

**Focus:** Communicating Science Ideas

**Grade Level:** 7-12

**Session Length:** 90-120 minutes

### Driving Questions

- How can we protect the Crystal Cove SMCA?
- What do we need to plan in order to create a social media piece that will raise awareness about challenges that threaten the Crystal Cove SMCA?

### NGSS Links

- Communicating, Evaluating, & Sharing Information

*In the ninth session of the MPA Exploration, student research teams continue planning a social media piece to help raise awareness of challenges related to the Crystal Cove SMCA.*

Research teams begin refining their materials from Session 8 as they create a pitch packet. During the process, they meet Crystal Cove Conservancy's Communications Manager, who introduces them to different social media platforms and assessment metrics.

During this session, student teams select a platform, create a rough draft of their script or written text, and draft an evaluation plan. Finally, they pitch their plan to another team and swap feedback.

### Learning Outcomes & Assessments

<i>By the end of this module, students will be able to...</i>	<i>You can assess this using...</i>
<b>1. Evaluate</b> the pros and cons of different social media platforms and select one to reach their chosen audience.	Research team pitch packets
<b>2. Create</b> a rough draft of their social media piece.	Research team pitch packets
<b>3. Draft</b> an audience engagement plan that includes at least 2 metrics to assess the effectiveness of their social media piece.	Research team pitch packets
<b>4. Give</b> feedback to another team on their pitch packet	Research team discussions

## Session Overview

Section	Description	Length	Format
<b>Launch</b>	Holly frames the task for the day, as student research teams begin working on their pitch packet.	5 minutes	Whole class
<b>Explore</b>	Research teams begin working on their pitch packets, including selecting a social media platform and creating a rough draft of their text.	45-70 minutes	Research teams
	Research teams draft an audience engagement plan.	20-25 minutes	Research teams
<b>Share</b>	Research teams present their pitch packet to another team and swap feedback.	15-20 minutes	Paired research teams
<b>Reflect</b>	Students reflect on their experience during Session 9.	5 minutes	Individual

## Overview of the Social Media Final Product

During the final three sessions of the MPA Exploration, student research teams help to create a social media piece that raises awareness about some of the challenges that threaten the Crystal Cove State Marine Conservation Area. During this process, students will choose a challenge to address and identify the audience they need to reach, draft a call to action, choose a social media platform, create a pitch packet, draft an evaluation plan, swap feedback with another group, and execute their final product.

Before starting these last three sessions, we strongly recommend reviewing the **project rubric** and deciding on how you want to structure the project for your class. You may want to put limits on what platforms or approaches students use based on the time available.

Just like always, the work that students are doing on this project is real, and their creations can help us to really raise awareness about some of the challenges that put our underwater park at risk. If possible, Crystal Cove Conservancy and our partners at Newport Landing would love to be able to share students' final products on our social media.

If you'd like to share final products or have questions about this process, please contact Holly Fletcher by emailing [holly@crystalcove.org](mailto:holly@crystalcove.org).

Session 8		Session 9			Session 10
<i>Choosing a Challenge and an Audience</i>	<i>Drafting a Call to Action</i>	<i>Choosing a Platform &amp; Creating a Pitch Packet</i>	<i>Drafting an Audience Engagement Plan</i>	<i>Giving &amp; Getting Feedback</i>	<i>Executing the Final Product</i>

**You are here!**

## Virtual Materials

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- Session 9 Google Slides Presentation: <http://bit.ly/3mLNORR>
- MPA Social Media Project Rubric: <http://bit.ly/34I7cJm>
- Session 9 Pitch Packet Template: <http://bit.ly/2WK0XR2>
- Session 9 Field Notebook Template (optional): <http://bit.ly/3nOZXa6>

## Each student will need...

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- A device with internet access (a computer, smartphone, or tablet will all work!)
- Field notebook and pencil

## Before You Start Teaching

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- Copy over the [Session 9 Slideshow](#) for your chosen platform to your own Google Drive account. Test to make sure that the videos work. (If not, you may have to check the permissions on the Crystal Cove Conservancy Youtube Account.)
- Decide how you want to structure the session as a class. The session can be split over 2-3 class meetings or research teams can be given time to work independently outside of class.

