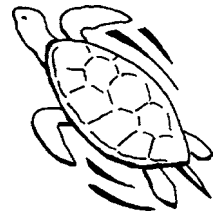


Investigating Coastal Issues

Newspapers are one source of information about issues affecting the coastal areas of Maui. But newspapers cannot present the whole story on every issue, so critical readers often use the newspaper story as a starting point for their own investigations. Your team will work together to develop a more in-depth understanding of one issue you select.

- Make a plan for your team’s investigation.
 - 1) Continue to watch the newspapers, radio, and television for more information about this issue. Look on-line or in the library for back issues of local and state newspapers for more information.
 - 2) Come up with a list of questions about the issue using the newspaper article(s) you originally collected as a starting point.
 - 3) Develop a list of people and organizations you will contact for more information about the issue. Use the newspaper article(s) and the list of local resources as a starting point. Make sure you are including a range of viewpoints as you develop this list.
 - 4) Divide responsibility for contacting the people and organizations among team members. Make sure team members know their responsibilities and which questions they are trying to answer.
 - 5) Make a schedule with deadlines for this first phase of research. (This phase will uncover more leads that your team will want to follow up.) Your teacher will help you develop your schedule.
- Write up your team’s plan, including all of the points listed above and any other elements you decide are important. Use the chart in the student page to write it out.
- Select one team member to be the project manager. The project manager’s job is to make sure the project is on schedule and to remind other team members of upcoming deadlines and responsibilities.
- Your team will need to have additional meetings as your investigation goes along. You will need to update each other about what you are learning, identify new questions, questions that haven’t been fully answered, and new ideas and viewpoints that you uncover. Divide up responsibility for new research leads.
- The project manager should keep current research plans and records of which tasks have been accomplished.



As You Contact People

Use the following basic rules:

- 1) Introduce yourself and your project.
- 2) If you are calling, ask if it is a good time to talk, or if you can set up an appointment at another time.
- 3) Have a list of three to five questions you want to ask prepared ahead of time.
- 4) Clarify and probe. Make sure you understand what you're being told. Ask probing questions if it seems to conflict with other information you've gotten.
- 5) After your conversation, or after receiving a response to a letter or e-mail message, thank the person for taking the time to give you information.
- 6) Keep complete notes about your communication with people, including copies of letters and e-mail messages, notes from telephone conversations, and notes about when you left telephone messages.

Resources for Investigating Local Coastal Issues

This is a listing of organizations and information sources that are likely sources of information on Maui coastal issues. Use it as a starting point in your research.

People

- The reporter who wrote the article
- Anyone who is quoted in that article and organizations referred to in the article
- Your friends and family members—if they do not know much about the issue, maybe they know someone who does.

Hawai'i State Government Offices

Department of Health

"Environmental Health" home page at <www.hawaii.gov/doh/eh/>

Department of Land and Natural Resources

<www.hawaii.gov/dlnr/>

(See telephone book and website for divisions not listed below and division website addresses)

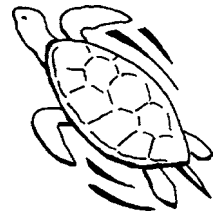
Division of Forestry and Wildlife

Wailuku
984-8100

Na Ala Hele Maui Office

Kahului
871-2831

Establishes and maintains trails that help support recreational activities such as fishing, hiking, camping, hunting, picnicking, and nature photography



Division of Aquatic Resources

243-5294

Manages the State's marine and freshwater resources

Division of Boating and Ocean Recreation, Maui District Office

Wailuku

243-5824

Manages and administers ocean recreation and coastal areas programs

Division of Conservation and Resources Enforcement

Wailuku

984-8110

Enforces state laws and rules involving state lands, parks, historic sites, forest reserves, aquatic life and wildlife areas, coastal zones, conservation districts, and state shores

Hawai'i State Legislature

<www.capitol.hawaii.gov/>

"Public Access Room" at <www.state.hi.us/lrb/par/>

Provides means for public knowledge and participation in the legislative process

Hawai'i Tourism Authority

<www.state.hi.us/tourism/>

Kaho'olawe Island Reserve

<www.hawaii.gov/kirc/main/home.htm#Overview>

Department of Business, Economic Development, and Tourism

"The State of Hawaii Data Book 1997," <www.state.hi.us/dbedt/db97/index.html>

Contains statistical information about Hawai'i and its people

Maui County Government Offices

County Council

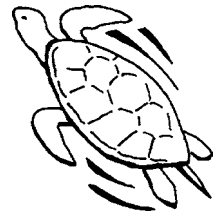
<www.co.maui.hi.us/council/index.html>

Includes contact information for county council members and information about land use, planning, and parks & recreation committees

Department of Parks and Recreation

<www.co.maui.hi.us/departments/parks/index.html>

270-7230



Department of Planning

<www.co.maui.hi.us/departments/planning/index.html>
270-7735

Includes coastal zone management program, including special management areas and development restrictions to avoid permanent losses of valuable resources and to ensure that adequate access to beaches, recreation areas and natural reserves is provided

Federal Government Offices

Keālia Pond National Wildlife Refuge

<pacificislands.fws.gov/wnwr/mkealianwr.html>
P.O. Box 1042
Kīhei, Hawai‘i 96753
875-1582

