

Focus: Communicating Science Ideas

Grade Level: 7-12

Session Length: 45-60 minutes

Driving Questions

- How can we protect the Crystal Cove SMCA?
- How can we start planning a social media piece to communicate about the Crystal Cove SMCA with a specific audience?

NGSS Links

- Communicating, Evaluating, & Sharing Information

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

Research teams are introduced to the basics of science communication, where science ideas are shared with other audiences. They revisit some of the challenges that threaten the Crystal Cove SMCA and pick a specific challenge to help solve, decide on an audience, and begin planning a social media post, blog post, or video that will help raise awareness and address that challenge.

Learning Outcomes & Assessments

<i>By the end of this module, students will be able to...</i>	<i>You can assess this using...</i>
1. Describe one challenge that is threatening the Crystal Cove SMCA.	Whole class discussion
2. Apply science communication strategies to begin framing science ideas for a particular audience.	Research team products
3. Select a challenge, an audience, and begin drafting a call to action.	Research team products

Session Overview

<i>Section</i>	<i>Description</i>	<i>Length</i>	<i>Format</i>
Launch	Holly introduces students to the idea of science communication and how we can use it to help protect Crystal Cove State Park.	5 minutes	Whole class
Explore	Research teams choose a challenge to address and decide what audience they need to reach. After, they begin framing a science idea and drafting a call to action.	35-40 minutes	Research teams
Share	Optionally, research teams share their progress with the entire class.	5-10 minutes	Whole class
Reflect	Students reflect on their experience during Session 8.	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 Alyssa Aldaz by emailing alyssa@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 & Creating a Pitch Packet</i>	<i>Drafting an Audience Engagement Plan</i>	<i>Giving & Getting Feedback</i>	<i>Executing the Final Product</i>

You are here!

Virtual Materials

- Session 8 Google Slides Presentation: <http://bit.ly/3hgzgsk>
- MPA Social Media Project Rubric: <http://bit.ly/34I7cJm>
- Session 8 Field Notebook Template (optional): <http://bit.ly/3prP5iR>

Each student will need...

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

Before You Start Teaching

- Briefly skim *Sessions 8, 9, and 10* and review the *project rubric*. Decide how to structure the project based on the time that you have available.
- Copy over the *Session 8 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.)
- Update the project rubric with any specifics relevant to your class. Make any adjustments to *Slide 5*.
- Decide how you want to structure the session as a class. Will you move through everything together, or will you allow research teams to work independently and move at their own pace? If it is the latter, each research team will need access to the slideshow.

Learning Sequence

Launch

Getting Started (5 minutes)

1. Open the [Session 8 Slideshow](#) and play the video on [Slide 2](#) for your class. In this video, Holly will introduce the final project for the MPA Exploration: Student research teams will be tasked with creating a social media piece to help address a challenge that threatens the Crystal Cove SMCA.
2. After watching the video, move on to [Slide 3](#), which gives an overview of what students will do and learn during Session 8.

Explore

Launching the Project & Choosing a Message (35-40 minutes)

1. Move on to [Slide 4](#) and play the video. Holly will introduce the students to the idea of science communication.
2. Advance to [Slide 5](#), which gives students an overview of the final project. Depending on the time you have available, you can visit the link to review the project rubric with students.
3. After you've answered any questions about the overall project, move on to [Slide 6](#). Holly will frame the first step of the process for students: They'll get a chance to meet some of the Crystal Cove SMCA's stakeholders via video and hear about some of the challenges threatening the underwater park. Afterwards, each research team will need to pick a challenge to address.

You can let students move through [Slides 7-11](#) at their own pace, or go through them as a group. Remind students that they need to pick a challenge threatening the Crystal Cove SMCA to address via a social media piece. They can choose something mentioned in the videos or pick something else -- but, if they pick something on their own that wasn't mentioned, they'll need to justify and explain why it's a problem.

Give the research teams time to discuss and choose their challenge, and then move on to the next step.

4. Once students are ready, move on to *Slide 12*. Here, students will be challenged to decide which audience they want to target with their social media piece.

Advance to *Slide 13*, and give research teams time to discuss and pick the audience for their project.

5. Advance to *Slide 14*, where Holly will introduce students to the basics of framing a science idea and tailoring it to their specific audience.

Move on to *Slide 15*, and give students time to talk. This will likely take a bit more time, as students need to decide what science information their audience will need to understand, and then begin to frame it in relatable terms. It is okay if research teams don't entirely finish this discussion -- they will have more time to refine their framing when they create their pitch packet in Session 9.

6. When the time is up, move on to *Slide 16*, where Holly will challenge students to draft a call to action.

Advance to *Slide 17* and give the research teams time to work. Each team will need to make a decision about what they want their audience to do as a result of their social media piece. This could be participating in a beach clean-up, following the rules when they visit the Crystal Cove SMCA, responding to the post on social media, or something else.



Share

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

1. If there is time, bring the whole class back together. Move on to *Slide 18* and ask students to share their progress so far.

- What challenge did you choose?
- Which audience do you intend to reach?
- How are you framing the science idea?
- What is your call to action?



Reflect

Reflecting on Session 8 (5 minutes)

1. At the end of the discussion, advance to **Slide 19** 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 20**, 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 9 , where they'll begin fleshing out their plan by developing a pitch packet.