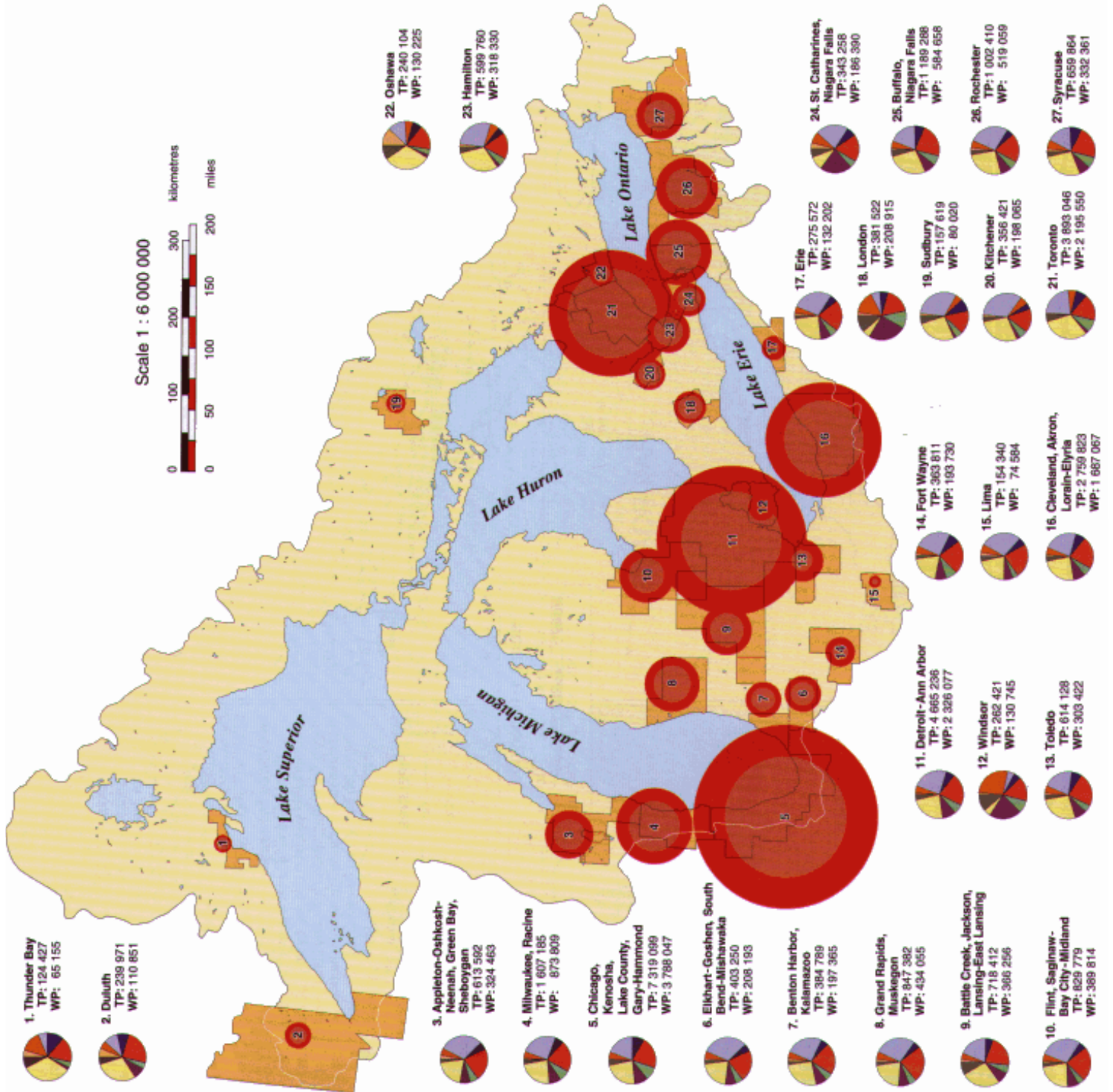
- | | Tonnes | Tons |
|---|--------|--------|
| 1. Each bar represents the average catch over a five-year period. | | |
| 2. The species shown for each lake are those which have been consistently important since 1950. They are not necessarily those which yielded the largest catch in any five-year period. | | |
| | 4 000 | 4 400 |
| | 8 000 | 8 825 |
| | 12 000 | 13 225 |
| | 16 000 | 17 625 |
| | 20 000 | 22 050 |
| | 24 000 | 26 450 |
| | 28 000 | 30 875 |

