Assignment Option Three: Create Legislation or   
Run a Council Meeting

Throughout this lesson, you have explored the question: “How can improvements be made to the soundscape of marine mammals through action, legislation, and information?” Using what you know, or additional information from a variety of sources, decide on legislation, policy, or law that would cause change. You have two options:

* In your group, you can run a ‘council meeting’ with different students playing different roles. You can present it as a stakeholder meeting with various interest groups represented by students in the group, or as a debate between groups on either side of the issue. OR
* Individually, you may present a written piece of legislation that would cause change.

Be sure to answer the following questions in your meeting or legislation:

* What specific behaviour do you want changed?
* In what ways do you want the behaviour to change, and to whom does this apply?
* How will this change impact the population, and the issue you want addressed?
* How would the change in policy be enforced? How would enforcement be funded?
* Is there a penalty for non-compliance? What is it?
* How would you inform people of change? Would you have a grace period or any ‘grandfathering’ (excluding a party from conforming to the changes because they have historically been allowed to do so)?
* How and when would your new policy be assessed for success or failure? What measurements would you use for each?
* How would you get people to support your policy change?
* How would you address concerns of people against, or resistant to, your change?

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| **Category** | **4** | **3** | **2** | **1** |
| Behaviours (both old and new) clearly defined and explored. | Presentation or legislation clearly explores behaviours they hope to change and which behaviours they hope to foster. | Presentation or legislation mostly explains behaviours they want to change and which behaviours they hope to foster. | Alludes to behaviours they hope to change and which they hope to foster. | Does not mention behaviours to change or foster. |
| Impacts, enforcement and monitoring. | Presentation or legislation fully explores impacts of the policy as well as all aspects of enforcement and monitoring. | Presentation or legislation  mostly explores impacts of the policy as well as some aspects of enforcement and monitoring. | Presentation or legislation alludes to impacts of policy as well as alludes to enforcement and monitoring. | Presentation or legislation does not include key aspects such as impacts, enforcement, or monitoring. |
| Audience. | Demonstrates a clear understanding of the potentially affected population, and explores possible public concern, education and responses. | Demonstrates general understanding of the potentially affected population, and mostly explores possible public concern, education and responses. | Demonstrates some understanding of the potentially affected population, and somewhat explores possible public concern, education and responses. | It is not clear that possible public concern education or response has been considered. |
| Written components have been proofread for spelling, grammar, and accuracy, and includes name, date, and title. | No mistakes. | 1-2 mistakes. | 2-4 mistakes. | Many mistakes are evident. |