

An Ocean of Concern

Story Reference: *Chicken Soup for the Soul: Humane Heroes Volume III*, Story 8, “Saving South Africa’s Penguins”

Lesson Description: Students learn about a severely endangered population of warm-weather penguins and the international conservation efforts to save them. Through Kylene, an animal care specialist who travels to the southern coast of Africa, students witness the process of tagging and tracking the birds to better understand their habits and help improve their chances of survival. Students design a public service announcement to promote ocean conservation.

ELA Alignment:

- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and video), determining which details are emphasized in each account.

Lesson Objectives:

- Design an ocean conservation public service announcement.

Vocabulary:

- Conservation

Materials:

- Paper for developing a public service announcement
- Internet access for students (optional)
- Graphic organizer for a public service announcement

Resource Links:

- “Saving South Africa’s Penguins” additional online resources:
<http://www.chickensoup.com/ah/volume-3/story-8>
- The Southern African Foundation for the Conservation of Coastal Birds (SANCCOB):
<https://sanccob.co.za>
- SeaWorld Cares’ top 10 ocean conservation tips:
<https://seaworldcares.com/en/conservation/top-10-tips/>
- NOAA’s National Ocean Service – Infographics:
<https://oceanservice.noaa.gov/infographics/>

Introduction: Discuss ocean conservation questions (7 minutes)

- Share this quote: “From the food we eat to the air we breathe, nearly all life on this planet depends on our oceans.” Ask students to discuss ways this quote resonates with them.

- Organize students in concentric circles. The inner circle of students should be paired with the students directly opposite them in the outer circle (this can also be done in two lines if it works better for the configuration of the classroom). Ask students to engage in a rapid rotating conversation to discuss the following topics about the ocean. As you pose each new question, tell students in the inner circle to rotate clockwise to face the next person in the outer circle:
 - *Why is the earth called a “blue planet”?*
 - *No matter how far away one lives from the coast, why should all people care what happens to the oceans?*
 - *What are some indications that the oceans might be in trouble?*
 - *What are some things you can do personally to help protect the health of the oceans? How might these actions make a difference?*
 - *What is conservation?*
- After completing the activity, ask students to share a few things that they learned from their classmates’ responses to the questions.

Read and Analyze: Compare print and video versions of the story (15 minutes)

- Introduce the story “Saving South Africa’s Penguins,” and tell students they will be reading and watching a video about the plight of penguins living off the coast of South Africa. As they read and view, ask students to compare and contrast the details emphasized in the story and the video.
- After reading the story, immediately show students the video narrated by Kylene, the Humane Hero here: <http://www.chickensoup.com/ah/volume-3/story-8>. Remind students to compare the third-person account in the written story with the first-person account in the video.
- Discuss the differences and similarities between the story and video. Guide students to create a Venn diagram by answering the following questions. Students should consider what images they see, what sounds they hear, and what feelings they experience based on the different formats:
 - *After reading the story, what details (see, hear, feel) do you remember most? In what ways did these details stand out? What further questions does the text lead you to ask about penguin conservation?*
 - *How are the two accounts of the story similar? How are they different?*
 - *How can you best relate the plight of the penguins to other animals in danger? What actions might you be inspired to take to protect other animals in peril?*
 - *If you wanted to convince someone to care about saving South African penguins (or other animals in danger of extinction), would you show them a video or have them read a story? Would you provide both mediums? Explain your answer.*

Guided Practice: Develop a public service announcement (23 minutes)

- Share the top 10 tips for ocean conservation: <https://seaworldcares.com/en/conservation/top-10-tips/>.

- Ask students to pick one of the 10 tips to develop into a public service announcement in the form of a poster, flyer, or radio/video script. The announcement should include visual support. Students' choice of media should reflect the messages they want to convey and incorporate persuasive techniques. Guide students to develop a strategy for their announcement by considering the following questions (consult the graphic organizer at the end of the lesson):
 - *What conservation tip will you share with your audience?*
 - *Who is the target audience for this message?*
 - *What personal behavior change do you want to inspire?*
 - *How will you inspire this behavior change? What are the facts you want to communicate? How will you use these facts to appeal to the audience members' emotions? What other techniques will you use?*
 - *What medium or technique will be the most effective to engage your audience?*
- Guide students to visit <https://sanccob.co.za> or <https://oceanservice.noaa.gov/infographics/> for additional research information.

Closing: Conduct a gallery walk (5 minutes)

- Create a gallery walk of the public service announcements and allow students to view and discuss each other's work.
- As a guide for peer feedback, invite students to share two positive things they like about a classmate's message and then one suggestion to make the message even stronger.

Conservation Tip



Problem it addresses

Who is target audience?



Solution

What do I want them to do?

The PSA will be successful if the audience...

Sees: _____

Hears: _____

Feels: _____