If you need to reduce the length of the session, you can cut out the creation of an evaluation plan or the Share step when research teams trade feedback.

- Decide how you want student research teams to get and give feedback on each others' pitch packet. Update [Slide 11](#) with any instructions that are specific to your class.

## Learning Sequence

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### Launch

#### Getting Started (5 minutes)

1. Open the [Session 9 Slideshow](#) and play the video on [Slide 2](#) for your class. In this video, Holly will welcome students back and explain their task for today, as they will move on to creating a pitch packet to help them plan their social media piece.
2. After watching the video, move on to [Slide 3](#), which gives an overview of what students will do and learn during Session 9.

### Explore

#### Part 1: Creating a Pitch Packet (45-70 minutes)

1. Move on to [Slide 4](#) and play the video. Holly will introduce Kian, Crystal Cove Conservancy's social media manager.

[Slide 5](#) includes a link to a Voicethread, where students will get to meet Kian and find out more about some of the different social media platforms. Together as a research team, they'll need to choose a platform (such as Facebook, Instagram, Youtube, Medium, or Twitter) and a medium (infographic or other image, video, or blog post) for their social media post.

2. Give students time to choose a platform and begin working on their pitch packet. Much of the information can be moved over from [Session 8](#), such as the challenge they want to solve, the audience they want to reach, and their strategies for framing a science idea and structuring a call to action.

In addition, they now need to choose a social media platform and medium for their final post.

3. Once it seems like most of the teams have chosen a platform, move on to [Slide 6](#). In the video, Holly will give some more tips on using science communication strategies to design their social media piece.

Afterwards, move on to [slides 7 and 8](#) which will provide additional resources that students may want to use to complete their task. Again, give students time to work. Students will be responsible for completing their pitch packet and creating a rough draft of their social media piece, including any scripts, storyboards, or draft text.

This will likely be the longest stretch of time in the process. If you are dividing this session over multiple class meetings, you might consider breaking here.

**Part 2: Drafting an Audience Engagement Plan (20-25 minutes)**

4. As research teams begin to reach the end of their pitch packet, bring the class together again. Move on to **Slide 9**, where Holly will describe the importance of having a plan to evaluate the audience engagement and success of the social media piece.

**Slide 10** includes a link to another Voicethread, where Kian will describe some of the metrics that he uses to assess engagement on different social media platforms.

5. Let students break back into their research teams. Remind them that they will need to create a draft audience engagement plan, including choosing at least 2-3 metrics to help them measure engagement.

Give them more time to work and finish drafting their pitch packet.



Share

**Sharing Our Progress (Optional) (5-10 minutes)**

1. Advance to **Slide 11** in the slideshow and play the video. Here, Holly will frame the importance of making a pitch and getting feedback on one's plan.

2. Move on to **Slide 12** and divide the research teams into pairs. Go over the expectations for getting and giving feedback.

We recommend using the **3-2-1 Format**:

- **First**, Team A spends three minutes making their initial pitch.
- **Next**, Team B spends two minutes giving feedback, highlighting parts they liked and parts that could be improved. While receiving feedback, Team A must listen silently in order to take it in and is not allowed to speak, aside from answering clarifying questions.
- **At the end**, Team A spends one minute describing the changes they want to make as a result of the feedback.
- **Finally**, the two teams switch places and repeat the process.

This process works best if the teacher is extremely strict with timing, and encourages students to fill out the entire time available.

3. Once teams have had a chance to give and get feedback, if there is time, give them a few minutes to regroup with their original research team and make a plan to update their pitch packet based on the feedback they received.



Reflect

*Reflecting on Session 9 (5 minutes)*

1. At the end of the discussion, advance to **Slide 13** in the slideshow and play the video, where Holly will ask students to spend a few minutes reflecting on their progress so far
2. Advance to **Slide 14**, which will share reflection questions. Ask students to spend five minutes reflecting on their experiences today in their field notebook.
3. Finally, thank the class for their time today. Remind them that they will continue working on their social media project in Session 10, they'll create their final social media piece and will have a chance to share it with Crystal Cove Conservancy to promote on our social media platforms!