

Close the Loop



Buy Recycled Public Service Announcement Grades 9-12

Materials: Computers with Internet access, list of websites for creating Public Service Announcements (PSAs) (included), list of websites for extension activity, video camera or digital camera (optional), NEED Project books

Activity Time: 2-4 class periods

Concepts Taught: environmental issues, recycling, computer skills, research skills

Correlations to NCSCOS: **English I:** Objective 4.01, Competency Goal 2, Competency Goal 3; **English II:** Objectives 2.01, 2.02, Competency Goal 3; **English III:** Objectives 2.03, 2.04, Competency Goal 3; **English IV:** Objectives 2.01, 2.03, 2.04, Competency Goal 3; **AP English:** Objective 2.01; **Earth/Environmental Science** Objectives 1.06, 2.07; **AP Earth/Environmental Science:** Objectives 5.04, 7.02, 7.04; **Civics and Economics:** Objective 4.04, Competency Goals 7, 8; **Contemporary Issues in NC History:** Competency Goals 1, 5; **Computer Technology Skills:** **Visual Arts Education** Competency Goal 3; **English** Objectives 3.02, 3.03, 3.04; **Social Studies** Objectives 3.03, 3.04, 3.05.

Objectives:

- Students will understand the phrase “Buy Recycled” and realize its importance.
- Students will work collaboratively to produce a Public Service Announcement to persuade others to buy recycled.
- Students will present their PSA to a classroom audience.

Background:

- The three-arrow recycling symbol represents the three steps of recycling: 1) collection of recyclables, 2) manufacturing new products from recyclables, and 3) buying recycled.
- The phrase “Close the Loop” refers to the idea that buying products with recycled content finishes the loop made by the three arrows in the recycling symbol.
- **The three-arrow recycling symbol does not always indicate that a product is made from recycled content.**
 - It can simply be a reminder to recycle or can indicate that the product is recyclable.
 - There may also be labels on the product that describe the amount of post-consumer material included in the product. Post-consumer content is material that has been through consumer hands, or material that people have used and recycled. Other recycled content is usually factory leftovers such as material left over after a box has been cut from a pattern or items reclaimed from the factory floor.
- Buying recycled content material saves natural resources such as trees, land, and energy.
- Buying recycled encourages companies to use recycled materials in their products.
- Some examples of recycled content products include: newspapers, bathroom tissue, or notebook paper made from recycled paper; aluminum cans, pie tins, or bleachers made from recycled aluminum cans; fleece jackets, toys, T-shirts, lumber and playground equipment made from recycled plastic bottles.

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Lesson:

1. Review the concepts above with students. Remind them that they must make a choice each time they recycle. There is also a choice involved with buying products made with recycled content. Some information about recycling and how recycled materials are used in new products is available in the National Energy Education Development Project (NEED) book Museum of Solid Waste and Energy, pages 22-32.
2. Many educators believe that the best way to learn about a topic is to prepare oneself to teach or explain the topic to others. Students will work in groups to create a Public Service Announcement to explain the importance of buying recycled and recycled content. Students could create a skit to present to their class, a lower grade, or other assemblies, a spot for morning announcements (either intercom or television), or a short video. The project should focus not only on why recycling is important, but should explain why buying recycled is also important.
3. Using the bulleted items in the box above, students should explain what “recycled content” means and how to determine whether or not a product contains recycled content. Also, the Public Service Announcement should explain why buying recycled is important and how the three-arrow recycling symbol consists of three steps: 1) collection of recyclables, 2) manufacturing new products from recyclables, and 3) buying recycled. They should also explain the phrase “close the loop.” The presentation should be brief yet extensive enough to convey the topic adequately.
4. Students should then present their teaching tool to the class and receive comments from the class as to how it could be improved.

Extension

- Students may also create a webquest or marketing campaign.
- Explain to students that a webquest contains six major elements that guide the user through an exploration of a given topic. These elements must all be utilized in order to create a successful and exciting webquest.
- Websites detailing the webquest creation process are listed below.
- Marketing campaigns are used to promote a product or service and use persuasion and tools such as symbols, logos, jingles, or phrases that are catchy and easy to remember. Marketing campaign websites are also listed below.

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Information about Buying Recycled

- <http://sunnyvale.ca.gov/Departments/Public%2BWorks/Solid%2BWaste%2Band%2BRecycling/School/Buy%2BRecycled.htm>
- http://www.metrokc.gov/dnr/kidsweb/buying_guide_main.htm
- <http://www.col.lake.il.us/swalco/buyrecycled.asp>

Public Service Announcement Development Website

- http://ctb.ku.edu/tools/en/sub_section_main_1065.htm

Webquest Construction Websites

- http://www.education-world.com/a_tech/tech/tech011.shtml
- <http://webquest.sdsu.edu/LessonTemplate.html>
- <http://www.spa3.k12.sc.us/WebQuests.html>
- http://www.trip1.org/webquest_design.htm

Other Useful Sites

- <http://ibuydifferent.com/>

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Public Service Announcement Rubric

CATEGORY	4	3	2	1
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue and is very persuasive as evidenced by persuasive language and accurate product knowledge.	Students create an accurate product that adequately addresses the issue and is persuasive as evidenced by use of some persuasive language and some accurate knowledge of the product.	Students create an accurate product but it does not adequately address the issue. The product is somewhat persuasive.	The product is neither accurate nor persuasive.
Brainstorming-Identifying the Need for Change	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming-Solutions for Change	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the campaign and to technical processes used to create the campaign.	All students in the group can accurately answer most questions related to facts in the campaign and to technical processes used to create the campaign.	Most students in the group can accurately answer most questions related to facts in the campaign and to technical processes used to create the campaign.	Several students in the group appear to have little knowledge about the facts or technical processes used in the campaign.
Workload	The workload is divided and shared equally by all team members	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.

