

Learning Outcomes

Students will:

- ❖ Demonstrate how to effectively communicate their CIC project to engage their audience and enhance their message using storytelling techniques.
- ❖ Begin designing their video projects, including being introduced to storyboarding and script production

Essential Question



- ◆ How can we use science, creativity, and reliable information to create messages that help people care about and take action on climate change?

Notes to Teacher



- ◆ **Lesson Preparation:** It's recommended that you complete these steps before leading the lesson with your students:
 - ❖ Preview [Ethos, Pathos, Logos](#)
 - ❖ Decide on the format you would like your students to use for pre-production- script, storyboard, or something else
 - ❖ Print or digitally assign the lesson 5 handouts
- ◆ **Set up Canva Pro (if using):** *Now is an ideal time to create your [free Canva Pro account](#) by getting your school verified.*

Lesson 5 Handout



- ◆ [Climate Action Plan](#)
- ◆ [CIC Video Script](#)



- ◆ **Hook: Persuasion** (5 minutes)
 - ◇ Guide students through a quick-write and/or discussion on the following prompt: *Have you ever tried to convince someone to get something you wanted? How did you do it, and did it work?*

- ◆ **Storytelling Techniques** (30 mins)
 - ◇ Show "[Ethos, Pathos, Logos](#)" (3:15) by Tamu Writing Center
 - ◆ Pause throughout the video to discuss how students can use ethos, pathos, and logos in their CIC videos. Ask students to share examples of ideas for each persuasive appeal.
 - ◇ Show "[A #NatureNow Message from Greta Thunberg](#)" (3:39) by WWF International
 - ◇ Show "[Rooftop Gardens](#)" (2:43) by Vivian and Avery, 6th grade students at Sage International School in Boise, ID
 - ◆ Ask students the following questions after viewing:
 - How do these videos use ethos, pathos, and logos to persuade their audience? Give examples.
 - What stood out to you about this video?

- ◆ **Climate Action Plan** (25 minutes)
 - ◇ Instruct students to complete this worksheet in preparation for writing their CIC script. This will help them clarify the focus and goals of their CIC video using what they've learned so far.

- ◆ **Pre-Production - Scripts and Storyboards** (40 minutes +)
 - ◇ *Note: This step may take more than one class period*
 - ◇ Introduce commonly used pre-production tools to help students be organized. While it may be tempting to jump straight into production, ask students to take their time to develop the story that they want to tell.
 - ◇ Using their research and brainstorming about their entry point, have them organize their projects for video production using a script, storyboard, or another way of organizing their ideas.
 - ◇ Pre-Production Templates:
 - ◆ [CIC Video Script](#) (recommended)
 - *Note: The outline is very basic. Students are encouraged to add additional rows to the script to include interview clips, connections to real-world action, additional evidence, etc.*
 - ◆ [Creating a Storyboard Template](#) on Canva



- ◆ [MS ESS-3: Earth & Human Activity](#) Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- ◆ [MS ETS1-1: Engineering Design](#) Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- ◆ [MS ETS1-2: Engineering Design](#) Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- ◆ [CCSS.ELA-LITERACY.RST.6-8.7](#) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- ◆ [CCSS.ELA-LITERACY.RST.6-8.9](#) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- ◆ [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ◆ [CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ◆ [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.