

LESSON PLAN: CREATE AN ADVERTISEMENT ON AN ENDANGERED OR INVASIVE SPECIES

Adapted and modified by Annette Pladevega from: *Teacher Created Materials, Inc.*: Resource Kit for Microsoft Power Point

Standards & Benchmarks

- a) (CNMI) 12.5.11 Classification systems.
- b) (CNMI) 12.5.21 Know that organisms may interact competitively or beneficially with one another in a variety of relationships.
- c) (CNMI) 12.2.6 Understand how technology exerts an impact on biological life and on environmental resources.
- d) (CNMI) 12.2.8 Use communication and information processing technologies to access information, and use critical thinking skills to interpret information.

Lesson overview: Students will choose between three hands-on advertisement projects focused on sharing information about endangered or invasive species in the Mariana Islands. At the end of the project, they will share their advertisements with the class.

Objectives:

- Students will identify the problems *facing* endangered species in the Mariana Islands.
- Students will identify the problems *caused* by introduced species to the Mariana Islands.
- Students will understand the role the media has played in protecting endangered species and preventing the introduction of invasive species.
- Students will produce an advertisement on either an endangered or invasive species to show their understanding of how the media can affect species awareness and conservation.

Time/duration: 2-4 class periods

Materials:

Prior to beginning this project, student will need:

- a) Student Project Page (Included)
- b) Planning Sheet (Included)
- c) Rubric and Scoring Card (Included)

Background: Teachers should review the websites from Guam DAWR

(<http://www.guamdawr.org/wildlife/>) and CNMI DFW

(<http://www.dfw.gov.mp/Education/TeacherResources.html>) to learn about the threats to native species in the Marianas. The Guam Comprehensive Wildlife Strategy document (Ch 3) at the Guam DAWR website provides a lot of useful information.

Lesson Procedure:

1. Review the difference between the definitions of “endangered” and “extinct.”
 - a. Ask students to predict why they think animals become extinct.
 - b. Explain that animals can become extinct because of natural and human causes.
2. Read the Student Project Page (included in this booklet) to the students.
3. Explain that they are going to have a chance to either help save an endangered species, or prevent invasive species from invading the Mariana Islands. Students will have to:
 - a. Explain why their given endangered species is close to extinction and what might be done to change this situation.
 - b. OR explain how their given invasive species can harmfully affect native ecosystems and what might be done to change this situation.

- c. Use a collection grid to gather information and a storyboard to plan their presentations.
4. Ask the students what they know about campaigns and more specifically, environmental awareness and conservation advertisements. Prompt them by asking, "What are some memorable examples of environmental awareness/conservation advertisements?"
5. Share some examples of conservation campaigns towards endangered species, and preventive measures against invasive species.
 - a. Save the polar bear commercial (Nissan Leaf)
<http://www.youtube.com/watch?v=M9coyBLkZps&feature=related> and
<http://www.youtube.com/watch?v=y97j5hD1fG8>
 - b. Brown tree snake song "Don't give snakes a break"
 - c. Poster showing sea turtle trapped in plastic holder for soda cans
6. While viewing the advertisements, consider the following:
 - a. different types of advertisements shown
 - b. language of the advertisements
 - c. visual techniques used to portray the endangered/invasive species
 - d. attention-getting devices used
7. Students will choose one of following three projects to complete over the course of one week. The instructions for each project are described further below.
 - **Appetizer:** An individual project where each student will design **two different posters**.
 - **Entrée:** An audio file where pairs of students will create a **20 to 35 second radio ad**.
 - **Dessert:** A 3-person project in which students create a **45 to 60 second commercial**.

Appetizer: Poster Presentation (an individual project)

Project Procedure

- 1) Read the *student project page* with the students.
 - a) Explain to the students they will produce **two different posters** for a single endangered species or an invasive species in the Mariana Islands listed at the end of this document. These posters should show their understanding of a technique used to bring environmental awareness to the general public.
 - b) On their Planning Sheets, the students will first list the animal for which the poster is being created. Then the students will describe what they are attempting to portray in the poster. The students will then storyboard ideas for their project, including any still shots, drawings, and text. The storyboards will detail how the poster will convey their understanding of creating an environmental awareness and conservation advertisement.
 - c) After the Planning Sheets are complete and checked by the teacher, the students will use *Microsoft Word* or *Word Processor* to compose and edit pieces for their poster. The posters should be completed before the presentation day.
- 2) Explain the *scoring rubric* to the students. Make sure the students understand their grades will be based on how they perform as measured by the rubric.
- 3) *Presentations*: In another class period, students will present their environmental posters to the other students. Have students offer positive feedback as they observe their classmates' work.

Evaluation: Utilize the rubric to assess students' performance. In addition, allow students to assess their own work as well as that of at least one classmate.

Extension: Student projects may be posted around your high school, or at one of the other schools in the nearby vicinity. Students will also have the option of showcasing their work at the Parent-Teacher-Student Association (PTSA) or at a public library.

Entrée: Radio Ad (Pair up!)

Project Procedure

- 1) Read the *student project page* with the students.
 - a) Explain to the students they will produce a **20 to 35 second radio ad** that shows their understanding of a technique used to bring environmental awareness to the general public. Students will create a radio ad for either an endangered species or an invasive species in the Mariana Islands listed at the end of this document.
 - b) On their Planning Sheets, the students will first list the animal for which the ad is being created. Then the students will describe what they are attempting to portray in the ad. The students will then storyboard ideas for their project, including any pictures, text, music and narration. The storyboards will detail how the ad will convey their understanding of creating an environmental awareness and conservation advertisement.
 - c) After the Planning Sheets are complete and checked by the teacher, the students will use *Movie Maker* to add narration, sound effects and/or music to compose and edit their audio clip. The radio ad should be completed before the presentation day.
- 2) Explain the *scoring rubric* to the students.
 - a) Make sure the students understand their grades will be based on how they perform as measured by the rubric.
- 3) *Presentations*: In another class period, students will share their radio ad on an endangered or invasive species in the Mariana Islands. Have students offer positive feedback as they observe their classmates' work.

Evaluation: Utilize the rubric to assess students' performance. In addition, allow students to assess their own work as well as that of at least one classmate.

Extension

- a) Student projects may be posted on a class *YouTube* or *SchoolTube* account to be broadcasted to a broader audience.
- b) Have the students submit their radio ad to local radio stations for possible inclusion in their programming.

Dessert: Commercial (Group of 3)

Project Procedure

- 1) Read the *student project page* with the students.
 - a) Explain to the students they will produce a **45 to 60 second commercial** that shows their understanding of a technique used to bring environmental awareness to the general public. Students will create a commercial for either an endangered species or an invasive species in the Mariana Islands listed at the end of this document.
 - b) On their Planning Sheets, the students will first list the animal for which the commercial is being created. Then the students will describe what they are attempting to portray in the commercial. The students will then storyboard ideas for their project, including any still shots, video shots, text, music and narration. The storyboards will detail how the commercial will convey their understanding of creating an environmental awareness and conservation advertisement. After the Planning Sheets are complete and checked by the teacher, the students will use digital cameras and/or video cameras to film their planned shots. Narration can be added during filming and/or recorded during the editing process.
 - c) Using *Movie Maker* or *iMovie*, the students will compose and edit their videos.
- 2) Explain the *scoring rubric* to the students.
 - a) Make sure the students understand their grades will be based on how they perform as measured by the rubric.
- 3) *Presentation:* Allow students to share their commercial on an endangered/invasive species in the Mariana Islands. Have students offer positive feedback as they observe their classmates' work.

Evaluation: Utilize the rubric to assess students' performance. In addition, allow students to assess their own work as well as that of at least one classmate.

Extension

- Student projects may be posted on a class *YouTube.com* or *SchoolTube.com* account to be broadcasted to a broader audience.
- Have the students submit their videos to a local cable access channel for possible inclusion in their programming.

Student Project Page: Create an Advertisement on an Endangered or Invasive Species
You are the proud owner of a successful environmental protection agency. You have just been hired by the CNMI or Guam government to create a campaign to either save an endangered species or controlling/preventing the spread of an invasive species in the Mariana Islands. The government would like you to create a campaign to convince the people of the CNMI or Guam that your species of interest is of serious importance.

You realize that convincing the people will require careful consideration of many things. You must first research various forms of advertisements to understand the techniques used in making a memorable and persuasive campaign. Once you have chosen the type of advertisement you will create, follow the *procedure* on the Project page and complete the Planning Sheet before creating your advertisement.

Project Options: (Choose ONE)

- **Appetizer:** An individual project where each student will design **two different posters**.
- **Entrée:** An audio file where pairs of students will create a **20 to 35 second radio ad**.
- **Dessert:** A 3-person project in which students create a **45 to 60 second commercial**.

Your advertisement must include:

For *Endangered Species*

- The name of your organism (scientific, common and local names) the advertisement is being created for.
- An emotional story that will draw immediate attention to the plight of the endangered species.
- An explanation of the three biggest problems facing the endangered species.
- At least two ideas for saving the endangered species

For *Invasive Species*

- The name of your organism (scientific, common and local names) the advertisement is being created for.
- An emotional story that will draw immediate attention to the harm caused by the invasive species.
- An explanation of the three biggest problems the invasive species causes.
- At least two ideas for eradicating/controlling the spread of the invasive species.

Your FINISHED PRODUCT should have the following:

- Completed Planning Sheet: *Create an Advertisement*
- Self-Score filled-out on the Rubric and Score Sheet: *Create an Advertisement*
- Your final product (completed advertisement).