

ENDANGERED ANIMAL PSA



Time: Approximately 3-4 hours (to be divided into smaller blocks of time over 1-2 weeks)

Instructional Goals:

- The student will research endangered animals using *PebbleGo Animals* and *Science* subscription databases.
- The student will understand the purpose of a public service announcement (PSA).
- The student will create a public service announcement persuading others how they can help a specific endangered animal.

Integrated Content Standards:

- AASL Standards Framework for Learners (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)
- Next Generation Science Standards (www.nextgenscience.org/)

Materials/Resources:

- **PebbleGo Animals** and **Science** online databases
- **Example age-appropriate PSAs**, such as [Annedroids Recycling PSA](#), ["I Love Trash"](#), [City of Miami Gardens Anti-Littering Campaign](#), or [Keyboard Cat \(Shelter Pet Adoption\)](#)
- **Endangered Animal Research Notes** handout, one copy for each student or pair of students
- **Nonfiction books about a variety of endangered animals**, if desired (see list of endangered animals included in *PebbleGo Animals* below)
- **Materials for creating a PSA**, such as video creation or podcast apps; slideshow or word processing programs; poster board or art paper; markers or crayons, if desired

Procedures/Lesson Activities:

Focus

1. Tell students you are going to show them a short video. Ask them to think about what the purpose of the video is. (What is the video trying to persuade them to do or not do? Is the video trying to inform or teach them something? Is the video trying to sell them something?)
2. Show students an age-appropriate public service announcement.
3. Ask students: What is the purpose of this video? Discuss their answers.
4. Watch the video a second time. Point out how the video is informing and persuading viewers about something, such as recycling, littering, or adopting a shelter pet.

Teach/Model



5. Explain to students that the video is an example of a public service announcement, which is also called a PSA.
6. Tell students PSAs are like commercials or advertisements, but they are not trying to sell anything. PSAs aim to inform and persuade people to do something for public good. They try to raise awareness about a problem, and they encourage people to help solve that problem.
7. If desired, watch a different PSA example, and discuss the purpose of that PSA.
8. Tell students that they have been chosen to create PSAs for endangered animals. Explain that endangered animals are animals that are in danger of becoming extinct. (Extinct means there are no more of that particular animal species alive. An example of extinct animals would be dinosaurs, such as the Tyrannosaurus rex.)
9. Ask students how they should begin this project. Encourage them to brainstorm the steps they will need to go through in order to create their PSA:
 - › research which animals are endangered and how animals become endangered;
 - › choose an endangered animal and research that animal;
 - › analyze their endangered animal research information and determine what people can do to help that animal;
 - › plan and create a PSA to persuade people to help save the endangered animal from becoming extinct.

Guided Practice

10. Show students a list of endangered animals that they may choose for their PSA. Endangered animals included in the **PebbleGo Animals** database are:

▪ African penguin	▪ gorilla	▪ lion
▪ cheetah	▪ humpback whale	▪ orangutan
▪ chimpanzee	▪ jaguar	▪ sperm whale
▪ giant panda	▪ lemurs	▪ spider monkey
▪ gibbons	▪ leopard	▪ tiger
11. As a group, read the Endangered and Threatened Animals article in **PebbleGo Science**. Make a list of the reasons animals may become endangered (habitat loss, hunting, and being kept as pets are examples).

Independent Practice

12. Have students choose an endangered animal.
13. Give each student or pair of students a copy of the **Endangered Animal Research Notes** handout. Review the information needed to complete the handout, including how to complete the bibliography section.
14. Tell students that they will need to brainstorm ideas for how people can help their endangered animal once they have completed the rest of their research notes. Encourage students to collaborate with other groups when deciding how people can help save their endangered animals.
15. Allow time for students to complete their research using *PebbleGo Animals* and *Science*, as well as other resources.

Closure



16. Have students create their PSAs using the information they learned during their research. Student PSA products may include:

- commercial
- bulletin board or billboard
- flyer
- pamphlet
- PA announcement
- podcast
- slideshow

17. Have students share their PSA products with classmates, the school community, and/or other community members.

**Endangered Animal
Research Notes About**

by _____

Draw a picture of this animal.

Animal Name: _____

Classification:

- Amphibian Bird Fish Mammal Reptile

Why is this animal endangered?

- Habitat Loss Hunting Pet Other: _____

Food

Fun Fact

Habitat

Range Map

Color where this animal lives in the world.



Map Key

○ Animal's Range

How can people help save this animal?

Bibliography
