

Environmental Chemistry Documentary

An ethical person is one who thinks critically about how they act, what choices they make, what everyday decisions and actions they take. Thinking about how we should act with respect to our environment can happen at a personal, family, community, business, school, organization and global level. As an individual when thinking about our environment we need to ask ourselves some difficult questions like “What does it mean to care for the environment”, “What should I do?” “What sort of actions show that I care?”, “How do I justify my choices?” Making ethical decisions are difficult because our thoughts and actions are influenced by factors like our emotions, perceptions, culture, expectations, religion, personal beliefs, concern for others, obligations and reasoning skills.

The Challenge:

Create a documentary raising awareness of the importance of making the right decisions about our interactions with water resources.

Before you begin this project, spend a moment in your group reflecting on your own environmental awareness and environmental ethic using the following questions as a guide.

- a) Where are you right now in your beliefs, feelings and understanding of how humans are affecting the environment?
- b) What are some of the important events and people that have influenced the way you think about the environment? How have they helped you gain a sense of what is the right and wrong?
- c) Consider your circle of concern for the environment by thinking about what have you done so far and how you might act in the future.

The Stages

Your project will have the following stages:

1. Identify the essential question - the big idea that your digital story will address. (1 lesson)
2. Planning – Complete the storyboard and script, determine the timeline, identify the skills needed. Think of the resources and evidence you will need to collect. This could include photographs, video footage, podcasts, and interviews. It is important that you visualize how you will communicate your message before you get in front of the camera. (1 lesson)
3. Production – Go and shoot or start collecting the information needs to complete the project. (2 lessons)
4. Presentation – Creation of the documentary. (2 lessons)

It is expected that you will spend an additional two hours of homework time per group each lesson. Flex times can be used to work on your production and presentation. Multimedia equipment can only be used during the school day and can't be taken home. If you need to check out multimedia equipment this must be arranged in advance with Ms Salim.

Getting Started

Brainstorm some of the big issues concerning water. To do this you may need to search the internet for top water issues or learn about your community. Think on an individual, local and global level. If necessary interview people. Some possible issues are: Acid Rain, Water Pollution, Access to fresh drinking water, Global warming, Spread of disease, Water treatment, Water

disposal, Conservation of water, Waste management, Water footprint, Cultural perspective on Water.

Identify a water issue that you would like to explore. Make sure that you understand the issues and important concepts correctly. Think about your audience. Who are they? Are you going to try and raise their awareness, encourage them to think or act differently, educate them? How will you communicate your message?

Multimedia Requirements

The three to five minute documentary needs to integrate two or more different media such as text, still images, video, animation, and sound. Tools like iMovie, and GarageBand will be used.

Roles and Responsibilities

Each group needs students in the following leadership roles.

- Producer - Ensures all deadlines are met and final product meets all the criteria for an exemplary documentary. Responsible for signing in and out all multimedia equipment through Mr Salim.
- Artistic Director - Overall responsibility for ensuring the concept is integrated seamlessly with the message and that a human story is told.
- Technical Director – Responsible for all technical aspects of the project including collecting multimedia footage and editing.

Assessment

This is a group assessment. An exemplary project will accomplish the following:

Technical Skill

Used multimedia in creative and effective ways to enhance the presentation. There were little in the way of technical problems, and none were of a serious nature.

Collaboration

Work together on all aspects of the project effectively, drawing on the strengths of one another. The final product created by all members represents something that would not have been possible to accomplish working alone. Roles are assigned based on the skills/talents of individual members. All members strive to fulfill their responsibilities.

Audience

The project is useful to an audience beyond the students who created it and has its desired impact.

Content

Information included has been compiled from several relevant and reliable sources. Reflects broad research and application of critical thinking skills. The concepts are relevant and integrated seamlessly with the message of the story. Shows notable insight or understanding of the issue.

Acknowledging Sources

Full credit is given to all contributors and sources of information on a credits page.

Time allocation

You will have 6 class periods to complete this digital project. The final product is due on the 3rd & 4th of November.