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Webquest Grading Rubric

CATEGORY	4	3	2	1
Engaging Scenario & Tasks	The scenario and task are engaging for students. The task provides sufficient background information to excite the interest of students and the procedures are clearly outlined.	The scenario is interesting and the tasks are clearly defined. The background information is sufficient to be interesting to most students, and the procedures are clearly outlined.	The scenario is somewhat interesting but the task requires a student to research only at the knowledge or comprehension level. The directions are somewhat vague.	The scenario is not interesting and the task requires a student to research only at the knowledge level. The directions are not clear.
Relevant Internet sources at appropriate grade level for students	All information listed is relevant. The quest puts meaning of the problem in personal, social or community perspectives and sources are at an appropriate reading level for students.	All information listed is relevant but the quest uses a limited number of sources. The sites do encourage some reflection and are at an appropriate reading level for students.	Some material listed is relevant but the quest uses few sources. The sites encourage minimal reflection and may be developmentally inappropriate.	The links to sites and materials are not directly connected to the assignment or only one source is used. The quest does not provide information for students to analyze or interpret.
Presentation Style	The group consistently used graphics, sounds, and links in a way that kept the interest of the user.	The group usually (85% of the time) used graphics, sounds, and links in a way that kept the interest of the user.	The group sometimes (70% of the time) used graphics, sounds, and links in a way that kept the interest of the user.	The group rarely used graphics (50% or less of the time), sounds, and links in a way that kept the interest of the user.
Organization	All sites were clearly tied to an idea (premise) and organized in a tight, logical fashion. All elements of a webquest are present.	Most sites were clearly tied to an idea (premise) and organized in a tight, logical fashion. All elements of a webquest are present.	All tasks and sites were clearly tied to an idea (premise) but the organization was sometimes not clear or logical. One element of a webquest is missing.	Tasks and sites were not clearly tied to an idea (premise). The product is not clearly connected to the question. Two or more elements of a webquest are missing.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the quest and to technical processes used to create the quest.	All students in the group can accurately answer most questions related to facts in the quest and to technical processes used to create the quest.	Most students in the group can accurately answer most questions related to facts in the quest and to technical processes used to create the quest.	Several students in the group appear to have little knowledge about the facts or technical processes used in the quest.
Creativity	User would be able to generate multiple approaches of looking at the problem. The user would be challenged to demonstrate different approaches.	The user would be able to demonstrate a few clear approaches to understanding the problem. The Webquest requires users to come to limited conclusions.	The user may be able to demonstrate a single approach to understanding the problem. The user can only come to one trite conclusion.	Student copies and pastes from the Internet without discrimination; product demonstrates little connection to the question; product does not show reflection.
Workload	The workload is divided and shared equally by all team members	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.

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Marketing Campaign Rubric

CATEGORY	4	3	2	1
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Accuracy and Originality	Students create an original, accurate and interesting product that adequately addresses the issue. Product shows a large amount of original thought. Ideas are creative and inventive.	Students create an accurate product that adequately addresses the issue. Product shows some original thought. Work shows new ideas and insights.	Students create an accurate product but it does not adequately address the issue. Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	The product is not accurate. Uses other people's ideas, but does not give them credit.
Technical Elements	Students use more than 4 marketing tools (logos, jingles, etc.) efficiently in their campaign.	Students use at least 3 marketing tools (logos, jingles, etc.) efficiently in their campaign.	Students use at least 3 marketing tools (logos, jingles, etc.) somewhat efficiently in their campaign.	Students use fewer than 3 marketing tools (logos, jingles, etc.), possibly in an inefficient way.
Effectiveness of Campaign	The campaign is highly persuasive in convincing the audience to buy recycled, as evidenced by persuasive language and accurate product knowledge.	The campaign is persuasive in convincing the audience to buy recycled as evidenced by some persuasive language and some accurate knowledge of the product.	The campaign has some persuasive elements in convincing the audience to buy recycled.	The campaign is not persuasive in convincing the audience to buy recycled.
Attractiveness and Organization	The campaign has exceptionally attractive formatting and well-organized information.	The campaign has attractive formatting and well-organized information.	The campaign has well-organized information.	The campaign's formatting and organization of material are confusing to the reader.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the campaign and to technical processes used to create the campaign.	All students in the group can accurately answer most questions related to facts in the campaign and to technical processes used to create the campaign.	Most students in the group can accurately answer most questions related to facts in the campaign and to technical processes used to create the campaign.	Several students in the group appear to have little knowledge about the facts or technical processes used in the campaign.
Workload	The workload is divided and shared equally by all team members	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.