## Overview of Changhua Coastal Wetland Unit

<table>
<thead>
<tr>
<th>Phase</th>
<th>Purpose</th>
<th>Key Activities</th>
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</table>
| Phase I: Deliberation in Democracy | Build a democratic discussion community                               | ● Students discuss “What are the most important things in Dacheng?”  
● Structured Academic Controversy: Should students wear uniforms to school?  
● Students present ideas about uniforms to the director of student affairs |
| Phase II: Exploration of Issues | Part A: Learn about the wetland and the historical context of Kuokuang petrochemical project controversy  
Part B: Learn about the current controversy around wetland policy       | ● Town Hall Meeting: Simulate the Kuokuang Petrochemical Project hearing using the deliberative framework (social, economic, and environmental perspectives) with students role-playing different stakeholders  
● Field Trip 1: Visit Changhua coastal wetland  
● Students analyze the public record of local residents’ opinions on the wetland designation  
● Informative Guest Speakers: Official from the Construction and Planning Agency (Ministry of the Interior) on Taiwan’s wetlands and wetland conservation law; Representative from environmental NGO on wetland and economic activities; Representative from environmental NGO on wetland biodiversity, function, and subsidence problems.  
● Structured Academic Controversy: Should the Changhua coast wetland be designated a national wetland?  
● Field Trip 2: Experience ecotourism around the wetland  
● Structured Academic Controversy: Should the Dacheng industrial park be built in Tainqian Village? (local controversy) |
| Phase III: Development and Analysis of Policy Alternatives | Map stakeholders of the wetland policy controversy and consider the case for a national wetland | ● Students analyze the positions and arguments from supporters of the wetland designation  
● Informative Guest Speakers: Local Dacheng resident’s perspective of the wetland designation; Chair of a bird protection environmental NGO (also a local resident)  
● **Mapping Stakeholders of the wetland policy controversy using the deliberative framework**  
● Field Trip 3: Visit the Aogu National Wetland and interact with local residents who support its national wetland designation  
● Town Hall Meeting: Simulate a hearing on the Changhua coastal wetland designation controversy using |
the deliberative framework with students role-playing different stakeholders

| Phase IV: Civic Action | Translate knowledge about the wetland into civic action | • Students make decisions on the wetland policy controversy and prepare their presentations  
• Students present their discussion process and decision to stakeholders at a community meeting |