



Activity #2

In-Class Public Forum

● ● ● In Advance *Student Reading*

- Assign Student Page “A Proposal to Relocate Broadcast Facilities on Haleakalā” (pp.13-17) as homework reading.

● ● ● Class Period One *Exploring the Relocation Proposal*

Materials & Setup _____

For each student

- Student Page “Different Points of View” (pp. 18-30)
- Student Page “Different Views in the News” (pp. 31-32)
- Student Page “Questions about the Viewpoints” (pp. 33-34)

Instructions _____

- 1) With the whole class, brainstorm answers to these questions: Who would care about this proposal to move the radio and television transmitter towers? Why would they be concerned?
- 2) Review key elements of the proposal with the class, using the information provided in the student background sheet.
- 3) Before you wrap up for the day, have students count off by sevens, writing down their number as they say it. Make reading and homework assignments based on students’ numbers:
 - a) Students should read the numbered viewpoint in the Student Page “Different Points of View” that corresponds to their number (one to seven).
 - b) All students should also read the Student Page “Different Views in the News.”
 - c) All students answer the questions on the Student Page “Questions about the Viewpoints.”

● ● ● Class Periods Two and Three *Preparing Testimony*

Materials & Setup _____

For each group of three to four students

- One photocopy of the “Summary and Anticipated Determination” section from the Draft Environmental Assessment (DEA) for the development of a coordinated broadcast facility on Haleakalā. (The DEA is included as an appendix to this unit.)

Instructions _____

- 1) Divide the students into small groups based on the views they read. There should be one group representing each viewpoint. Each group is to prepare for a “public hearing” on whether the transmitters should be moved to the proposed site at Kalepeamoā. You will hold this public meeting in class in two days.



During these class periods, each group will create a four to six minute testimony for that public hearing, as convincing as possible, based on the viewpoint they read. They may use visuals or other support for their presentation if they want to. They may come up with research tasks and divide these among group members as homework.

- 2) Each group should have a copy of the “Summary and Anticipated Determination” section of the Draft Environmental Assessment. This provides additional background about the project and the findings of the DEA. The table of contents for this section will help students find their way quickly to important information.
- 3) As an additional resource, you may wish to photocopy other parts of the draft environmental assessment for students, especially Chapter Four “The Affected Environment,” and Chapter Five “Environmental Effects and Potential Mitigations.”

● ● ● Class Period Four *In-Class Public Forum*

Instructions

- 1) Hold the “public forum” by having each team give its “testimony” to the entire class, allowing a few minutes for questions before moving on to the next one. If there is time left over at the end of class, hold a general discussion about what the most convincing presentations were and why, which perspectives students agree with, and what they think should be done about moving the transmitters. You may want to continue this summary discussion during the next class period.

Journal Ideas

- Do you agree or disagree with the perspective you were assigned in the public hearing? How did it feel to argue for that point of view?
- What is *your* perspective on whether the coordinated broadcast facility should be built at Kalepeamoā?
- What would you need to learn more about in order to make an informed decision about siting broadcast facilities at Kalepeamoā?
- Read the descriptions of value systems in the Student Page “Questions About the Viewpoints,” and explain which value systems show up most strongly in your personal point of view.

Assessment Tools

- Participation in class discussions
- Student Page “Questions About the Viewpoints”
- Participation with group in putting together testimony
- Testimony given in class: Evaluate on the basis of thoroughness, reasoning, and presentation.
- Journal entries