



Troubled Waters!

Investigating Conflict on Southampton Water

Student Introduction

- ▶ In these exercises you will understand what is meant by 'conflict' in a maritime sense.
- ▶ You will travel along Southampton Water on board a ferry to get a first-hand view of day to day conflicts.

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Read the following introduction then undertake the tasks on the following pages.

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Student Introduction

You will be travelling to the Isle of Wight on a Red Funnel ferry. You will board the ferry at Town Quay, Southampton and the ferry will take you down Southampton Water, across the Solent (the area of water between the mainland and the Isle of Wight) and you will arrive at East Cowes on the Isle of Wight.

Southampton Water, and the Solent, is a multi-use area. There is a wide range of activities going on both on and off the water and, as a result, conflicts arise.

Throughout these tasks you will be investigating the range of activities taking place in this area, considering how and why conflicts arise between these activities and, finally, looking into the ways in which management strategies are attempting to control these issues.

During your crossing, you will be asked to undertake THREE simultaneous observation tasks, each of which is linked.



What is meant by “conflict”?

What do we mean when we use the term “**conflict**”?

Work with a partner to try and write a definition in the space below.

“Conflict is...

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Identifying conflicts...

In Geography, we usually talk about conflict in terms of opposing views or opinions about how a resource should be used.

Different user groups (sometimes called **stakeholders**) have different ideas and needs, and often this can lead to conflict.

For example, conservationists want to preserve the natural ecosystems, habitats and wildlife of an area, while developers may want to build in that area; a conflict of interests arises.

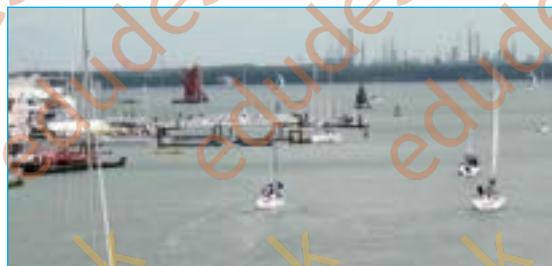
Competition between development and conservation is a typical example but, in the case of Southampton Water, conflict can simply arise between the wide variety of vessels trying to use the water at the same time.

TASK: Over the page you will find various images of Southampton Water. You should identify and explain as many possible conflicts as you can by adding annotations around the photos.

**LABELS -vs-
ANNOTATIONS**
- what's the
difference?

LABELS identify
features in the
photograph

ANNOTATIONS
add detail in terms
of explanation, e.g.
explain how/why a
conflict may occur

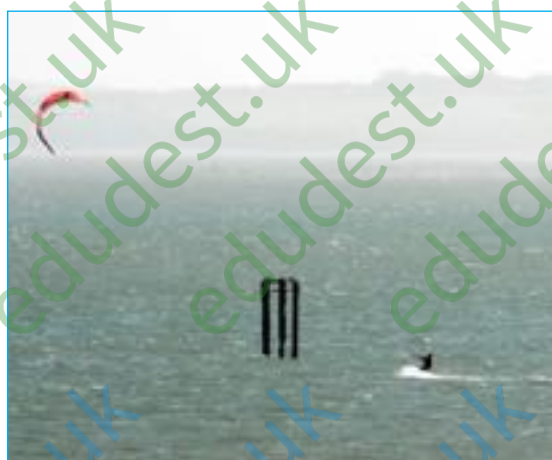


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AT SCHOOL

Preparation for your field work activity.

Read the information below and design your coding key.

Conflict Matrix

A conflict matrix is a tool that can be used to help identify conflicts that may occur between different user groups.

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	Sailing	Cargo Shipping
Sailing		
Cargo Shipping		

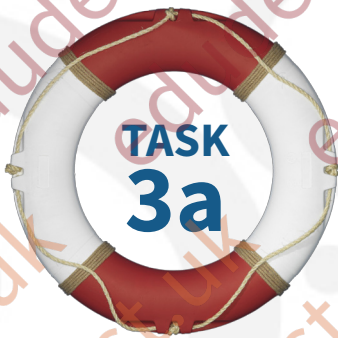
A couple of the human activities taking place on Southampton Water have been put into the matrix for you.

You now need to develop a coding key for completing the matrix.

This could be as simple as a tick / cross system, where a tick = definite conflict, cross = no conflict and maybe a ? question mark could indicate unclear or possible conflicts in certain situations.

Or maybe you could use a numbering scheme, for example 1 to 5 where 1 = no conflict and 5 = severe conflict, and come up with descriptions for the other numbers.

Decide on your own coding key and write this down now. You will use it during your ferry crossing.



ON THE FERRY

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As you cross Southampton Water and the Solent, complete your detailed conflict matrix using the key you designed at school. There's space for 10 different aspects, so choose carefully!

For completeness, write up your key in the footer.

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KEY

High Risk Conflicts

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Choose **three** of the conflicts you have identified as being highly likely / severe in your matrix and explain why you think each of these would occur.

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Low Risk Conflicts

Now choose **two** situations where you decided that conflict was unlikely / would not occur, and explain why you think this is.

ON THE FERRY

TASK
3b

Southampton Water and the Solent are incredibly busy, with a wide variety of activities going on both on and off the water.

Focusing on the activities on the water, work with a partner to identify as many different types of vessel that you have observed as you can. Tick any that you have seen on your crossing today.

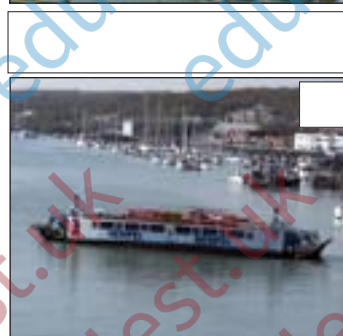
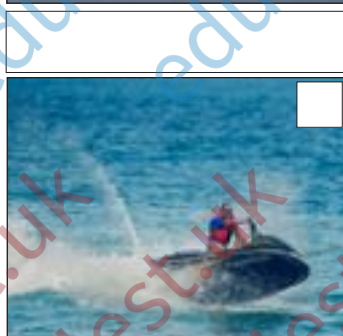
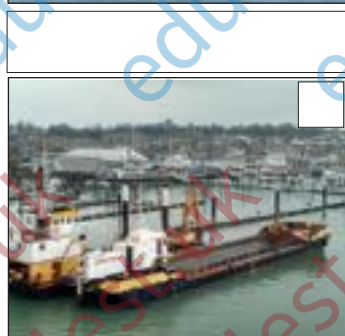
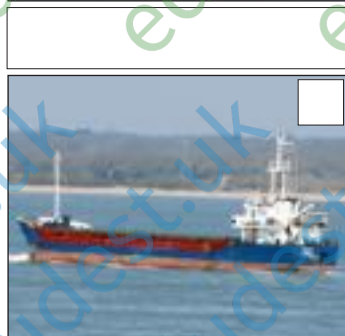
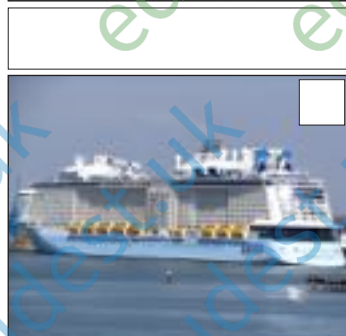
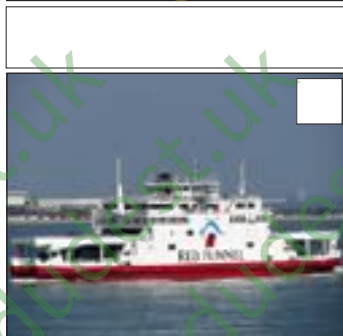
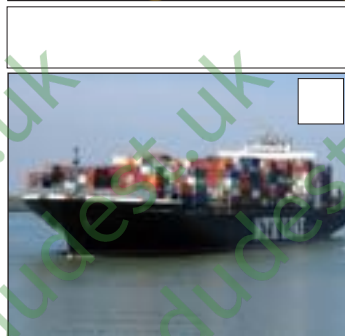
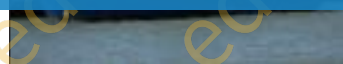
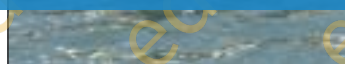
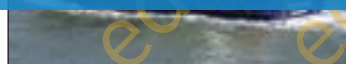


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ON THE FERRY

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Safety issues need to be carefully managed based on the variety of different types of vessel using Southampton Water and the Solent.

What do you think are some of the safety issues which need to be managed, based on the variety of different types of vessel using Southampton Water and The Solent? Discuss these with another student.

You are going to look out for any measures you can see which address issues.

- » Each time you see one of the following, look at where it is placed, and consider how it might help to manage safety and/or navigation.
- » You will see examples throughout the crossing, but don't worry if you miss a specific one - just use the photo supplied and think about how it might be helpful.



Navigation Buoys

Look out for both red and green ones!

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What do you think this means? www.edudest.uk



Police / Coastguard / Harbour Patrol boats

How is this technique helpful?



Speed limit signs / buoys

How is this technique helpful?

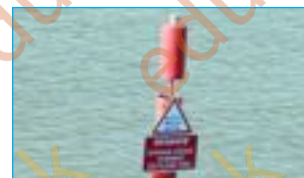


Warning signs

How is this technique helpful?

Warning signs

How is this technique helpful?



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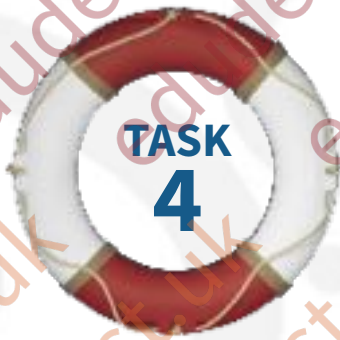
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The Cowes breakwater

How is this technique helpful?



BACK AT SCHOOL

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TASK 4

On the ferry crossing you observed a lot of activity happening in the Solent and Southampton Water, and you considered the practical conflicts that may arise as a result of this.

You also observed some of the navigational and safety measures that have been implemented to address these issues.

Follow-up Activities

Carry out research into conflicts in the Solent / Southampton Water and find out what is done to try to ensure that all of the different user groups' needs are catered for.

Your teacher will tell you exactly how they want you to complete the research and then present your work.

Essentially, you should include information on:

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You should include your own fieldwork (e.g. notes taken on a school trip) and your own photos, as well as information obtained from the internet.

Useful Websites / URLs

The following websites are a good starting place. They can all be accessed from the following URL:

<http://edudest.uk/followup> and enter the code for this document - **10722**.

Solent Forum

Take a look at page 8 of this document, which has some good information on conflicts.

Southampton Vessel Traffic Services ("VTS")

Explore the web pages using the left hand menu to find information about how leisure and recreation needs are being managed alongside other port activities.

Southampton VTS Guidance

A document produced by Associated British Ports, updated in 2014, which gives advice and guidance to those who enjoy recreational activities on Southampton Water.

Southampton VTS Capital Projects

Look at the information about "SWRUG" on page 4.

