**Conserving Biodiversity Project**

**Public Service Announcement (PSA)**

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| **Essential Questions** |
| Many scientists agree that we are living in the midst of another (6th) mass extinction.   * In what ways are humans affecting the rate at which species are going extinct? * How is the increasing human population and the human need for consumption and our “standard of living” affecting the Earth? * What can we do to help conserve the Earth’s biodiversity? * Why is it important for us to conserve the Earth’s biodiversity? |

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| **Project Preparation: Choose groups of 2 or 3. Read through the project requirements and rubric. Review and decide on your PSA option. Choose a product or activity to research. Begin!** | | | |
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| **Task 1: Choose a Product or Activity to Research** | | | |
| **Product or Activity Choices** | | | |
| **Water** | **Housing** | **Food** | **Paper** |
| **Clothing** | **GMOs** | **Cosmetics** | **Household Chemicals** |
| **Transportation** | **Electronics** | **Plastics** | **General Trash/Waste** |
| **Energy** | **Medicines** | **Invasive Species** | **Other (check with teacher)** |
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| **Task 2: Research the Chosen Product or Activity**  **The following questions are to be used as a guide for your research. Not all of them will be relevant to your topic.** |
| **What are the problems associated with the activity/product?**  (Think about the sourcing, harvesting, processing, packaging, shipping, use, and disposal)   * What part(s) of the world is being affected by producing this product or performing this activity? (be specific). Is this an isolated problem or is more widespread? (include a map) * What species are being affected? Are there endangered species? Why are they endangered? * How are species being affected? Include several pieces of quantitative and qualitative data. * How does this affect humans? * Who has something to gain by obtaining this product or activity? Who has something to lose? * What are the environmental impacts of creating this product or performing this action? |
| **What are the solutions to the problem?**   * How can the problem(s) associated with this activity or product be solved? * What are the alternatives to this activity or product? Are there eco-friendly versions? * What resources are there to help people figure out how to find alternatives to these actions/products? |
| **What are the actions that can help solve the problem?**   * What can people do to help solve this problem? What changes can they make in their daily lives? * What organizations are in place to solve this problem? * What conservation projects are currently happening to solve this problem? * What actions are already being done to solve this problem? * How can people get involved in solving this problem? (include a participatory component like commenting, blog, survey, etc.) * What can YOU personally do to help solve the problem? |
| **Research Resources**  Here are some resources you can use to **start** your research. **You’ll have to find others on your own.** *Remember, you must use at least 5 different reliable sources and include a bibliography.* One of your 5 sources must be a non-website source. Try to format your bibliography using [MLA or APA format](http://www.citationmachine.net/), or create footnote citations using Google Docs (click Tools, then Research). Challenge yourself to find data and information from peer-reviewed scientific articles. Use [Google Scholar](http://scholar.google.com/) to search. |
| |  |  |  | | --- | --- | --- | | [Where does our food come from?](http://extension.illinois.edu/food/)  Chocolate, Potatoes, Tomatoes, Pineapples, Bananas, and more! (see site map)  [Beef and Climate Change](http://www.cnn.com/2015/09/29/opinions/sutter-beef-suv-cliamte-two-degrees/)  [Palm Oil](http://www.worldwatch.org/node/6059) | [The Story of Stuff](http://storyofstuff.org/movies/story-of-stuff/)    [The Story of Bottled Water](https://youtu.be/Se12y9hSOM0)  [The Story of Cosmetics](https://youtu.be/pfq000AF1i8)  [The Story of Microbeads](https://youtu.be/uAiIGd_JqZc)  [The Story of Electronics](https://youtu.be/sW_7i6T_H78) | [PBS Carbon Footprint Calculator](http://meetthegreens.pbskids.org/features/carbon-calculator.html)    [Carbon Footprint of Food](http://www.greeneatz.com/foods-carbon-footprint.html) |   Sustainable Lifestyle Resources  [Treehugger.com](http://www.treehugger.com/), [Mother Nature Network](http://www.mnn.com/), [Global Steward](http://www.globalstewards.org/sustainable-lifestyle.htm)s |

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| **Task 3: Create Your PSA**  **The goal of your PSA is to inform, inspire and incite action!**  Choose from one of the following formats to show what you learned in your research and to help inspire people to find eco-friendly alternatives to the products and activities that we do and use in our daily lives. Some of these programs require sign-up with personal email addresses and/or software download.  **Self-Paced Presentations and videos should be no more than 3 minutes.** | | |
| PowToon  Animated Videos | Alice  Digital Animation | Video/Commercial/Skit |
| MovieMaker | Website | Blog |
| Video/Commercial/Skit | Online Brochure | Online Poster/Infographic/Flyer |
| Canva | Prezi | Visually |
| HaikuDeck | Screencast | Google Slide Presentation |
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| **What to Include in Your PSA**  **GRADING RUBRIC**  **(Due Date: )** | | |
| |  |  | | --- | --- | | Title (product/activity) | 1 point | | Full Heading (first and last names, date, period) | 4 pts | | Problem(s) - With respect to your product/activity:   * Part(s) of the world affected (be specific) * Map showing part(s) of the world affected * Species affected (include images); status (vulnerable, endangered, etc.) * How species are being affected (quantitative and qualitative data) * Effect of loss of biodiversity on humans. * Who is benefitting; how/why they are benefitting. * Who is losing; how/why they are losing. * Environmental impact of creating this product or performing this action | 20 pts | | Solution(s) - With respect to your product/activity:   * Solution(s) to solve the problem(s) of this activity or product (these are more large-scale, global solutions). * Alternatives to this activity or product. | 20 pts | | Actions to Solve the Problem   * What people can do (as individuals) to help solve the problem (s). * Organizations that are already trying to solve the problem(s). * Conservation project(s) that are already happening * Actions that are already being done to solve the problem(s). * How people can get involved in solving the problem(s) * Participatory component (like commenting, blog, survey, etc.) | 20 pts | | References   * Preferably MLA, APA, and/or Google-generated footnotes for websites. * At least 5 different reliable sources listed. * At least one of your sources is non-web-based. * Just listing websites is NOT ACCEPTABLE. Hyperlinking is ok. | 5 pts | | Creativity   * Thoughtful, original use of graphics, color, music, animation, and theme. | 10 pts | | Mechanics   * Correct use of grammar and conventions. * No spelling errors. * Presentation is self-paced (if available). * Clear narration. * Concise written information (there should never be more than a few sentences on a slide, for example). * Each team member’s name is located on the part that they were responsible for. | 10 pts | | **Reflection**: What did you learn? Did anything surprise you? How do you feel about Human Impacts after doing this project? | 10 pts |     **Total 100 pts** | | |

Sample Rubric Goals:

