**ENVIRONMENTAL PSA**

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| ***GRADE***  | ***CONTENT AREAS BEING INTEGRATED*** |
| FIFTH | THEATRE, SCIENCE, AND LANGUAGE ARTS |

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|  | ***ARTS DISCIPLINE***  | ***OTHER CONTENT AREA*** |
| Standards Addressed in the Integrated Lesson/Activity | **THEATRE*****Derivation of Meaning from Works of Theatre*** 4.2 Describe devices actors use to convey meaning or intent in commercials on television.*Creation/Invention in Theatre* 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances. | **SCIENCE*****5-ESS3-1.Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.*****ESS3.C: Human Impacts on Earth Systems** Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (5-ESS3-1)**LANGUAGE ARTS**[CCSS.ELA-LITERACY.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/)Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably[CCSS.ELA-LITERACY.W.5.1](http://www.corestandards.org/ELA-Literacy/W/5/1/)Write opinion pieces on topics or texts, supporting a point of view with reasons and information[CCSS.ELA-LITERACY.SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/)Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| Student Objectives in Each Discipline  | *Performance Task:*Students will collaborate with a group to create an environmental PSA to persuade audiences to take action and protect Earth’s resources and environment. Students will analyze and implement techniques used in PSAs to convey their message.  | Students will research from multiple texts on an environmental topic for their PSA, such as recycling, reducing waste, saving water, preserving natural habitats, protecting an endangered species, etc.Students will create a strong persuasive script and call to action citing facts on how humans impact the environment.  |

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| Integrated student Objective  | *What is the objective of the integrated activity? Look at the connections being made between the two content areas. At the end of the integrated activity, students will be able to…*Working in a group, students will research an environmental topic and create a PSA to persuade target audiences to positively impact the environment. Students will research and use a well-constructed fact-based argument and theatrical technique to convey meaning and persuade audiences.  |
| Essential Question | What is the question you want the students to be able to answer at the end of this lesson?How can we use media and theatre skills to motivate and persuade others to take care of the environment? How can we create an effective call to action? What changes can we make in our communities to protect our resources?  |

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| ***Materials and Resources*** |
| Internet AccessRelevant literature and library books, Ex, *The Magic School Bus and The Climate Challenge*, *The Everything Kids Environment Book, Heroes of the Environment, City Green,* etc. Resources on PSAs and links to examples: <http://powerfulvoicesforkids.com/ideas/power-psa>Graphic Organizers for research and storyboardProjector/audio equipment to watch videosIpad or other simple video camera |

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| ***Lesson/Activity Description***  |
| Day 1.1. Think Pair Share: How do we impact our environment? What can we do in our own lives to improve the environment? How can we motivate and persuade others to make positive changes?
2. Introduce and discuss PSAs. Watch several PSAs and analyze the techniques used. Asking guiding questions based on “Powerful Voices for Kids” resource:
* What does each video make you feel?
* What action is inspired by each video?
* What techniques are used to attract and hold attention?
1. Brainstorm with class a list of techniques and strategies that can be used in creating a PSA. How do the creators of the PSA convey meaning and intent? (By using emotional appeal, music, humor, a jingle, a slogan, imagery, interesting statistics or facts, etc)
2. Create a criteria chart with the class for what each PSA should include.
3. Introduce/preview project for the next few weeks, introduce graphic organizer for process of researching and taking notes, organizing arguments, creating storyboard, script, rehearsing, filming, and presenting.
4. Journal: Of the PSAs we viewed today, which PSA did you consider to be most effective and why?

Day 2. Research with group and find facts for chosen topic. Begin constructing argument based on facts.Day 3. Brainstorm ways to use facts and theatre strategies to create a PSA. Include techniques from the chart created with class.Day 4. Create a storyboard and script. Use improvisation to begin fleshing out script.Day 5. Finish storyboard/script and rehearse.Day 6. Film PSA. Day 7. Edit PSA.Day 8. Present PSA. *Assessment: Students will be assessed based on criteria chart, completed graphic organizers and scripts, and responses to journal prompts.* |