


Lesson Plan

Subject: ADST & Environmental Science	Grade: 6-12	Duration: Approx. 2 hours
Lesson Overview	Students will use elements of digital or non-digital media arts to influence and communicate meaning to an audience. They will use their accumulation of knowledge from the previous classes, as well as their campaign to create a poster / video to communicate their story.	

Curriculum Ties (in addition to satisfying multiple core competencies)	Core Competencies: 						
	<table border="1"> <thead> <tr> <th data-bbox="589 1129 719 1192">Grade</th> <th data-bbox="719 1129 899 1192">Subject</th> <th data-bbox="899 1129 1534 1192">Curriculum</th> </tr> </thead> <tbody> <tr> <td data-bbox="589 1192 719 1866">6-10</td> <td data-bbox="719 1192 899 1866">ADST Media Arts</td> <td data-bbox="899 1192 1534 1866"> <ul style="list-style-type: none"> ● Digital and non-digital media technologies, their distinguishing characteristics, and their uses, including layout and design, graphics and images, and video production techniques for using images, sounds, and text to represent characterizations and points of view of people, including themselves, as well as settings and ideas. <ul style="list-style-type: none"> ○ For example, video production, layout and design, graphics and images, photography, emerging media processes (performance art, collaborative work, sound art, kinetic art, robotic art etc.) ● Media technologies and techniques to shape space, time, movement, and </td> </tr> </tbody> </table>	Grade	Subject	Curriculum	6-10	ADST Media Arts	<ul style="list-style-type: none"> ● Digital and non-digital media technologies, their distinguishing characteristics, and their uses, including layout and design, graphics and images, and video production techniques for using images, sounds, and text to represent characterizations and points of view of people, including themselves, as well as settings and ideas. <ul style="list-style-type: none"> ○ For example, video production, layout and design, graphics and images, photography, emerging media processes (performance art, collaborative work, sound art, kinetic art, robotic art etc.) ● Media technologies and techniques to shape space, time, movement, and
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<p>Content Objectives</p>	<ul style="list-style-type: none"> ● Students will use digital and non-digital media technologies, their distinguishing characteristics, and their uses, including layout and design, graphics and images, and video production techniques for using images, sounds, and text to represent characterizations and points of view. ● They will use elements of media arts to communicate meaning and express. ● Use different medias such as design, graphics and images, and video production techniques. ● Students will tell a story and message from the previous lessons.
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<p>Materials and Equipment Needed for this Lesson</p>	
<ul style="list-style-type: none"> ● Ipads / phones (optional) ● Poster board (optional) ● Printed images from beach clean (optional) ● Recorded video from beach clean / ocean and projector (optional) 	

<p>Lesson Stages</p>	<p>Learning Activities</p>
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Introduction	<p>**Please note - this activity will have two versions. One using technology, and one if you have limited tech in your class.</p> <p>Have a discussion on the influences of media. Watch some commercials, look over some social media campaigns from other organizations. What do they do well? What do you enjoy about it? What is their main message?</p> <p>What is a social media campaign?</p> <p>“A social media campaign is an organized marketing effort to increase consumer awareness, interest, and loyalty to an organization, brand, product, or service, through social media channels.”</p> <p>Here are some great examples of major media campaigns with key takeaways from each : 7 Epic Social Media Campaign Examples You Need to Learn From</p>
Activity	<p><i>The goal is for students to create a mini-social media campaign from the previous lesson on creating an ocean-friendly campaign.</i></p> <p>Remind students to think about their main message. What are they hoping people learn or do after seeing their social campaign?</p> <p>Activity 1: Create a short 30 second to 1 minute short video with text or voice over.</p> <p>*This can be done on phones, ipads, or if no technology, make a short skit, or a gallery walk with commentary.</p> <p>The goal is for students to tell the message of their campaign proposal from the day before through the media arts.</p> <p>Activity 2: Edit a photo from the beach clean to add your own new logo and write a caption to match it.</p> <p>*If no editing devices, print out a picture from the clean and students can draw a logo to add on and write a caption underneath. Or alternatively, create a poster.</p>

Closure	<ul style="list-style-type: none">● Spend a few periods allowing the students time to share with each other. Ask them prompting questions such as:<ul style="list-style-type: none">○ Why did you choose that photo?○ Why did you choose that layout, design, sound, font etc.○ Is your message coming across through your marketing?○ Is there use of story principles and genre conventions?
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Modifications	<p>This can be adapted in many different ways. The main focus is for students to express their message and story.</p> <p>This activity can be done with no technology just the same. Here are a few options of alternatives:</p> <ul style="list-style-type: none">● Teachers can print off pictures from the beach clean and do a gallery walk for the school. Students in the class need to explain the pictures and tell the story of what they learned to the visitors.● Have students record videos on a teacher's phone. Then in the classroom later play the videos on the projector and students can do a voice over.● Students can also make posters and draw on pictures and information to express their message.
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Additional Info for Teachers	Take a look at some of the campaigns we run in the Pacific Rim! Surfrider Foundation Pacific Rim
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