SOCIAL MEDIA PUBLIC SERVICE ANNOUNCEMENT ASSIGNMENT
Story Map

Overall Expectations:

A1. Geographic Inquiry

A2. Developing Transferable Skills

C1. Strategies and Initiatives

C2. Population Growth

C3. Caring for the Commons

D2. Impacts and Management

Terms:

Critically Endangered, Endangered, Vulnerable
Geographic definition: What is where? Why there? Why care?

Resources:

- Article "Biodiversity Apocalypse" in the September/October 2017 issue of *Canadian Geographic* (pp. 52-60), available online at canadiangeographic.ca/article/illegal-wildlife-trade-biodiversity-apocalypse

- Animal Issues Organizer

- Public Service Announcement Organizer (provided)

- Public Service Announcement Rubric (provided)

- Film: *The Last Animals*

- Endangered species list from WWF website

Getting ready for learning:

- Read the article "Biodiversity Apocalypse" in *Canadian Geographic*'s September/October issue (pp. 52-60).

- Preview *The Last Animals* to get some background knowledge of the global trade in animals.

- Select an animal on the endangered species list found on the WWF website.

- Complete the Animal Issues Organizer to gain greater understanding of the issue.

Activity:

Inform students that they are going to create Public Service Announcements (PSAs) to raise awareness about endangered species. Have each student complete the PSA Organizer to ensure they have the necessary information to create an announcement, keeping in mind that the goal is to raise awareness and show others the ways in which they can bring about change. When creating the PSA, encourage students to follow the guidelines below and incorporate geographic thinking concepts.

Considerations for assessment

- concise and to the point

- target audience taken into account

- clear purpose

- catches audience's attention

- use of visuals, maps, charts, graphs

PSA Guidelines

☐ **Beginning/Introduction**

- State what the announcement is about.
- Clearly target a specific audience.

☐ **Body**

- Use facts and statistics to gain the attention of the audience. *What is where?*
- Outline the key players and their roles or positions on this issue. *What is there?*
- Emphasize to the audience the importance of the announcement by clearly identifying the educational points. *Why there?*
- Get the audience to understand why they need to care about this issue. *Why care?*

☐ **Conclusion**

- Inform the audience where they would be able to get further information with regards to environment and wildlife conservation.
- Everyone can help. Make a personal connection with the audience, so they feel like their contribution matters.

Visuals are a very powerful tool when communicating with an audience through social media. Creating a spatial journal is a good way to show how spatial significance impacts different animals and the interrelationships involved.

ANIMAL ISSUES ORGANIZER

Animal:

1. **State the issue:** Use the following geographic concepts of thinking, as well as the guiding questions, to better understand the conflict.

Patterns and Trends	Spatial Significance	Geographic Perspective	Interrelationships
• What is the issue? • What places are involved? • What are some past observations about the issue? • What are some predictions about the issue?	• Where does the issue take place? • Why is it taking place in these particular places?	• How is the environment linked to the issue? • How are politics linked to the issue? • How is the economy linked to the issue? • How is society linked to the issue? • How can you look at the issue through a geographic lens?	• How are the environment, human actions, and the event all linked?

2.   **Identify the key players:** who's affected by, contributing to, or concerned about the issue?

Key players (leaders, organizations, groups)					
General position on the issue					

3.   **Define the viewpoints:** Expand on the general position of each key player and define their viewpoint on the issue. Make sure to differentiate fact from opinion in their viewpoint.

Key player:	Key player:	Key player:	Key player:	Key player:
Viewpoint:	Viewpoint:	Viewpoint:	Viewpoint:	Viewpoint:
Facts:	Facts:	Facts:	Facts:	Facts:
Opinions:	Opinions:	Opinions:	Opinions:	Opinions:

4. **Evaluate the viewpoints:** Is the viewpoint being presented honestly (i.e. consider the motivations of the key players)? Is there supporting evidence from experts or only opinions? Who could gain from or be hurt by this viewpoint?

Key player:	Key player:	Key player:	Key player:	Key player:
Evaluation of position:	**Evaluation of position:**	**Evaluation of position:**	**Evaluation of position:**	**Evaluation of position:**

5. **Decide for yourself:** Make an informed opinion about the issue and consider what a plan of action might be.

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PUBLIC SERVICE ANNOUNCEMENT ORGANIZER

Topic of announcement:

Date of announcement:

Purpose of announcement:

Spatial Significance, Patterns and Trends, What is where? Why there?
Background on the animal:

- **Where is the animal's habitat?**

- **How many animals are still alive today?**

- **Why is the animal endangered or at risk?**

Interrelationships, Why care?
Problems and issues with the animal population as a result of:

a. **Habitat loss (human or natural)**

b. **Hunting/fishing/harvesting**

Geographic Perspective
Changes that are being advocated:

Local/regional businesses supporting changes (e.g., coffee shops that sell fair-trade coffee):

The role that the audience (students) can play:

PUBLIC SERVICE ANNOUNCEMENT RUBRIC

Category	Level 4	Level 3	Level 2	Level 1
Knowledge Knowledge of facts, terms, etc. relating to industry / resources and purpose of announcement.	Demonstrates thorough understanding of the content and concept of geographic thinking, industry /resources announcement.	Demonstrates considerable understanding of the content and concept of geographic thinking, industry /resources announcement.	Demonstrates some understanding of the content and concept of geographic thinking, industry /resources announcement.	Demonstrates limited understanding of the content and concept of geographic thinking, industry /resources announcement.
Thinking Use of critical/ creative thinking processes (e.g., problem solving, decision making)	Uses critical/creative thinking process to evaluate the issue with a high degree of effectiveness.	Uses critical/creative thinking process to evaluate the issue with a considerable degree of effectiveness.	Uses critical/creative thinking process to evaluate the issue with some effectiveness.	Uses critical/creative thinking process to evaluate the issue with limited effectiveness.
Communication Communication for different audiences and purpose.	Communicates for different audiences and purpose with a high degree of effectiveness.	Communicates for different audiences and purpose with considerable effectiveness.	Communicates for different audiences and purpose with some effectiveness.	Communicates for different audiences and purpose with limited effectiveness.
Application Making connections within and between various contexts (e.g. past, present and future, environmental, social, cultural)	Makes connections within and between various contexts with a high degree of effectiveness.	Makes connections within and between various contexts with considerable effectiveness.	Makes connections within and between various contexts with some effectiveness.	Makes connections within and between various contexts with limited effectiveness.