



# Wetland Promotions

Adapted from BTNEP/LSU AgCenter: *Wetland Functions, Values, and Economic Resources*

## Focus/Overview

This lesson focuses on creating brochures that deal with eco-tourism. This type of promotional material needs to accurately portray the functions and values of our coastal wetlands.

## Learning Objectives

The learner will...

- design a brochure advertising an imaginary swamp tour, charter fishing business, duck hunting guide service, hotel or guest house, or other tourist venue.
- investigate promotion and advertising in the tourism business.

## Louisiana Grade Level Expectations (Science)

5: GLE 26	Identify and describe ecosystems of local importance (LS-M-C3).
-----------	---

## Materials List

- Brochure planning worksheet (1 per student)
- Computer (optional)
- Magazines or materials from Tourist Commissions
- Examples of tourism promotional materials.

## Background Information

The recreational activities supported by the wetlands of Barataria-Terrebonne are closely tied to the economy. It is impossible to separate these two areas.

**Hunting and Fishing.** Recreational fishing is big business in Louisiana, and Barataria-Terrebonne is no exception. In the 1992-1993 fiscal year recreational fishermen in Barataria-Terrebonne contributed about \$124.9 million to the economy. This figure involves purchasing licenses, fishing equipment, boats, bait, camps, etc. About 313,950 licenses were sold in Barataria-Terrebonne in 1992-93. About 100,000 sport hunting licenses are issued annually in Barataria-Terrebonne. Hunter-related business also includes guns, ammunition, camps and other equipment, all of which contribute significantly to the economy.

**Eco-Tourism.** The growing popularity of coastal wetlands and Louisiana's culturally related tourist attractions are important to the economy of Barataria-Terrebonne. Swamp tour businesses, restaurants, hotels and bed and breakfast enterprises are of benefit, as well as recreational charter fishing boat operators. Visitors from all over the United States and the world visit Barataria-Terrebonne each year. French-speaking Europeans are particularly attracted to the area. Visitors come to observe bird migrations, view wildlife (particularly alligators), and sample the local cuisine that has become world famous. Wildlife viewing in Barataria-Terrebonne has been valued at \$30,000 annually, and if the benefits to businesses that cater to the wildlife viewing visitors are taken into account, this figure may be placed in the millions of dollars for Barataria-Terrebonne estuary. Local people seeking family recreational activities travel to beaches at Grand Isle, Elmer's Island, and Fourchon. Many people own camps used for hunting, fishing, and family trips.

## BTNEP Connection

Economic Resources

## Grade Level

5

## Duration

2-3 class periods

## Subject Area

science, social studies

## Setting

classroom

## Vocabulary

eco-tourism

## Original Source

"Weaving Our Wetland Economic Web" in BTNEP/LSU AgCenter: *Wetland Functions, Values, and Economic Resources*, Activity 8.



[www.btneop.org](http://www.btneop.org)

## Procedures

1. More and more people today look for ways to explore the outdoors in their leisure time. The business of eco-tourism is important to the economy of our area. In fact, this is a growing business that could offer some of you a job. If you were to go into the eco-tourism business, you'd have to know how to attract tourists to your business, whether it is a swamp tour, a charter fishing business, or a hotel or campground.
2. In this activity you will work in groups to promote the wonderful qualities of our wetlands to tourists. Our class will be an advertising company called **Wetland Promotions**. Our job is to create attractive brochures for businesses in the eco-tourism industry to increase tourism in our parish. You can choose to make a brochure for a swamp tour operator, a duck hunting guide service, a guest house, resort proprietor located next to a marina, or the operator of another business dependent on the tourist trade. (Assign students to one of the eco-tourism businesses.)
3. To get started on your brochure, get together in your group to complete the worksheet entitled **Wetlands Promotions Brochure Planning Worksheet**. (Handout **Blackline Master #1**.) Decide who will be responsible for each part of the brochure production, and sign your names next to the headings on the worksheet. In a group of four there should be two students who specialize in the writing and editing and two who are responsible for the graphics and layout. Divide the tasks according to the strengths and talents of your group. Everyone is responsible for the research that goes into the information in your brochure and for bringing in resources.

## Blackline Master

1. **Wetlands Promotions Brochure Planning Worksheet**

## Assessment

- Students should be assessed on the quality of the content, writing/editing and graphics/layout of their brochure.

## Resources

### Tradebooks:

Johnson, Rebecca L. 2004. **Journey into an Estuary**. Lerner Publishing Group. 48pp ISBN: 1575055929  
*Takes readers on a walk at a sheltered bay, showing examples of how the animals and plants of estuaries are connected and dependent on each other and the estuary's mix of fresh and salt water. Age range: 8-12.*

Kalman, Bobby. 2002. **What are Wetlands?** Crabtree Publishing.  
*Investigates some types of wetlands, including swamps, salt marshes, bogs, and flood plains; the many plants and animals that live in wetlands; and the threats to these ecosystems. Reading level: Ages 4-8.*

Lawlor, Elizabeth P. and Pat Archer. 2000. **Discover Nature in Water & Wetlands: Things to Know and Things to Do (Discover Nature Series)**. Stackpole Books.  
*Wetlands provide perfect arenas for nature study. Discover Nature in Water and Wetlands explores the properties, processes, and phases of water and the plant and animal life associated with it, from trees, cattails, and ferns to dragonflies, salamanders, turtles, and beavers. With just a few essentials, such as a field notebook, hand lens, and bug box, readers will find both straightforward information and all kinds of activities to uncover the fascinating, diverse ecosystem that surrounds our ponds, swamps, and other watery place. Reading level: Young adult.*

McLeish, Ewan. 1995. **Wetlands (Habitats)**. Thompson Learning.  
*A geography book on the world's wetlands showing how they are formed, why they are important, and what can be done to safeguard them for the future. Reading level: Ages 9-12.*

## CDs

**Louisiana Wetland Functions and Values** CD developed by LSU AgCenter's Extension Service in conjunction with the U.S. Geological Survey's National Wetlands Center and the Louisiana Department of Natural Resources (DNR). To receive a copy, contact DNR (800/ 267-4019) or order on the Internet at <http://www.lacoast.gov>.

# Wetlands Promotion Brochure Planning Worksheet

Ecotourism business: \_\_\_\_\_

1. Who is our audience? \_\_\_\_\_

\_\_\_\_\_

2. What is the main message we want to give our audience? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is the title of our brochure? \_\_\_\_\_

\_\_\_\_\_

4. What information do we need to collect for our brochure? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Where can this information be found? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What illustrations will we need? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Task Assignments (each student signs their name beside the task they are responsible for)

Writer/Editors: \_\_\_\_\_ & \_\_\_\_\_

Graphic design/layout: \_\_\_\_\_ & \_\_\_\_\_

## Brochure Design and Production

After planning the brochure, everyone in the group is responsible for gathering information. The writing team then compiles the information into text while the graphic design team, find and generate illustrations and graphics. Next the text is edited and the layout specialists put all the parts together to make an attractive presentation.