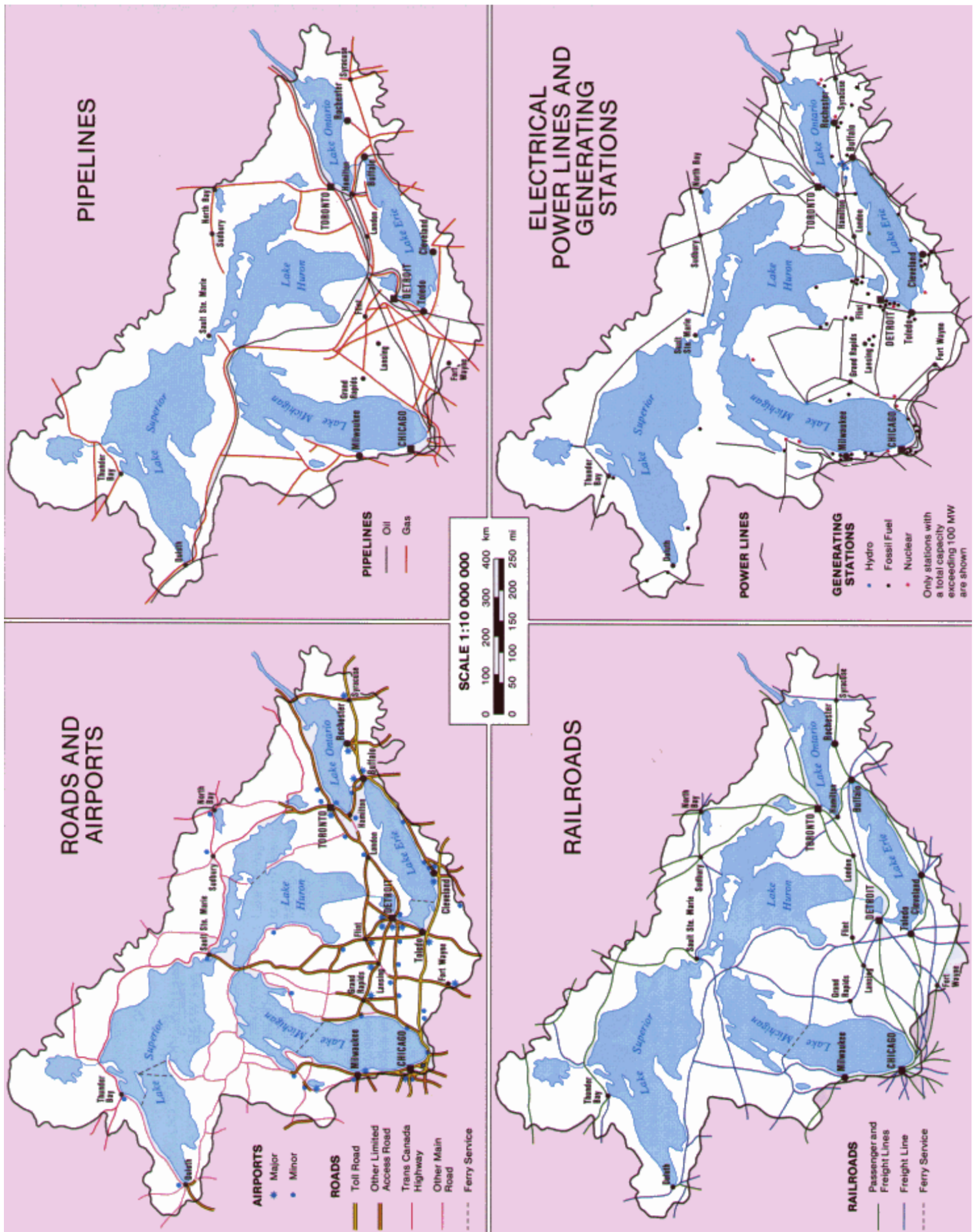
SHORELINE EROSION











Name _____

READING GREAT LAKES MAPS

Answer each of the following questions by looking at the maps provided for you, or viewing:
<http://www.epa.gov/glnpo/atlas/intro.html>.

The headings on each section indicate the map you should be using. If viewing online, there is an icon in the lower left corner of each map. Clicking on the icon will enlarge the map.

