



Journal Prompts

Optional Activity

Students have a journal assignment as a reflection at the end of each day. The intention of the journaling exercises is to give a voice to internal processing and for students to express their own individual experience, as well as a way to assess and track student understanding of the curriculum. Journal topics can be presented as a booklet that the teacher collects to review periodically throughout the unit, or students could wait to turn it in until the end of the unit. Student responses will vary in length and structure.

Prompt #1

Think about the environmental challenges facing coastal Louisiana that were presented today. Choose one of these issues and zoom in to focus on one small part of the problem that is important to you. Describe that one small part as if it was the only problem. Why is it important to you? What questions do you have about it? Now zoom out and consider the small part in the context of a bigger problem. How do your feelings about the problem change when you consider it on a larger scale?

Prompt #2

In today's lesson, you learned about how important the river was in the formation of the land you live on. Think about a natural area or specific place in coastal Louisiana that is special to you. Describe the place and share what you like about it. From your understanding of how the Mississippi River Delta has changed over time, explain how this area might have formed.

Prompt #3

Think about the ecosystem services that an estuary provides to the environment and describe how the environment you live in could change if the estuary were no longer there. Come up with your own metaphor for what an estuary is like and describe it.

Prompt #4

Hydrologic modification is an issue that can be represented as a tug of war. Draw a line across your paper to represent a rope for our 'hydro' tug of war scenario. Give a name to each end of the rope that reflects two opposing viewpoints that might be taken in this issue, such as "Hydrologic modification is good because..." on one end, and "Hydrologic modification is bad because..." on the other end. On one side, what are the "tugs" or reasons that support it? You might not personally agree with the tugs, but you can still identify them. On the other side, what are the "tugs" that support it? Write the "tugs" along the rope and consider how the reasons compare with one another. Stronger reasons should be closer to the ends, while reasons that may not be clearly on one side or the other can be closer to the middle.

Prompt #5

In today's lesson about land loss, you were asked to consider a claim about how brown shrimp and other wildlife might be affected. Write a headline, similar to what you would see in a newspaper, that describes how you feel or what you think about this. A headline should be brief but also contain carefully selected words that serve to summarize the main idea. Explain your headline.

Prompt #6

Reflect on today's lesson about sinking land and sea level rise. How do you think you and your family will respond to the changes brought about as a result of sea level rise? Do you think your life will be affected a lot, a little, or not at all? What feelings come up for you when you think about the future with respect to sea level rise?

Prompt #7

What is the tale of a hurricane that has affected your family or community? If you have not experienced a hurricane yourself, ask a family member or friend who has to tell you about it. Describe what you or they remember the most, and how things were different in the months and years after the storm. Imagine what it might be like to experience hurricanes in coastal Louisiana 20-30 years from now. How and why might things be different?

Prompt #8

Step inside the perspective of someone who is connected to the challenges brought by changing ecosystems in coastal Louisiana. Imagine yourself as this person, and list your responses to the questions below from that perspective:

- What would this person see or notice about their ecosystem?
- What challenges might this person face?
- What might be important to this person?
- What might this person wonder about?



Prompt #9

Think back to when we began this unit about coastal Louisiana and reflect on how your thinking has changed. First, recall the ideas you used to have about the environmental problems facing your community. Write down what it is that you used to think, starting with the words “I used to think...” Next, think about how your ideas have changed as a result of what we have been studying. Write down a few lines to capture where you are in your thinking now, starting with the words “Now, I think...”

Prompt #10: Describe a time when you have been resilient. What skills did you need in this situation? What was the most challenging? How could the lessons you learned from your own resilience be applied to the larger idea of a resilient community? Explain your thinking.

Prompt #11

Reflect on the communities from today’s lesson. Many of these communities are facing increased flood risk due to Louisiana’s coastal land loss crisis. What makes some Louisiana’s coastal communities more or less resilient than others? Explain your thinking.

Prompt #12

Think of a coastal project in or around your community. How has this project affected your community? (The Coastal Projects in Louisiana Student Sheet from today’s lesson lists the different types of coastal projects.

Prompt #13

To form parish adaptation plans, LA SAFE held several rounds of community meetings. The goal of these meetings was to receive input from the residents about what type of adaptation projects they wanted to see in their community. Do you think this is an effective process for developing community adaptation plans? Why or why not? What aspects of your community would you want to protect with an adaptation project?

Prompt #14

Many different types of projects are being constructed along the Louisiana coast, including both restoration projects and risk reduction projects. What type of factors will officials need to consider when designing risk reduction projects? What different factors would they need to consider constructing structural protection projects versus nonstructural?

Prompt #15

Looking at today’s LA SAFE pilot proposals for Terrebonne Parish, your group may have compromised while rating the proposals. Which proposal do you consider the most important or the most effective? What community problem(s) does this proposal address? Describe if this proposal represents a long term or short term adaptation plan. List five points below to support your chosen proposal.

Prompt #16

Today’s lesson focused on exploring the different types of adaptation strategies used in Louisiana. Do you agree with the strategies listed in the Terrebonne Parish Adaptation Plan reading? What actions would you add or remove?

Prompt #17

Think about the Resilience Toolkit steps from today’s lesson. Steps 1 and 2 wanted you to identify environmental problems affecting your school and assess the risks to your school. What challenges did you experience when thinking about how coastal land loss has impacted your school campus? How do you think coastal land loss will impact your school campus in the future? Explain your thinking.

Prompt #18

Today’s lesson asked you to brainstorm possible adaptation plans for your school campus. What was challenging about making a list of adaptation projects? If unlimited funds were available, how would you adapt your school campus to face Louisiana’s land loss problem? List the projects that would be included in your adaptation plan and describe each project’s benefits to your school. Why are these projects not possible right now?