### Objectives:
1. to learn how giving testimony to legislative committees can be an important part of science work for career or community living;
2. to practice giving testimony in writing or verbally on a sustainability issue of personal &/or community interest or concern

### Minutes:  
**Suggested Sequence:**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
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<tr>
<td>2-5</td>
<td>1. <strong>TALK STORY</strong> – as a class, scan pages 1 and 2 of the reading “Giving Testimony to a Legislative Committee” and ask students what they know about how the legislature works. Share what you know about the process, challenges and successes of citizens – including youth – who testify for or against bills.</td>
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<td>5-15</td>
<td>2. <strong>Optional ONLINE SEARCH &amp;/OR READING:</strong> ask students to visit <a href="http://www.capitol.hawaii.gov">www.capitol.hawaii.gov</a> and conduct a keyword search for “sustainable” or other keywords related to this class, then share information and questions about the postings they find. If you don’t have computer access for enough students, go over page 4 of the reading above called “Example Written Testimony” (to save time, 1/5th of the class can each read &amp; evaluate short sections then share information about who wrote this testimony, when and why).</td>
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<td>10-30</td>
<td>3. <strong>Optional FILM:</strong> show all or part of the 16 minute film “Green Jobs Not Jails - The Third Wave Of Environmentalism” at: <a href="http://www.youtube.com/watch?v=o3Zb0EVKOkY">http://www.youtube.com/watch?v=o3Zb0EVKOkY</a>. It may be best to prepare students for discussion by previewing these ideas &amp;/or getting ready to take notes on them: third wave environmentalism, eco-justice, green vs. gulag economy, incarceration, restoration, social justice.</td>
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<td>20-45</td>
<td>4. <strong>ROLE PLAY ACTIVITY:</strong> 1) have the class brainstorm a list of environmental issues to address and another list of different types of citizens who would be for or against the issues if they were part of a bill in the legislature (see Teacher’s Notes for helpful brainstorm prompts). 2) Next select just 3 issues for the class to focus on for this activity, then have pairs help one another choose 1 issue and prepare testimony for it. 3) Tell students in advance they will have 3 minutes to testify and they must introduce themselves and clearly state if they support or do not support the bill the issue addresses, and why. (Try to find volunteers to present sides they don’t normally agree with, so issues are discussed and viewed more broadly.) Use a timer with bell to cue students to begin and complete their role play. 4) After role playing, discuss as a group &amp;/or have students write individually a brief reflection on what they learned from the activity (i.e. what to do, what not to do, how to do it and why).</td>
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<td>15-30+</td>
<td>5. <strong>Optional WRITE TESTIMONY:</strong> Go over the directions on page 3 of the “Giving Testimony to a Legislative Committee” handout, referring again to the example...</td>
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given on page 4. Then assign students a due date to complete their own written testimony for a legislative bill. This could be done as homework, or in class, either individually, in small groups or as a class. This could also be done as part of this unit’s Community Action Project. If the legislature is not in session (it runs from January to May), students can still prepare testimony for bills slated for the coming year’s session. Encourage students to research actual bills which may affect them and your school’s community and complete this assignment in reference to one of these bills.

**Materials:**
- **For teacher:** Optional: Internet access & projector (or 1 computer for every 4 students)
- **For students:** 1 each of 4 page handout: “Giving Testimony to a Legislative Committee”
- **Safety:** remind students to stay seated during the role play and not attempt “Jerry Springer” types of interactions or inappropriate language

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<tr>
<th>Assessment/Performance Indicators:</th>
<th>Suggested Points:</th>
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<tr>
<td><strong>Informal assessment:</strong> Participation in Group Discussions &amp; Role Play practice activity, as well as optional reading, online search &amp;/or practice writing activities</td>
<td>10 points possible for participation …9+ insightful; 8+ engaged; 6.5+ adequate; 6 or below inadequate</td>
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<td><strong>Formal assessment:</strong> optional If students are given sufficient preparation time and practice, Role Play and/or Written Testimony can be graded for persuasiveness, clarity, accuracy of information and appropriateness of topic (2½ points each to total 10 Points)</td>
<td>10 points for optional graded Verbal &amp;/or Written Testimony … see same scale as above &amp; criteria at left</td>
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**Exceeds Expectations:**
Notes are taken in group discussions & while watching peers in practice role play (& optional reading, online search &/or practice writing activities); overall participation shows insight & engagement in learning; Optional Formal work products show insight and accurate use of research to be highly persuasive to audience

**Meets Expectations:**
Spoke & listened in group discussions & while watching peers in practice role play (& optional reading, online search &/or practice writing activities); overall participation shows adequate attention and at least 2/3rd of time on task; Optional Formal work products show clarity and some accurate use of research to attempt to persuade audience

**Needs Improvement:**
Participated less than 2/3rd of the time in group discussions & while watching peers in practice role play (& optional reading, online search &/or practice writing activities); overall participation shows insufficient attention and time on task; Optional Formal work products are not clear, are inaccurate, use no research &/or do not attempt to persuade audience

**Learning Styles:**
- ✔ Left Brain
- ✔ Right Brain
- ✔ Auditory
- ✔ Visual
- ✔ Kinesthetic/Tactile
- ✔ Spatial

**Enrichment/Extension:**
- Read the extra handout in this unit, Part B: “Example Bright Idea – Service with a Statement”
- Take part and get others to join in Earth Hour (see: [www.earthhour.org/about/](http://www.earthhour.org/about/)), a global yearly campaign to influence policy on climate change by turning off the lights for an hour. The movement began in 2007 in Sydney with over 2 million people, in 2008 involved 50...
million, and in December 2009 hopes to see 1 billion participate so the Copenhagen Global Climate Change Conference (the next Kyoto Protocol) will hear the voice of the people. Put Hawai'i on their “Map” (see tab near top) and check out their “Downloads” to create posters, stickers, cards and other awareness resources.

**Keywords:** eco-justice, green vs. gulag economy, green jobs, government, incarceration, Legislative Committee, restoration, role play, service learning, social justice, state capitol, testimony, third wave environmentalism

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**Teacher’s Notes for Unit 10, Legislative Testimony Lesson**

*For #3 above – About “Green Jobs Not Jails - The Third Wave Of Environmentalism”*

Van Jones, Founder/Director of the Ella Baker Center for Human Rights ([http://ellabakercenter.org/](http://ellabakercenter.org/)) talks about his compelling moral vision for California to abandon its 'incarceration economy' for an 'innovation economy' and do an ecological U-turn on the four wheels of labor, progressive business, environmentalism and social justice. As he puts it, "a rainbow city in a rainbow state in a rainbow country leading the way to a rainbow planet."

- **gu·lag** (say GOO-lahg), noun
  1. A network of forced labor camps in the former Soviet Union.
  2. A forced labor camp or prison, especially for political dissidents.
  3. A place or situation of great suffering and hardship, likened to the atmosphere in a prison system or a forced labor camp


*For #4 above – Role Play Activity: Brainstorm Prompts*

1. What environmental issues are related to water, land, or air that concern our community? Which people, animals or other species do they affect? Are the issues very local (just our town), island-wide concerns, state, national and/or global?
2. Which citizens might be concerned about these issues? Students? Parents? The elderly? People with disabilities? The poor or the rich? People of specific cultures, races or religions? People in business or politics? Local people or others?