

Video Transcript for “MWEE Lewisdale Elementary School”
Posted by: Chesapeake Bay Program

Video images: Classroom discussion, text: Prince George’s County Public Schools (MD)

Narration: The water will crash into each curve. [student] Okay, so you're giving me a case of why it would be slow. I want to argue the opposite. [Ms. Rouget to students] It cannot stay all bunched in so I needs to take out really fast all the water out. [student] He’s saying, look, the water volume can pile up, the water has to be released [Ms. Rouget to students]...I am Wendy Rouget. I teach at Lewisdale Elementary School in Hyattsville, Maryland [Ms. Rouget interview]...It's a dam right? I love that thinking, very nice. [Ms. Rouget to students]

Video images: Classroom discussion, Interview with Ms. Rouget, class exploring the outdoors

Narration: Our students come from all over the world. From Africa, Central and South America, parts of the US. I used to live in New York City. I grew up in the Caribbean but came to the US when I was very young. And when I moved down here I was very scared of the outdoors and all the green. [Ms. Rouget interview]...It's non-native and it's invasive they take over. [Ms. Rouget to students]...I approached the MWEE as something that will help me bring my teaching and my students into 21st century issues and learning. To me, the 21st century occurred and we need to be in it as much as possible.

Video images: Students in the classroom using stream tables, Interview with Ms. Rouget

Narration: A lot of the NGSS science and engineering practices. All of them we address in some way in the classroom. So when we brought in the stream tables it was designing an experiment, having questions, using research to get data to come up with conclusions and things like that. [Ms. Rouget interview]...I'll teach you how to calculate average and we're going to graph the average so we can analyze our data. Do you think the curvier line is causing more of a flow or less of a flow? [Ms. Rouget to students]

Video images: Interview with Ms. Rouget

Narration: One of the big things that I use is claim evidence reasoning statements. What's your claim? How are you gonna back it up? What does your research show? And just keep them focused back because a lot of times they want to go to their opinions as their back up and I want to take them away from that. Let it be research-based. [Ms. Rouget interview]

Video images: Classroom at stream, students taking and testing water samples

Narration: And then we ultimately go up to the stream and apply all what we've learned at school to that environment. [Ms. Rouget interview]...Okay you can put those things right there. It's not here, it's like a white dots. Oh it does have a little bit here but not

much. [students and teacher talking]...If you are interested in this field. This would be stream ecology so you're testing the water here. [Ms. Rouget to students]

Video images: Interviews with two students and images of class at stream

Narration: Looking over here like in the streams, we're seeing like how clean is the water like if it's good for the animals that live in it. [1st student] So far the stuff we have done, it's pretty good. Like all the levels are fine, the algae, it's all good. [2nd student]...Some of the superstars who are linguistic, logical learners, they don't shine as much when we go outside. So you have a different type of student getting the opportunity to show how smart they are. [Ms. Rouget interview]

Video images: Students identifying macroinvertebrates

Narration: Use the dichotomous key and identify. Some of you were saying you have a lobster, I'm not sure if that's right. Legs or no legs? And look at the damselfly, is that one in there? [Ms. Rouget to students]...And this happened time and time again. So for instance, one of the things that I learned from my students, to let go of this idea that we had to identify every macroinvertebrates correctly.

Video images: Students in classroom discussing macroinvertebrate identification

Narration: They think it's a damselfly because it has a thorax...[students discussing the body parts of macroinvertebrates to identify them]...Are you using your logic? Do you have evidence to support what you're saying? that was the most important part. We can disagree on if we think it's a mayfly larvae or stone fly larvae, that's not the big deal. It's the process. Did you back it up with evidence? And some of the students who don't shine, they're the ones who are really good at staying focused and identifying and really arguing their case. [Ms. Rouget interview]...Macroinvertebrates, there weren't as many as the ones...[students discussing their results].

Video images: Ms. Rouget teaching the class

Narration: Today you learned a lot about macroinvertebrates. How to identify them and how to use them to determine if a stream is healthy. We've done things on runoff; we talked about water quality a little bit. Now I want you to answer the essential question: How do the actions of humans, positive or negative, impact the environment or the planet? [Ms. Rouget to students]...They should make sure that they don't pollute the water like, they don't release chemicals in the water. We could make other public places closer together like in the community so that we don't always have to use our cars, you could use bikes or just walk. [students sharing ideas]

Video images: Class outside on the school grounds, interview with Ms. Rouget

Narration: What about the top of the school. Which one would it classify as: impervious or pervious? [Ms. Rouget to students]...The MWEE really does not add on to any of the standards that I have to teach. To me, it's all looking at it through a different lens and it helps to focus me and it helps me to see how really it connects to action projects or making sure the activities that we do connect to place-based, problem-based learning so it helps just frame it much better. [Ms. Rouget interview]

Video images: Class outside on the school grounds, interview with Ms. Rouget

Narration: So the action part, for about a hundred kids on average they will go up to the stream and we will clean the whole part. Just get out cherry pickers, we put on our vests. It seems like it's simple, it's just cleaning up. But a lot of our students use the same park for picnics all throughout the year. That's where they spend a lot of their time with their families on a daily basis so I want them to be responsible for the quality of the park. I want when they walk in the door, they'll see the desk set up a certain way or they'll see different materials and equipment. What are we gonna do with that? I want that excitement. And a few years ago I overheard a kid say, you never know what we're gonna do in this class. And that was the biggest compliment I don't need any awards. That to me says it all.