



PEST PSA (GRADES 4 – 8)

Lesson Overview

In this six-session lesson, students use the “Pest Guide” section of PestWorldforKids.org to develop a Public Service Announcement (PSA) for their school community. The ad campaign will communicate the threats and impacts a pest may cause, and methods for preventing an infestation. Students should include when it is necessary to call in a pest professional to control an infestation. The PSA may take many forms, including a poster, school announcement, play or movie.

Correlation with National Standards

National Council of Teachers of English (NCTE)

Standard 1: Students read a wide range of print and non-print texts ... to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Students will use the PestWorldforKids.org Pest Guide to acquire new information about a specific pest.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers...

Students are prompted to recall their prior knowledge as well as share their written work with other students to check for clarity.

Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

This lesson invokes many of the elements of process writing, including pre-writing, editing & revising, and publishing. Students are prompted to consider their audience when developing their PSA.

National Science Teachers Association (NSTA) Standards

K – 4

Life Science Content Standard C: As a result of activities in grades K – 4, all students should develop understanding of:

- *The characteristics of organisms*

Students use the “Pest Guide” section of the PestWorldforKids.org web site to identify a pest’s basic needs, its anatomy and impact on the home environment.

5 - 8

Life Science Content Standard C: As a result of activities in grades 5 – 8, all students should develop understanding of:

- *Structure and function in living systems*

Students use the “Pest Guide” section of the PestWorldforKids.org web site to identify a pest’s basic needs, its anatomy and impact on the home environment.



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Getting Ready:

Estimated Time:

- Preparation: 30 minutes
- Lesson: 45 – 60 minutes for each session

Materials:

Session 1:

- A sample of a recent comic strip, made for pairs of students to share or projected on screen. These can be readily obtained from many Internet sites.
- Computer projector and access to the Pest Control PSAs at PestWorld.org: <http://www.pestworld.org/> (PSA's are in the upper right-hand corner)
- Blank storyboard form for each student (you can find this at the end of this lesson).

Sessions 2 & 3:

- One copy of the handout "PSA Notes" for each student or student group.
- Transparency of "PSA Notes" for you to use to demonstrate.
- One copy of the handout "Storyboard" for each student or student group.
- Transparency of "Storyboard" for you to use to demonstrate.
- Computer workstation for each student so they may access <http://www.pestworldforkids.org/guide.html>

Session 3 - 6:

If students will be creating posters:

- large drawing paper or posterboard for posters.

If students will be creating videos:

- At least one computer workstation for each student group.
- Camera
- Video editing software.
 - For video, programs included with operating systems are more than sufficient: Windows comes with Movie Maker [<http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.mspx>] and Apple's iMovie [<http://www.apple.com/ilife/tutorials/#imovie>]

If students will be creating audio recordings:

- At least one computer workstation
- Noise-cancelling microphone
- Voice recorder software.



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Audacity [<http://audacity.sourceforge.net>] is a free audio editing program available for both Windows and the Apple Macintosh.

Preparation

Session 1:

- 1) As there is a lot of production work involved in any of the projects (posters, radio ad, video), consider dividing your class into smaller production teams and have them storyboard together.
- 2) If you plan on your students editing their own videos, schedule an extra 2 – 3 sessions in the computer lab for editing their work.
- 3) For the lesson's introduction, locate a recent comic strip, either in your newspaper or online. Copy it onto a transparency.
- 4) Copy the storyboard forms for each of your students.
- 5) Preview the PSAs and identify the main idea for each scene.
- 6) Practice modeling how to "reverse storyboard". Play the video. Every time the shot changes, pause it and draw a quick sketch of what you see. Identify pieces of visual information to point out to your students– what's in the picture? What's the camera angle? What mood or idea does the picture convey?
- 7) Identify the key ideas students should gather in each storyboard frame.

Sessions 2 & 3:

- 1) Make copies of the handouts "PSA Notes" and "Storyboard".
- 2) Make transparencies of the handouts "PSA Notes" and "Storyboard".

No further preparation is necessary for session 4 – 6.



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Procedure:

Session One: Model Storyboarding

EXPLAIN ACTIVITY

- 1) Identify the purpose for the activity - that students will be responsible for teaching the rest of the school how to prevent pests from infesting their homes and what to do if a pest does infest.
- 2) Explain that an effective way to communicate knowledge is to create a PSA.
- 3) Explain that students will use a technique called storyboarding to help organize what they want to communicate.

