

High School Marine Debris Lesson 4 – Shout it Out!

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Summary: Students will create a public service announcement (PSA) to increase awareness of the issue. The goal of the PSA is to create a “viral” video that will quickly disseminate information about the issues surrounding marine debris. Through the use of social media students will explore how information can be quickly communicated and used to bring awareness to current environmental issues.

Instructional Objectives:

1. Students will be able to discuss the components of a PSA and evaluate their usefulness in promoting environmental change.
2. Students will assess the impact of marine debris on human societies and cultures as demonstrated through the creation of a marine debris PSA.

Ocean Literacy Principles:

<http://oceanliteracy.wp2.coexploration.org/ocean-literacy-framework/>

1. The Earth has one big ocean with many features.
3. The ocean supports a great diversity of life and ecosystems.
4. The ocean and humans are inextricably interconnected.

National Science Standards

High School Life Science

- [Matter and Energy in Organisms and Ecosystems](#)
- [Interdependent Relationships in Ecosystems](#)

High School Earth and Space Science

- [Earth's Systems](#)
- [Human Sustainability](#)

High School Engineering Design

- [Engineering Design](#)

AP Environmental Objectives:

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-environmental-science-course-description.pdf>

I. Earth Systems and Resources

- C. Global Water Resources and Use

II. The Living World

- A. Ecosystem Structure

III. Land and Water Use

- F. Fishing
- G. Global Economics

IV. Pollution

- A. Pollution Types
 - 3. Water pollution
- B. Impacts on the Environment and Human Health
- C. Economic Impacts

Background Information:

Public Service Announcements (PSAs) are everywhere- on the internet, on television, on the radio, etc. PSAs can be a valuable tool to disseminate information and ideas but also require a critical eye. PSAs have been a fundamental part of grassroots movements, which are at the heart of environmental action. With the developments in social media PSAs and ideas are spread much quicker than ever before. Though there are pros and cons to the practice of spreading ideas on social media, it is unarguable that information can be disseminated at lightning speed and can often motivate people to action.

Time:

2-3, 50 minute class periods (time will depend on how tasks are assigned)

Materials:

1. Camera phones or camcorders
2. Video editing software
3. Social media accounts

Procedure:

Part 1- What is the purpose of a PSA? (25 minutes)

1. Watch the following videos (or other example videos) as a class and discuss the following:
 1. What was the message in each video?
 2. What elements of the video made it memorable?
 3. What is the purpose of such videos?
 4. What is the role of social media in disseminating new ideas and motivating people into action? What have you seen on social media that has been thought provoking or has motivated you to take action for a cause?
 5. What are some social media venues where ideas spread the fastest?

Videos:

The Bay vs. The Bag <http://www.youtube.com/watch?v=jSD21zp89zM>

Albatross at Midway <http://www.midwayfilm.com/>

Palm Oil <http://www.youtube.com/watch?v=G32YehcdUAw>

Climate Change <http://www.upworthy.com/one-guy-with-a-marker-just-made-the-global-warming-debate-completely-obsolete-plus-epa>

Texting and Driving <http://www.youtube.com/watch?v=eSL-Pt6pnuk>

Syria's Children <http://www.youtube.com/watch?v=fSlpARmq2WI>

Part 2- Creating a PSA (1-1.5 class periods- with videoing and editing assigned as homework)

2. Individually or in teams of 2 or 3 have students create a public service announcement (PSA) that educates audiences on marine debris. Students may choose to create the PSA on the entire marine debris issue or may decide to make one just one aspect of the issue such as its impact on wildlife, impact on human health, or ways to prevent it. Students may choose to create a video or a PowerPoint of photos set to narration or music. Have students use the **PSA Project Student Information and Task Sheet** and **Marine Debris PSA Rubric** to help them manage the project.
Option – If students do not have access to video editing software a script for a radio PSA could be written and recorded with a smartphone.

Part 3 – Spread the PSA word

3. Have students upload their videos or presentations to YouTube or similar site and then post the link to various social media sites for viewing by wide audiences. Host a friendly competition to see whose PSA

video “goes viral” or gets the most hits on YouTube or similar site.

Suggested social media sites: Twitter, Facebook, Instagram, other sites students may use frequently

4. Share the PSAs as a class. After all students have presented their PSA discuss which ones are the most memorable and why, which ones will reach the largest audience, and which ones may motivate the most people into action. If desired, have students vote for which videos they think meet the aforementioned criteria best and give awards to students who win the vote.

*Option – Have students critique each other with the **PSA Peer Review** sheet.*

Possible Extensions:

1. EXTENSION: Students can enter their PSA video or other creations in the following contest.

<http://www.fromthebowseat.org/contest.php>

2. Extension: Partner with an art teacher -repurpose marine debris collected into art to be displayed in community businesses, the local libraries, and the school. Place tags with the art explaining what it is and how to reduce marine debris within your local community.

Additional Resources:

http://www.readwritethink.org/files/resources/lesson_images/lesson939/psa-rubric.pdf

<http://www.wevideo.com/>

www.youtube.com/editor

PSA Project Student Information and Task Sheet

Background Information:

Public Service Announcements (PSAs) are everywhere- on the internet, on television, on the radio, etc. PSAs can be valuable to disseminate information and ideas but also require a critical eye. PSAs have been a fundamental part of grassroots movements, which are at the heart of environmental action. With the developments in social media PSAs and ideas are spread much quicker than ever before. Though there are pros and cons to the practice of spreading ideas on social media, it is unarguable that information spreads at lightning speed and can often motivate people to action. For your final project you will be creating your own PSA (to post on social media if you wish) to call people to action for an environmental cause you feel strongly about.

Part 1: Understanding PSAs.

To begin we will watch a few examples of PSAs. As we watch the following videos as a class and think about the following.

1. What was the message in each video?
2. Who is the target audience?
3. What elements of the video made it memorable?
4. What is the purpose of such videos?
5. What is the role of social media in disseminating new ideas and motivating people into action?
6. What have you seen on social media that has been thought provoking or has motivated you to take action for a cause?
7. What are some social media venues where ideas spread the fastest?

Part 2: THE PROJECT

Alone or in groups of 2 or 3 you will create a PSA for an environmental issue you feel drawn to. You must create a final video that is between 2 and 4 minutes long and must meet the criteria described on the rubric.

Step 1. To begin answer the following questions thoroughly on a separate sheet of paper.

1. Target Audience: Who do I want to reach with my message?
2. Message: What is my message? What do I want the viewer to understand?
3. Action Step: What is the call to action? What do I want the viewer to do? How can the viewer help solve the problem?
4. Significance of Issue to the Public: Why is this issue important to the public?

After you have answered the questions, discuss your ideas with your teacher. Have your teacher sign below to indicate that you have discussed your idea and have approval to begin.

Teacher signature _____

Step 2. Do some research: What facts and statistics are important to know about your topic?

1. What facts and statistics are important to know about your topic? Provide at least 10 facts that *could* be used in your PSA.

2. Provide MLA citations for the sources.

After you have gathered your facts and written MLA citations for the sources of the facts discuss them with your teacher.
Have your teacher sign below to verify that you are approved to begin work on the next step.

Teacher Signature _____

Step 3. Plan your video project. Create a shot list and storyboard for approval BEFORE you begin shooting. A shot list gives a written description of the shots you are planning: locations, actions, objects, actors, etc. A storyboard is a visual representation of the different shots (shot sketches) in the order they will appear in the finished work, and includes compositional information (close up, pan, wide shot, etc.), as well as audio (where the narration comes in, or if there is music over the shot). Your drawings can be simple stick figures.

Make sure you review the rubric as you plan your video.

Step 4: If there is narration, type a copy of the narration.

After you have planned your video and typed up the narration for the video share it with your teacher. Have your teacher sign below to verify that you are approved to begin work on the next step.

Teacher Signature _____

Step 5. Make the video.

Step 6. Post your video to YouTube and share it on social media to get as many views as possible.

Step 7. Turn in your video to your teachers according to his or her instructions.

Marine Debris PSA Rubric

PSA Components	5	4	3	2-1	0
Creativity The message is told in unexpected or novel ways. Elements in the message are woven together with insight and imagination grabbing the attention of the intended audience.					
Communication The problem is clearly identified and communicated. The message is clear and concise. Video is appropriate length.					
Facts The message is based on accurate and verifiable information. Opinion or bias expressed is based in and supported by fact. Source information has been verified and documented.					
Social Benefit The actions needed are clearly identified and communicated. The ideas shown have an application to the lives of the targeted audience. The PSA is one that will <u>motivate change</u> to improve the targeted audience's community in a meaningful way.					
Follow-up Follow-up information and websites are provided to direct the intended audience to local or national advocacy groups.					
Collaboration Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working together.					
Written Work- Research and Planning All deadlines are met. Research is thorough and accurate. MLA citations provided. Story board and shot list are well done and show thoughtfulness in planning the video.					
	Total _____				

Name: _____

PSA Peer Review

Grade Yourself:

	2 points	1 point	0 points	Total
Planning and Organization	Person played an active role in planning topic.	Person helped with choosing topic or gave suggestions.	Person had minimal participation in video planning.	
Filming	Person actively helped with filming.	Person helped with some filming aspects.	Person had minimal participation with filming or performing.	
Editing	Person helped with editing or ideas during editing.	Person helped with some editing aspects.	Person had minimal participation the editing process.	
Overall Contribution	Person contributed supplies, time, and effort to project.	Person contributed some to group effort.	Person contributed little effort to group.	
			Total	

Other Comments:

Team member 1 _____

	2 points	1 point	0 points	Total
Planning and Organization	Person played an active role in planning topic.	Person helped with choosing topic or gave suggestions.	Person had minimal participation in video planning.	
Filming	Person actively helped with filming.	Person helped with some filming aspects.	Person had minimal participation with filming or performing.	
Editing	Person helped with editing or ideas during editing.	Person helped with some editing aspects.	Person had minimal participation the editing process.	
Overall Contribution	Person contributed supplies, time, and effort to project.	Person contributed some to group effort.	Person contributed little effort to group.	
			Total	

Other Comments:

Team member 2 _____

	2 points	1 point	0 points	Total
Planning and Organization	Person played an active role in planning topic.	Person helped with choosing topic or gave suggestions.	Person had minimal participation in video planning.	
Filming	Person actively helped with filming.	Person helped with some filming aspects.	Person had minimal participation with filming or preforming.	
Editing	Person helped with editing or ideas during editing.	Person helped with some editing aspects.	Person had minimal participation the editing process.	
Overall Contribution	Person contributed supplies, time, and effort to project.	Person contributed some to group effort.	Person contributed little effort to group.	
			Total	

Other Comments:

Cast your vote for 1 winner of each of the following:

Most scientifically accurate and interesting video _____

Why do you think this video is best for this award?

Most thought-provoking and action inspiring video _____

Why do you think this video is best for this award?