



# Washing Away

LOSING LOUISIANA



## THEY ARE GOING TO HEAR ME

AN ACTIVITY FOR MIDDLE AND HIGH SCHOOL STUDENTS  
DEVELOPED BY CLAUDIA FOWLER

### OVERVIEW:

Students' voices can be heard. Student-led projects can result in meaningful experiences and can make a significant impact upon the student and the community. There are excellent projects underway in Louisiana schools today, many of these focusing on wetland loss and other environmental topics. Some examples are *Coastal Roots* (<http://lamer.lsu.edu/projects/coastalroots>), *Wetland Watchers* ([http://www.edutopia.org/php/article.php?id=Art\\_1208](http://www.edutopia.org/php/article.php?id=Art_1208)), *Bayou Side Classroom* (<http://www.lumcon.edu/education/studentdatabase/default.asp>), and any one of the numerous Christmas tree recycling projects (<http://www.shreveportgreen.org/programs/christmas-tree.cfm>) around the state. These projects are found both within the formal classroom and in a more informal setting, such as 4-H, scouts or nature centers.

### GRADE LEVEL EXPECTATIONS:

#### Louisiana Grade Level Expectations (Science)

##### Grade 5

SI-M-A7 GLE 19 Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations) (SI-M-A7)

##### High School

SE-H-C2 GLE 21 Analyze the effect of common social, economic, technological, and political considerations on environmental policy (SE-H-C2)

SE-H-D4 GLE 26 Determine local actions that can affect the global environment (SE-H-D4)

#### Louisiana Grade Level Expectations (Social Studies)

##### Grade 8

C-1D-M4 GLE 40 Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)

C-1D-M5 GLE 41 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)

### SUGGESTED PROCEDURES:

This activity should follow the completion of a unit study on coastal issues (science) and citizenship (civics).



[www.lpb.org/washingaway](http://www.lpb.org/washingaway)



Louisiana Public Broadcasting • 7733 Perkins Rd • Baton Rouge, LA 70810 • 225.767.5660 • 800.272.8161 • [www.lpb.org](http://www.lpb.org) • [edserv@lpb.org](mailto:edserv@lpb.org)

© 2006 Louisiana Educational Television Authority on behalf of Louisiana Public Broadcasting. All rights reserved.

Educational outreach made possible by the generous support of *America's Wetland: Campaign to Save Coastal Louisiana*.

1. Students view ***Washing Away*** video clip (2:30-5:53)
2. a. Ask students what they think Kerry St. Pé is referring to when he says: “But I promise that they are going to hear me”  
i.e., Who will hear him and what is it that he wants them to hear?
- b. St. Pé concludes by saying “it is my obligation to become more vocal...”  
Students should discuss what they think he means by “obligation” in light of their knowledge of citizenship rights and responsibilities.
3. Students should view the following clips from the LPB series, ***The Enviro-Tacklebox™*** in order to become familiar with two student-led projects that actually led to legislative and policy changes.

*These clips are available through the LPB CyberChannel (<http://www.lpb.org/cyberchannel>)  
See below for additional information on how to access these clips.)*

From ***The Enviro-Tacklebox™*** series:

**Module 3: Topics and Issues in Environmental Science-Enviro Rules**

- *The Legislative Process: Getting Students Involved* (04:07 minutes) and
  - *The Power of Facts: Using Evidence to Strengthen Your Cause: The Case of Black Mountain* (03:58)
4. Allow time for students to discuss these two video segments and the projects that are described. Ask students if they believe it is possible for them to make a similar impact. Why or why not? Point out that the students in the video are just like them. It is very important students realize they can make a difference.
  5. Students should view ***Washing Away*** video clip (53:52-55:55). Ask students to recall the earlier clip of St. Pé and his passionate statement that “he will be heard” and discuss the following questions:
    - Why do you think he is so passionate about this issue?
    - What about this man do you know from the video that would give you insight into his desire to “make a difference?”
    - Do they think public issues and policies are the responsibility of citizens, even if they do not participate?
    - Do they think Kerry St. Pé will be heard?
  6. Within the parameters of coastal concerns, let students brainstorm topics they feel are important issues. Once this has been done, students need to consider possible ways in which they could help resolve the issue(s) through a class project and become a voice to be heard. Students could write letters to their elected officials, speak to the school PTA, etc. There are many ways to become involved. **America's WETLAND** (<http://www.americaswetlandresources.com/>) has a list of suggestions that can serve as a starting point.
  7. Once students have decided on a project be sure to get administrative approval and be sure that all activities are documented.

Two school projects from Louisiana are featured on the **Enviro-Tacklebox™** video **Student Solutions** found in *Module 3*. These are Covington High School and students from the Jefferson Parish School System (pre-Katrina). Information on these two videos is at the end of this section.

**Note:** *If students participate in any type of mock legislative programs in the school this would be an excellent opportunity for consideration of a bill, ordinance or regulation.*

## RESOURCES:

The video clips from the LPB production **The Enviro-Tacklebox™** can be accessed in the following manner:

- Through the **LPB CyberChannel** for those schools subscribing to the *unitedstreaming*. The teacher guides are also available here.
- Through purchase of modules from the **ShopLPB** at the LPB website (<http://www.lpb.org>)

For nonsubscribing school systems, the teacher guides with activities can be accessed at the **LPB Learning Port** website (<http://www.lpb.org/learningport>) in the **Lesson Plan Storeroom**.

From **The Enviro-Tacklebox™** series:

*Module 3: Topics and Issues in Environmental Science:*

**Enviro Rules** video

- Segment 1: *The Legislative Process: Getting Students Involved* (04:07)

Enviro Rules video

- Segment 6: *The Power of Facts: Using Evidence to Strengthen Your Cause: The Case of Black Mountain* (03:58)

From **The Enviro-Tacklebox™** series:

*Module 3: Topics and Issues in Environmental Science:*

**Student Solutions** video

- Segment 1: *Working Together to Help the Environment: The Case of Covington High School* (02:15)

**Student Solutions** video

- Segment 7: *The Jefferson Parish Schools: Working Together to Restore the Coast* (02:00)



Washing  
Away  
LOSING LOUISIANA