INTRODUCE STORYBOARDING

- 4) Display comic. Explain how each frame holds a key idea.
- 5) Ask a student to identify the main idea in the first panel. Summarize the idea underneath the first panel. Repeat for the remaining panels.
- 6) Describe how the comic is really a storyboard – a visual sketch that could be used to make a commercial.
- 7) To help students start to think about how to make their own PSA, explain that they will next review a video PSA about a pest.

REVERSE STORYBOARD

- 8) Distribute blank storyboard. Their job will be to analyze how the video was made and identify the segment's key ideas, just as they did with the comic
- 9) Play the video's first scene then pause the video.
- 10) Model how to draw a quick sketch of the scene and summarize the scene.
- 11) Play the second scene and then pause the video. Direct students to draw a sketch and summarize the scene.
- 12) Discuss. What idea does the second scene communicate?
- 13) Repeat the same process for the next few scenes until you are comfortable that students have gained the skill. Then play the remaining scenes, allowing students to independently summarize.
- 14) Discuss the entire video. What is the main idea? What were the supporting details? How was the video organized to present this information?

Session Two: Research Pests

Students will identify a pest to use as their PSA's subject. As they collect their information, students will learn about animals' habit and diet, the impact these animals can have, and how to prevent pests from entering their home environment.

Quick Notes:

- Steps 1 – 5 may be done outside of the computer lab.
- If students have limited access to computers, point out that they may download a printable info sheet for the pest they will use in their PSA.


1) Display the *Pest Guide* entry for the Brown Recluse Spider or Subterranean Termite:

<http://www.pestworldforkids.org/termites.html>

<http://www.pestworldforkids.org/spiders.html>

Note: SCROLL DOWN to the specific species' information

- 2) Point out the information about each animal's impact and emphasize that this information will form the main idea for his or her PSA.
- 3) Display the handout "PSA Notes".
- 4) Explain that the handout will help students gather information to use in their PSA.
- 5) Model how to fill out the handout.
- 6) Demonstrate the *Pest Guide* section of PestWorld for Kid: <http://www.pestworldforkids.org/guide.html> Invite students to browse through the different entries to choose their subject for the PSA.
- 7) As students are browsing, choose a pest from the "Pest Guide" area. Display it on the projector and together with your students identify some details that will help you form an idea – these details will form each scene.
- 8) Complete the handout "PSA Notes" for use as a model.
- 9) Once students have chosen their culprit, distribute their copies of the "PSA Notes".
- 10) Display your model and point out where in the entry you found the information for each of the handout's sections.
- 11) Direct students to complete their "PSA Notes" handout, filling it in with their pest subject's information from the PestWorldforKids "Pest Guide" section.



**PSA
NOTES**

DETAILS	SUBJECT: <hr style="width: 80%; margin: 0 auto;"/> <small>(pest species)</small>
IMPACT:	
DIET:	
HABITAT:	
PREVENTION:	

YOUR NAME:
WWW.PESTWORLDFORKIDS.ORG

MODEL STORYBOARDING AROUND AN IDEA

- 12) Explain that the next step to creating the PSA is to storyboard an idea. Point out that each area of the "PSA Notes" handout can be used to form a scene.
- 13) Display the storyboard handout. Title one scene for each detail in the "PSA Notes" handout. Invite a student to supply a quick quote for a scene. Repeat until your model storyboard is complete.



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- 14) Discuss what the storyboard could be used for: a radio ad, a poster campaign, or a video.
- 15) Explain that in the next session, students will put together their storyboard and begin to produce their PSA.



PSA STORYBOARD

SET THE STAGE: WHO? WHERE? WHEN?		SCENE 1:	
<p>WHO IS THE CAST:</p> <p>Describe the narrator (the voice without a body):</p> <p>Describe character 1 (if any):</p> <p>Describe character 2 (if any):</p> <p>Describe the pest:</p> <p>What characteristics of the pest will be on display or talked about?</p>	<p>WHERE IS THE PSA SET?:</p> <p>What state? In the Country or City? Inside or Outside? Describe:</p> <p>WHEN DOES THE CRIME HAPPEN:</p> <p>What Time of Year? What Time of Day? Describe:</p>	IMPACT	<p>In your own words, describe the impact your subject (pest) could have on a home:</p>
<p>WHEN DOES THE CRIME HAPPEN:</p> <p>What Time of Year? What Time of Day? Describe:</p>		DIALOGUE	<p>Write a few words how a narrator or character(s) would describe the problem:</p>
		DRAW	<p>Sketch a quick scene here:</p>

YOUR NAME:

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PSA STORYBOARD

SCENE 2:		SCENE 3:		SCENE 4:	
DIET	<p>In your own words, describe the diet your subject (pest) pursues. How would that damage a home?</p>	HABITAT	<p>In your own words, describe how the subject (pest)'s habitat would create a problem for the home:</p>	PREVENTION	<p>In your own words, describe how can subject (pest)'s be controlled? When is it necessary to call in a pest management professional?</p>
DIALOGUE:	<p>Write out the dialogue between the narrator and/or character(s):</p>	DIALOGUE:	<p>Write out the dialogue between the narrator and/or character(s):</p>	DIALOGUE:	<p>Write out the dialogue between the narrator and/or character(s):</p>
DRAW	<p>Sketch a quick scene here:</p>	DRAW	<p>Sketch a quick scene here:</p>	DRAW	<p>Sketch a quick scene here:</p>

YOUR NAME:

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Session Three: Student Storyboards

STUDENTS DEVELOP STORYBOARD

Note: if students will be working as a production team, they should do the next steps together.

- 1) Review your model from the last session. Remind students that storyboarding is just one way to organize ideas. For projects like PSA's, it is incredibly helpful.
- 2) Keep your model visible as you distribute a blank storyboard to your students.
- 3) Ask students to review their "Script Planners." Have your students decide which information would be important enough to include in their ad.
- 4) Direct students to identify supporting details for that idea. Demonstrate how to list a detail under each storyboard frame. Although the storyboard form allows for up to 12 frames, it suggests that they try to express their idea in 8 or fewer frames.
- 5) Because severe infestations can usually only be controlled with chemicals, students should include when it is necessary to call in a pest management professional to control an infestation.

COMPLETE STORYBOARDS

- 1) Decide with your students what these storyboards should form: poster campaign? Radio PSA? Video?
- 2) Direct students to summarize what should be in each frame:
 - a. If the storyboard will turn into a poster campaign, each frame will represent a different poster.
 - b. For a radio PSA, each frame will represent one point to communicate. Direct students to write down exactly they'd want the announcer and/or characters to say.
 - c. For videos, each frame will represent a shot.
- 3) Direct students draw a sketch for each frame, keeping in mind what type of product they will produce.

WRAP-UP

Ask students to share the idea they picked and how they've developed their storyboard so far.



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Session Four: Planning

This session should be devoted to fleshing out the storyboard and writing the script. Each frame will turn into a paragraph, with listed characters. To help students organize their thoughts, distribute the handout “PSA Notes.”

For poster campaigns, sketches of the posters should be made during this session.

Sessions Five and Six: Production

The last sessions are devoted towards production.

For videos and radio PSAs:

- Encourage students to rehearse each storyboard frame 2 to 3 times before recording.
- If time allows, videos and radio ads can be edited in a computer lab using video and sound editing.



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Handouts

- Make a copy of the handout “PSA Notes” for each student or student group.
- Make a transparency of “PSA Notes” for you to use to demonstrate.
- Make a copy of the handout “Storyboard” for each student or student group.

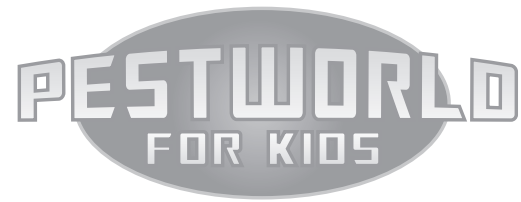


PSA NOTES

DETAILS	SUBJECT: _____ (pest species)
IMPACT:	
DIET:	
HABITAT:	
PREVENTION:	

YOUR NAME:

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PSA NOTES

DETAILS	SUBJECT: _____ (pest species)
IMPACT:	
DIET:	
HABITAT:	
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YOUR NAME:

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PSA STORYBOARD

SET THE STAGE: WHO? WHERE? WHEN?	
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SCENE 1:	
IMPACT	In your own words, describe the impact your subject (pest) could have on a home:
DIALOGUE	Write a few words how a narrator or character(s) would describe the problem:
DRAW	Sketch a quick scene here:



PSA STORYBOARD

SCENE 2:	
DIET	In your own words, describe the diet your subject (pest) pursues. How would that damage a home?
DIALOGUE:	Write out the dialogue between the narrator and/or character(s):
DRAW	Sketch a quick scene here:

SCENE 3:	
HABITAT	In your own words, describe how the subject (pest)'s habitat would create a problem for the home:
DIALOGUE:	Write out the dialogue between the narrator and/or character(s):
DRAW	Sketch a quick scene here:

SCENE 4:	
PREVENTION	In your own words, describe how can subject (pest)'s be controlled? When is it necessary to call in a pest management professional?
DIALOGUE:	Write out the dialogue between the narrator and/or character(s):
DRAW	Sketch a quick scene here: