

4th Grade Make a Change Challenge

Background:

Students will research a real-world issue or problem in order to create a Public Service Announcement (PSA) to present to classmates and teachers.

Project Overview:

1. Pick a real-world problem that is important to you from the provided list.
2. Read the sources provided for your topic.
3. Draft your PSA using the PSA Planner (see page 4)
4. Using information from the PSA Planner, write a PSA speech in paragraph-form. Your PSA speech should take around 30-seconds to read aloud.
5. Present your PSA speech to the fourth grade teachers and classmates.

Project Calendar:

April 30	May 5	May 7	May 12	May 13-14
Students are introduced to the Make a Change PSA Project during Zoom sessions. (Step 1)	Students should complete their research and PSA Planner document. (Steps 2 & 3)	Students should write their PSA speech. Students should use information gathered from their research to write a 30-second speech. This should be written in paragraph-form. (Steps 4)	Students should review and revise their PSA speeches. Students should practice reading their speech aloud. (Step 4 continued)	Students will present their projects via Zoom meetings. (Step 5)

Step 1: Pick a real-world problem that is important to you from the list below.

- Your topic should be something that is interesting to you as a learner.
- Your topic will be connected to Science or Current Events. (If you would like to use your science topic from the 3rd quarter PBL project, you can!)
- *If you would like to complete the PSA Project using a topic that is not listed below, please contact your homeroom teacher for approval prior to beginning your project.*

PSA Topics: Please select ONE of the following topics:

- Voting Rights
 - o <https://kids.britannica.com/students/article/Voting-Rights-Act/631613>

- o <https://kids.laws.com/19th-amendment>
 - o <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/voting-rights/>
 - o <https://ourwhitehouse.org/who-gets-to-vote/>
- Environmental Issues
 - o <https://kids.nationalgeographic.com/explore/science/pollution/>
 - o https://www.ducksters.com/science/environment/air_pollution.php
 - o <https://climatekids.nasa.gov/air-pollution/>
 - o <http://lasp.colorado.edu/home/wp-content/uploads/2011/08/Doing-Your-Bit.pdf>
 - o https://newsela.com/read/girl-scout-plastic-straws/id/44538/?search_id=031433ea-b67a-4caa-9e28-c54f1de6eb26
- Endangered Species
 - o <https://www.epa.gov/endangered-species/learn-more-about-threatened-and-endangered-species>
 - o <https://www.endangered.org/importance-of-the-endangered-species-act/>
 - o <https://www.nwf.org/Educational-Resources/Wildlife-Guide/Understanding-Conservation/Endangered-Species>
 - o https://newsela.com/read/wolf-sanctuary-PA/id/2001005722/?search_id=0d6a22b1-7faf-47c5-9b7a-949fb7658f59
- Recycling
 - o <https://school.eb.com/levels/elementary/article/recycling/353701>
 - o <https://www.theworldcounts.com/stories/Recycle-Facts-for-Kids>
 - o <https://www.recycleacrossamerica.org/recycling-facts>
 - o https://newsela.com/read/net-zero-school/id/2001005818/?search_id=3d6796a6-577d-4c43-87cf-125132e1f144
- Alternative Food Sources:
 - o <https://www.arcgis.com/apps/Cascade/index.html?appid=75758c0f21364ad8a3418017de45cc83>
 - o <https://publichealthonline.gwu.edu/blog/meat-alternatives-health-sustainability/>
 - o https://newsela.com/read/meatless-meat/id/1834/?search_id=016da49c-8491-4c45-8e1a-ec549a088c46
 - o <https://theveganatlas.com/7-plant-based-seafood-alternatives-that-you-need-to-try/>
- Ocean Awareness
 - o <https://www.marineinsight.com/environment/how-is-plastic-ruining-the-ocean/>
 - o https://newsela.com/read/plastic-food-packaging/id/57200/?search_id=8e640b63-42df-40e9-af5e-a134abcd18af
 - o <https://thewatershed.org/how-does-plastic-pollution-harm-water/>
 - o <https://www.businessinsider.com/plastic-pellets-nurdles-shell-plant-pollution-2019-8>

Step 2: Review the resources listed for your topic.

- Read and review the sources listed for your topic.
- *If students would like to consult research materials outside of those listed above, please contact your homeroom teacher for approval.*

Step 3: Complete the PSA Planner

- Students will use information from the sources provided to fill out their PSA Planner.
- Students should complete the PSA Planner using complete sentences.

Step 4: Write the PSA Speech

- Use the information gathered in the PSA Planner to create a PSA speech.
- The speech should be written in paragraph-form.
- When read-aloud, students' PSA speech should last around 30-seconds in length.
- The PSA speech paragraph should include all of the following components:
 - **Engaging Lead** - This is like a "hook". It should capture your listener's attention while giving basic information about your topic.
 - **Topic and Problem** - Students should clearly state their topic and issue.
 - **Supporting Facts** - Students should state at least 2 supporting facts for their topic.
 - **Statistics** - Students should include at least 1 statistic related to their topic.
 - **Solution** - Students should state their proposed solution to their topic.
 - **Call to Action** - Students should urge listeners to join their cause for their topic.
- Critique Checklist is provided at the bottom of this document for students to review their PSA before presenting.

Step 5: Present your PSA speech to your classmates and teachers via Zoom.

- Students will present their 30-second PSA speeches during Zoom meetings on May 13-14.
- Students will present during their homeroom teacher's scheduled Zoom time. Students from other homerooms are welcome to join and listen to their classmates' presentations.
 - Mr. Shadow's Homeroom - 10:00-10:30AM
 - Ms. Kay's Homeroom - 10:30-11:00AM
 - Mrs. Scott's Homeroom - 11:30-12:00PM

PSA Planner

Engaging Lead: (Wow Fact, Shocking Statistic, Quote, Image)

Topic/Problem

Supporting Facts/Statistics

Supporting Facts/Statistics

Possible Solution

Possible Solution

Call to Action:

Before presenting the final draft, students may want to review the PSA critique checklist.

<i>PSA CRITIQUE CHECKLIST</i>
<input type="checkbox"/> Introduces a topic/ problem
<input type="checkbox"/> Uses accurate supporting facts to develop points
<input type="checkbox"/> Provides solutions or a call to action
<input type="checkbox"/> Message in PSA is clear throughout
<input type="checkbox"/> Presented clearly
<input type="checkbox"/> Presentation is at least 30 seconds long