

Title:

Saving Biodiversity One PSA at a Time

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Abstract:

Students will create a public service announcement to promote awareness of a threatened or endangered animal. Background research will be conducted by the students to find information about the animal, including its population change, role in the environment, and plans for its survival.

Subject, Grade, Level:

This lesson is designed for AICE Environmental Management, but could easily be modified to any grade level or course rigor level. The activity as written is focused on the Everglades, but could be used for any ecosystem locally or globally.

Learning objectives:

- Students will use research skills to find information about an endangered animal.
- Use a case study of animal protection to evaluate its effectiveness.

Timeframe:

If only completing the storyboard, this activity should take two class periods. Additional time would be needed outside of class if producing the video.

List of materials:

- Computers with internet access.
- White paper or poster board.
- Colored pencils, markers or crayons.
- Device to make video recording (like a smart phone) if making the video.

Procedure and general instructions (for instructor). REQUIRED.

Day One: After watching the Tree Tender Video, show students an example of an endangered animal PSA. There are many examples on Youtube, such as https://www.youtube.com/watch?v=vw_CIT1ZITk. Pass out the project information sheet and get students into groups of 1-4. Use the remaining time to use computers to find the required information found on the project information sheet. Direct students to use government sites, educational university sites, or NGO sites.

Day Two: Students can continue to find information, while others on the team start working on the storyboard.

Day Three: If additional time is needed, allow students to finish the storyboard and plan the video. The actual shooting of the video will be done outside of class time.

Day Four: The essay can be done in class or as homework. It might be beneficial to have students assess their essay in blue ink, adding missing information and tabulating marks.

Day Five: Show videos in class. One option would be to give each student \$1 in play money. After seeing all the videos, each student can donate their \$1 to the video they thought most worth and give a reward to the group with the most money donated.

Procedure and general instructions (for students).

Students are to follow the instructions on the project information sheet and essay prompt.

OPTIONAL SECTIONS (other sections you can add if applicable)

Suggestions and materials for assessing student learning

Student data

Reference list

Student assignments related to the activity

Any other appendices appropriate for your particular activity