Hawaiian Islands Humpback Whale Sanctuary

<www.hihwnms.nos.noaa.gov/>
726 South Kīhei Road
Kīhei, Hawai‘i 96753
879-2818

Organizations

Hawai‘i Sea Grant Extension Service

<www.soest.hawaii.edu/SEAGRANT/extension.html>

Links university resources to community needs on issues including coastal ecosystem health and public safety

Maui Invasive Species Committee

<www.hear.org/misc/>
579-2115

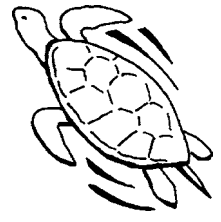
e-mail: maui.invasivespecies@gte.net

A voluntary partnership of private, government, and nonprofit organizations organized to prevent new pest species from becoming established in Maui County and to stop established pests from spreading wherever possible

The Nature Conservancy

<www.tnc.org-hawaii>

Information about each of this nonprofit organization’s preserves in Hawai‘i, including the Mo‘omomi Preserve on Moloka‘i, which includes an intact beach and sand dune system



Online Information

EE-Link Endangered Species page

<eelink.net/EndSpp/>

A comprehensive starting point for internet information on endangered species

Final Recommendations from the Fourth International Marine Debris Conference on Derelict Fishing Gear and the Marine Environment, August 6 - 11, 2000, Honolulu
<www.hihwnms.nos.noaa.gov/special_offerings/sp_off_imdc/recommendations.html#top>

Hawai'i Ecosystems at Risk project

<www.hear.org>

Attn: Research

P.O. Box 369

Makawao, HI 96768

891-1754

e-mail: pt@hear.org

Provides technology, methods, and information to decision makers, resource managers, and the general public, to aid in the fight against harmful alien species in Hawai'i

Maui Chamber of Commerce Community Reference Guide

<www.mauichamber.com/quick.htm>

Names and telephone numbers of many community organizations and services, including environmental groups and professional associations

Natural Heritage Program

<www.natureserve.org>

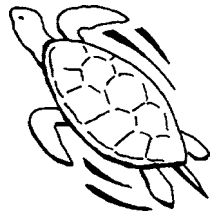
Click on the map of Hawaii on the map of the US on the homepage to get information on rare species in the islands.

Detailed, comprehensive information on the rarest biological resources nationwide, including Hawai'i. Its HINHP database is the state's largest computerized inventory of endangered, threatened, and rare plants, animals, and ecosystems, extracted from all available sources.

Sierra Club, Maui Group

<www.mauimapp.com/community/sierra.htm>

Works through political and regulatory action and community education on a range of issues related to protecting native habitat and species

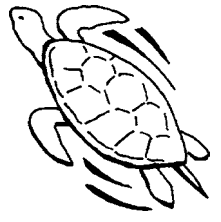


Issue Investigation Plan

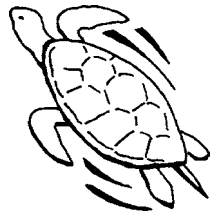
Team members:

Issue:

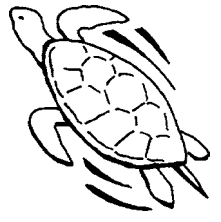
Your team's questions about the issue:



Person or organization to contact	Team member who will make the contact	Date to be completed



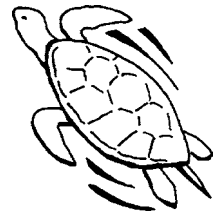
Person or organization to contact	Team member who will make the contact	Date to be completed



What Journalists Learn

Answer the following questions based upon your experience investigating and reporting on a Maui coastal issue.

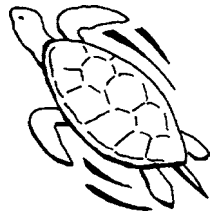
- 1) Describe the major positions people are taking on the issue you investigated. In your description of each position, include the beliefs and values that seem to be behind it and whether you think these ideas are based on fact or opinion.



2) Look at the following list of value systems. Which of these systems do you think are the most influential in each position, and how? (There may be more than one.) Explain your answer.

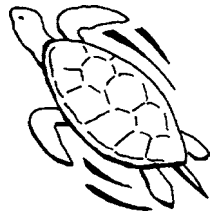
Aesthetic	focus on appreciation of intrinsic and subjective qualities, such as the beauty of an area
Cultural	related to maintaining the practices and attitudes of a culture
Ecological	concerned with living things and the function of ecological systems
Economic	related to the exchange of goods and services
Educational	concerned with benefits derived from learning
Egocentric	focus on self-satisfaction and personal fulfillment
Legal	concerned with the law and its enforcement or application
Recreational	related to the use of leisure time

From 'Ō'hia Project, Grades 7-8, Bernice Pauahi Bishop Museum and Moanalua Gardens Foundation, Honolulu, 1992, p. 284. Adapted from Ramsey, J.M., H.R. Hungerford, and T. Volk, "A Technique for Analyzing Environmental Issues," The Journal of Environmental Education, Vol. 21 No. 1, 1989.



3) Where do you stand on this issue? What beliefs and values influence your position? Do you think your ideas are based on fact or opinion?

4) Did what you learned during your investigation change your perspective? If so, how?



5) What did you learn about journalism in this unit?