

Lesson Seed: Environmental Regulation

High School Core Learning Goal: Government

- 1. Political Systems;
- 4. Economics

Expectations:

1.1 The student will demonstrate understanding of the structure and functions of government and politics in the United States.

4.1 The student will demonstrate understanding of economic principles, institutions, and processes required to formulate government.

Indicators:

1.1.4 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions

4.1.3 The student will examine regulatory agencies and their social, economic, and political impact on a country, a region, or state.

Objective: To propose legislation that describes the role of students think the FDA should have in regulating public concerns in health.

Materials and/or Set Up

Students will need access to computers with internet access and these websites:

EnviroMysteries: Inside Stories <http://enviromysteries.thinkport.org/insidestories/> (this can take some time to load) from Thinkport.org

Princeton Model Congress—How to Write a Bill <http://pmc.princeton.edu/writeabill.php>

Princeton Model Congress –Bill Template <http://pmc.princeton.edu/docs/billtemplate.doc>

Relevant Vocabulary

Regulatory Agencies, FDA, bill, legislation, lobbyists, citizens, public policy

Introduction/Motivation

Define regulatory agency. Using a mind web, have the students identify the major regulatory agencies. Play Frankie's story from <http://enviromysteries.thinkport.org/insidestories/>. Pause Frankie's story once the problem "Listeria on the strawberries" has been identified. Have the students identify the regulatory

Lesson Seed Created by: David Hoefler

School: Towson High School, Baltimore County Public Schools

Lesson Seed: Environmental Regulation

agency that would have the greatest impact on Frankie's dilemma.

Activity

Have the students watch the remainder of Frankie's story. Inform students that Frankie has written a letter to his legislator in hopes of controlling *Listeria* in strawberries. Inform students that they are Frankie's legislators. Have the students create a bill using the bill template from <http://pmc.princeton.edu/docs/billtemplate.doc> that addresses the "*Listeria* in strawberries" problem. See <http://pmc.princeton.edu/writeabill.php> for guidance in writing the bill. Require the students to discuss the FDA involvement in the bill.

Conclusion/Wrap Up

Encourage class participation and discussion by having students share their bill with the rest of the class. As a class, have the students evaluate each other's bills. Come to a class consensus of which student's bill would best help Frankie's problem. Conclude by reviewing with students the significant impact lawmakers have on regulatory agencies and the significant impact regulatory agencies have on health, environmental, and safety concerns.

Follow Up/Extension

Have students identify another health or environmental concern. Have students create another bill similar to the activity above. Require the students to discuss which regulatory agency would become involved in the bill. (Maggie's story in *EnviroMysteries: Inside Stories* about lead contamination provides another good scenario for this exercise).