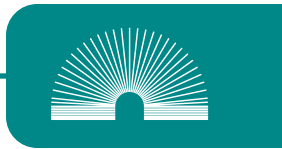


Activity 2A: Media Projects That Inform and Persuade



Sequence

2A.1:
Examining Examples Students critically review media projects about science-based societal issues.

2A.2:
About the Media Fair Students are introduced to requirements for the artists' statements and the Media Fair.

Understandings

- Art and media about science-based societal issues can be used to inform and persuade.



Materials Needed

- Computer and projector, or one computer per pair of students
- Students' copies of **Handout 2: *The Power of the Nucleus Project* Description**

2A.1: Examining Examples

1. Show students examples of media about science-based societal issues.

You can use computers to show Web sites, videos, or audio PSAs. Print materials can be posted or passed around; some print materials may also be available on the Web and can be viewed using a computer.

For two or three of the examples, ask students the following questions:

- Is it persuasive? Why or why not?
- What techniques do the creators use to try to hold your attention?
- What scientific information does it include?
- How would you sum up its message in just one sentence?

Note: If you would like to explore some of these ideas in greater depth, you may want to adapt Activity 1A.1: Looking at Art and Media as Catalysts for Change, from *Foundations in Visual Arts, Unit 6: Games for Good*.



2A.2: About the Media Fair

1. Discuss the artists' statement.

Have students read Step 8 from Handout 2, and answer any questions students have about the artists' statement or any other aspect of the project.

2. Describe the Media Fair process to students.

Explain that after students have completed their media projects, they will share their work with their classmates (and, optionally, other students and guests) at a Media Fair.

During the fair, each student team will set up a display of its project that can be viewed by other students and guests. For example,

- A team that created an audio PSA sets up a computer or MP3 player that fair attendees will use to listen to the PSA.
- A team that created a brochure will set out multiple copies of the brochure for people to read.
- A team that created a storyboard for a video will set up easels displaying the storyboard.

Each team should also have several copies of their science explanation, bibliography, and artists' statement.

Remind students of when the Media Fair will take place. Answer any questions students have about the Media Fair.

3. Form project teams.

Assign students to project teams or allow them to form teams based on what project topics they are interested in.

Note: Unless you plan to provide students with several class sessions in which to work on their projects, it's best to have students work in teams of two; larger team sizes will make it difficult for students to find time to work together outside of class.