Land Use, Fisheries, and Erosion (found on page 19 in the book or under Ch. 3 Agriculture online)

1. What would be the best lake to live on if you like being secluded in a forest?
2. Which lake has the most Alewife fish and which country commercially fishes it?
3. In Lake Erie, after what year did Canada significantly increase its fish catch overall?
4. What lake really is not used much for fishing? On average, how many tons of fish are caught each year in that lake versus the lake that is most fished?
5. The North side of what lake is suffering from moderate to severe erosion?

Waterborne Commerce (found on page 21 in the book or under Ch. 3 Canals, Shipping, and Transportation online)

** commerce = trade

1. Why are the pie charts all different sizes? What does this show?
2. What are TWO cities in Canada that ship cement?
3. Is more cargo being navigated from Lake Superior to Lake Ontario, or from Lake Ontario to Lake Superior? How do you know this?
4. What Lake is both the highest in elevation and the deepest?
5. Use the profile of the Great Lakes to determine what canal you would have to navigate through to get from Lake Erie to Lake Ontario.

Name _____

Recreation (found on page 23 in the book or under Ch. 3 Recreation online)

1. What lake has the most number of days you could catch salmon?
2. Dense means there is a lot of something in an area, and sparse means there is little of something in an area. Which lake has the sparsest boating facilities?
3. List THREE types of protected areas around Lake Huron.
4. Which city would you want to live in if you wanted lots of skiing options nearby? Circle one:

ChicagoDuluthKingston
5. What trail would you take to go from Thunder Bay to Sault Ste. Marie?

Employment and Industry Structure (found on page 25 in the book or under Ch. 3 Urbanization and Industrial Growth online)

1. Look at the pie charts. What THREE industries seem to be prominent in almost all of the cities?
2. What do red circles tell you?
3. Toledo (13) and the Appleton-Oshkosh-Neenah, Green Bay, Sheboygan area (3) have approximately the same populations. Why is the lighter red, center circle bigger in 3 than in 13? What does this mean?

Transportation (found on page 26 in the book or under Ch. 3 Urbanization and Industrial Growth online)

1. Would you have to pay to drive on a road taking you from Chicago to Cleveland?
2. Approximately how many miles of railroad track were laid to connect Toronto to Sault Ste. Marie?
3. Around what lake would you find the most nuclear power generators?
4. From which source, oil or gas, would you say most of the Great Lakes region receives its power?

READING GREAT LAKES MAPS (ANSWERS)

Land Use, Fisheries, and Erosion

| | |
|---|-------------------|
| 1. What would be the best lake to be on if you like being secluded in a forest? | LAKE SUPERIOR |
| 2. Which lake has the most Alewife fish and which country commercially fishes it? | LAKE MICHIGAN |
| 3. In Lake Erie, after what year did Canada significantly increase its fish catch overall? | 1955 |
| 4. What lake really is not used much for fishing? On average, how many tons of fish are caught each year? | LAKE ONTARIO, ≈ 2 |
| 5. The North side of what lake is suffering from moderate to severe erosion? | LAKE ERIE |

Waterborne Commerce

| | |
|---|--|
| 1. Why are the pie charts all different sizes? What does this show? | DIFFERENT AMOUNTS OF CARGO VOLUMES IN PORTS |
| 2. What are TWO cities in Canada that ship cement? | TORONTO, CLARKSON |
| 3. Is more cargo being navigated from Lake Superior to Lake Ontario, or from Lake Ontario to Lake Superior? How do you know this? | LAKE SUPERIOR □ LAKE ONTARIO; ARROWS ARE LARGER GOING THIS WAY |
| 4. What lake is both the highest in elevation and the deepest? | LAKE SUPERIOR |
| 5. Through what canal would you have to navigate to get from Lake Erie to Lake Ontario? | WELLAND CANAL |

Recreation

| | |
|--|--|
| 1. What lake has the most days you could catch salmon? | LAKE MICHIGAN |
| 2. Which lake has the sparsest boating facilities? | LAKE SUPERIOR |
| 3. List THREE types of protected areas around Lake Huron | NAT'L MARINE PARK, NAT'L PARK, NAT'L WILDLIFE AREA, NAT'L FOREST, STATE FOREST |
| 4. Which city would you want to live in if you wanted lots of skiing options nearby: Chicago, Duluth, or Kingston? | DULUTH |
| 5. What trail would you take to go from Thunder Bay to Sault Ste. Marie? | VOYAGER TRAIL |

Employment and Industry Structure

| | |
|--|--|
| 1. Look at the pie charts. What THREE industries seem to be prominent in almost all of the cities? | MANUFACTURING INDUSTRY, COMMERCIAL SERVICES, TRADE |
| 2. What do red circles tell you? | # PEOPLE IN THE CITY INCLUDING TOTAL POPULATION AND WORKING POPULATION |
| 3. Toledo (13) and the Appleton-Oshkosh-Neenah, Green Bay, Sheboygan area (3) have approximately the same populations. Why is the lighter red, center circle bigger in 3 than 13? What does this mean? | 3 HAS A LARGER WORKING POPULATION THAN 13 |

Transportation

| | |
|--|----------------------|
| 1. Would you have to pay to drive on a road taking you from Chicago to Cleveland? | YES |
| 2. Approximately how many miles of railroad track were laid to connect Toronto to Sault Ste. Marie? | JUST UNDER 600 MILES |
| 3. Around what lake would you find the most nuclear power generators? | LAKE MICHIGAN |
| 4. From which source, oil or gas, would you say does most of the Great Lakes region receive its power? | GAS |

A Structured Approach for Making Complex Decisions

Many of the decisions we face are complex. For example, problems we are trying to solve often can be approached from different angles, the things we wish to achieve with our decisions often conflict, and the tradeoffs we face are difficult to reconcile. To address these kinds of decision problems in a thoughtful and deliberative manner, Hammond, Keeney, and Raiffa (1998) in their useful and highly readable book *Smart Choices: A Practical Guide to Making Better Decisions** suggest that five key elements be considered. Five elements (spelling the acronym ProACT -- a reminder to be proactive) constitute the core of making a smart decision. They are:

| | |
|----------------------|--|
| <u>P</u> roblem | Carefully defining the Problem |
| <u>O</u> bjectives | Considering an exhaustive list of Objectives |
| <u>A</u> lternatives | Identifying Alternatives |
| <u>C</u> onsequences | Understanding the Consequences (of each Alternative) |
| <u>T</u> radeoffs | Addressing Tradeoffs |

Taking each step in turn, consider the problem of managing a common invasive species in the Great Lakes, the zebra mussel (*Dreissena polymorpha*). How the decision maker defines the problem will provide the basic framework for the remaining steps in the process. For example, the problem may be limited to zebra mussels (*Dreissena polymorpha*) or expanded to include the management of other invasive species such as the sea lamprey (*Petromyzon marinus*) and purple loosestrife (*Lythrum salicaria*).

Once the decision problem (or opportunity) has been defined, decision makers must then identify what they wish to achieve with their decisions -- in other words, their objectives. Considering the case of the zebra mussel, these may include preventing the spread of the pest, minimizing the inconvenience for recreationalists and property owners, minimizing costs, and implementing a strategy that keeps other exotic species from being introduced into the Great Lakes system (note: this is not an exhaustive list, there may be other objectives as well).

Then, decision makers would seek alternatives that work to address these objectives -- one option in this scenario might be to introduce a natural predator of the zebra mussel; another might be to use machinery to manually remove zebra mussels from a particular substrate.

The fourth element of a structured decision is to evaluate each alternative in terms of its consequences for meeting the stated objectives. For example, manual removal may be an effective means of controlling the pest in certain areas but it has proven to be costly and disruptive in the areas where it is being implemented. In contrast, introducing a natural predator may be relatively inexpensive and non-disruptive, but it violates one stated objective, namely preventing the introduction of yet another exotic species to the ecosystem.

This potential conflict between alternatives leads to the fifth and final step in a structured decision making approach -- addressing the sometimes difficult tradeoffs associated with selecting among the alternatives. Tradeoffs focus on what objectives the decision-maker is most interested in, or committed to, obtaining while potentially losing-out in other areas (e.g. the most cost-effective alternative may not fully address stated environmental objectives).

Too often, decisions are made without fully exploring these five elements of a smart choice. These steps, therefore, are intended to serve as a prescriptive guide for people interested in improving their decision making abilities when faced with complex or unfamiliar decision problems.

*Source: Hammond, J.S., R.L. Keeney, and H. Raiffa. (1998). *Smart Choices: A Practical Guide to Making Better Life Decisions*. Harvard Business School Press. Cambridge, MA. ISBN #0875848575

PrOACT-based Decision Activity Example

Problem: What is the best breakfast for me as I get ready for my school day?

Objectives:

By eating breakfast I can:

- Get nourishment for my body
- Prevent my stomach from growling in 3rd period
- Satisfy the adult who takes care of me
- Be like my friends
- Other objective: Get to school on time!

Alternatives:

My realistic choices for breakfast are:

- No breakfast
- Toast and milk (quick fix--bland version)
- Pop-tart on the run (quick fix--sugar version)
- Cereal with milk
- Cooked protein breakfast (cheese, meat, maybe egg)

O-A Table

Alternatives

| Objective | No Breakfast | Toast/Milk | Pop-Tart | Cereal | Protein |
|---------------|--------------|------------|----------|--------|---------|
| Nourishment | | *** | ** | *** | **** |
| Prevent growl | | ** | ** | *** | **** |
| Satisfy adult | | *** | ** | **** | ***** |
| Mimic friends | ** | **** | ***** | ** | * |
| Be on time | ***** | *** | ***** | ** | |

(If one objective is much more important than others, the choice may be apparent at this point)

Consequences:

Now I must consider what will happen if I make one of these choices. Look at the consequences:

- If I skip breakfast to be on time, I will get no nourishment but will get a lot of hassle from that adult because I don't take care of myself! I will be embarrassed when my stomach growls in 3rd period, too.
- If I have a highly nourishing breakfast, I will surely be late for school. The adult will be pleased with my choice of meals but will hassle me when I miss my ride. I could get detention, but my stomach wouldn't growl.

The other alternatives have consequences too, but not as great, so I should probably choose one of those.

Tradeoffs:

I will probably have a pop-tart or something like that. It will be quick and it has some nutritional value. I should be able to make it through to lunch, especially if I throw a second one into my backpack. I have traded off real nutrition, but I will try to have a good lunch.

From Decision Making Activities for the Great Lakes
Developed by the Ohio Sea Grant Education Program, The Ohio State University
© 2003

How Do You Make a Decision?

Problem → Define the problem.

Objectives → What are the goals? What should the outcome include?

Alternatives → What are the different ways to reach the objectives?

Consequences → Evaluate the alternatives. What can happen with each case?

Tradeoffs → What is negotiable? What parts of the alternatives are you willing to give or take?

PrOACT → Be proactive!

Where should I relocate?



Your group represents the Relocation Travel Agency. “Clients” have come to you with requirements for a place to live, work and relax in the Great Lakes region because they have the opportunity to relocate. Using the factors that are important to them [their Objectives] and the maps provided, make a suggestion to your “clients” about where they might want to relocate. Your agency may determine that there is more than one place a client could move. It is good to offer them choices, but be prepared to suggest what the consequences are for making the alternative choices! Write any and all relocation suggestions next to each client. When suggesting a relocation site, you may use any of the city names on any of the maps you have.

Here is a list of the clients and some information about each of them.

| | |
|--|---|
| <p style="text-align: center;"><u>CLIENT # 1</u></p> <ul style="list-style-type: none"> • Works as an operator of large trucks in mining (mainly limestone) operations • Has a boat and loves to water ski • Loves football • Loves big cities • Loves to snow ski • Flies often to visit relatives in Florida | <p style="text-align: center;"><u>CLIENT # 2</u></p> <ul style="list-style-type: none"> • He works in the coal industry • She has lots of experience managing-clothing retail shops • Own a horse so they would like to be in a somewhat rural, farming community • He loves to fish and often enters walleye tournaments |
| <p style="text-align: center;"><u>CLIENT # 3</u></p> <ul style="list-style-type: none"> • He has been in the soybean business for years and would like to continue it where he relocates • Needs to be near freight lines to ship out the soybeans • She is a minister • Does like a small city • Likes forested areas nearby to hunt deer, elk, bear and game birds • Together, they enjoy salmon fishing, snow skiing, and hiking | <p style="text-align: center;"><u>CLIENT # 4</u></p> <ul style="list-style-type: none"> • They speak both French and English fluently • He has raised cattle all his life and she is a teacher • Enjoy snow skiing, hiking, and fishing for salmon and trout • Enjoy being able to go into the city on the weekends to get away from rural life • Have family in Buffalo and want easy access to visit them (by airplane, car or train) |

CLIENT # 5

- He is a dairy (cheese) farmer and she is a preschool teacher
- They enjoy fishing
- They have a boat, but like things quiet and want to dock it somewhere there isn't a lot of boating traffic
- Have a new granddaughter in Grand Rapids and want to be able to visit her frequently

CLIENT # 6

- She speaks both French and English and leads foreign tour groups as a career
- He speaks both French and English and wants to open a business chartering boats for muskie and walleye fishing
- They prefer to live in a medium size city of about 1,000,000 people

CLIENT # 7

- Prefers larger cities of over 1, 500, 000 people
- Enjoys snow skiing, salmon fishing, and canoeing
- Has good friends with a boat and would like some dock access so they can bring it when they visit
- Is a doctor
- Prefers using gas to heat a home

CLIENT # 8

- She wants to manage a bed-and-breakfast and a group of cabins in the forests of Canada
- Wouldn't mind opening up a ski resort if the opportunity arose
- Doesn't really like the water
- Doesn't like large cities; prefers very small ones
- Needs a major airport to attract rich guests to the bed-and-breakfast or ski resort

CLIENT # 9

- Canadian and wants to remain in Canada
- Knows how to mechanically operate a canal lock system; used to work on the Portage Lake Ship Canal
- Wants to move to a different Great Lake than he was previously on
- Still wants to be able to fish for salmon and trout
- Would like an area with lots of boaters and maybe start a fishing charter operation
- Needs to be able to fly to Toronto to see an ill relative

CLIENT #10

- Want to move back to Canada where they were born
- She is a scientist wanting to research how organisms survive at great depths in fresh water
- He is the iron ore manufacturing business
- Both enjoy hiking, camping in state or national forests and boating
- She has a grandmother in Detroit who is afraid to fly and cannot drive anymore but wants to be able to visit often

Name: _____

Alternatives

After listing your clients' objectives, determine any possible cities or describe the regions that meet each objective of the client. List them to the right of each objective. (There is space for four alternative locations, but you may add more if needed). Feel free to label areas on your blank maps to help you keep track of possible relocation areas.

| Objective | Alternatives <input type="checkbox"/> Possible Cities | | | |
|-----------|---|--|--|--|
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Name: _____

Consequences

This is where you will look at the consequences of choosing each city. The following is an Objectives-Alternatives (O-A) Table. Rewrite the objectives in the left column. Rewrite any and all possible cities from your table above into the top row of the O-A Table. In the boxes below each alternative city, determine whether or not the city meets the objective. You can show this by writing a description, writing yes/no, or writing +/-.

[illegible]

Name: _____

Trade-offs

This is where you start to make a decision.

Are there certain objectives that could have more value than others? Explain your answer.

Are there factors that your client might be willing to give up in order to meet another objective? Explain your answer.

Your agency may determine that there is more than one place a client could move. It is good to offer them choices, but be prepared to suggest what the consequences are for each alternative city.

As the Relocation Travel Agency, present your findings to your client. In the space below, list your top choice or choices of relocation cities and the rationale for each.

Group Members: _____

GREAT LAKES RELOCATION RECOMMENDATIONS

Have your O-A tables available and lists of tradeoffs for your suggestions when you finish making your deliberations. Be ready to defend your choices if other groups have different recommendations.

Client #1 _____

Client #2 _____

Client #3 _____

Client #4 _____

Client #5 _____

Client #6 _____

Client #7 _____

Client #8 _____

Client #9 _____

Client #10 _____

Group Members: _____

Questions:

1. If a place does not meet all of the Relocation Requirements, why did your group recommend it anyway?

2. If more than one place was suggested for your client, which do you think the client would ultimately choose and why?

3. Did your group place a value on any of the requirements? If so, what were the values placed on the factors considered when relocating? (Hint: Try to rank them numerically based on importance).

4. Did every group assign the factors the same value of importance? If not, why?

5. Now that you have looked at the maps and know a little about what the Great Lakes region has to offer, where would you move and why? What characteristics of the region are attractive to you?

6. What was the hardest part of this activity and why?

Name: _____

7. Review PrOACT. In your own words, describe the process your group used to determine the relocation city. Do NOT describe the city and its characteristics, but rather analyze HOW your group came up with the decision.

8. Describe a time when you could have used the PrOACT process to make a better decision.

Name: _____

GREAT LAKES RELOCATION HOMEWORK

Answer the following questions in TWO well developed paragraphs. Paragraphs should have a minimum of five to seven sentences. Think back to the activity you just completed to help you with ideas for your answer.

In 15 years, where do you want to live (meaning state/country/climate)? What factors would you consider when choosing a home, place to raise a family, or career? Explain whether some factors are more important than others.