

NHE Webinar - April 10, 2024

Lesson Objective:

Students will enact a model solar choice session at a town meeting where they work with varied groups of people with different goals and values to agree upon the best solar policy that best represents the town of Granite Cliff, NH.

- Which type of solar does the town want to encourage?
 - only the individual systems (rooftop or small ground mount)
 - municipal (canopies on town- owned buildings/car garages)
 - state driven opportunities for large scale ground mounted solar facilities.
- What policy **procedures** should the town adopt to ensure that the agreed upon choice is carried out?

Day before or Day of the Webinar

- Teachers will share the zoom link, the identity sheet, the solar information sheet, and the town map with each student shortly before the zoom meeting.
- Teachers will ensure that each student has an electronic device that enables them to join the zoom webinar.
- Each student (and teacher) will log on by 3:00.
 - Teachers may choose to log on as silent observers, or they may choose to monitor and assist their students within the room they are gathered in.
 - Students can do the activity from home, if the teacher and student schedule work better with this option AND if the teacher prepares them in advance.
- Students will not work as a school team for this activity, thus having the full team present is not required.
- The webinar will end at 4:05.

Webinar Outline

Welcome and introduction of the activity (**5 minutes**)

Breakout Rooms Part One: (30 minutes)

- Students will be randomly assigned to break out rooms with the same identity.
- **Goal 1 (10 minutes):**
 - To understand the identity/role of this group and to read through the types of solar available for the imaginary town of Granite Cliff, NH.
 - Each breakout room will review the solar identity and the types of solar information sheets, plus the fictional town map.
 - Students will learn their identity and review the given types of solar options.
 - Students can ask each other questions about their tasks and roles.

- Students should discuss their discussion parameters, i.e. time limit per speaker, disagreements, how to ensure everyone who wants to speak can, etc.
- Students work in their groups within each identity.
- **Goal 2 - (20 minutes):** To discuss the pros and cons of each option, decide on the best option that fits with their group's identity, and to develop supporting evidence and reasons for their claim.
 - **Prompts 1 – 3 will be discussed.**

Overall group discussion/debate (30 minutes)

- **Goal 3: 15 minutes:** The overall group should come to a consensus of a best plan for the town of Granite Cliff.
 - **Debate prompts 1 & 2 will be discussed.**
- **Goals 4 and 5: 15 minutes:** Reach a consensus on town location(s) and policies.
 - **Debate prompts 3 & 4 will be discussed.**

Reflection (To be done by each school, AFTER the webinar)

- **Goal 6:** The ultimate lesson goal was to find the best compromise within a variety of groups with diverse opinions, motives, and values.
 - **Reflection prompts 1-3 will be discussed.**

Role Play Identities

- 1) Government worker 1 - Federal
- 2) Non-government organization (NGO) worker 1 - Renewable energy NGO
- 3) Government worker 2 – State
- 4) NGO worker 2 - Environmental conservation NGOs
- 5) Government worker 3 - Local/municipal town official
- 6) Industry Worker 1 - Private Solar Company
- 7) Community member 1 - Environmentalist
- 8) Community member 2 - Rural Not wanting change
- 9) Community member 3 – Rural farmer deciding whether to sell their land to developers or lease their land to a solar company and have solar panels installed.

Only the highlighted identities will be used for the 4/10 activity.