STUDENT PACKET

PRESENTING PERMAFROST

Telling the Story of Permafrost Around Your Community

Stewardship Project
Early High School (Grades 9-10)
Presenting Permafrost

Table of Contents

Introduction and Planning ............................................................... 3
Activity 1. Setting the Stage ............................................................ 4
Activity 2. Finding Your Story ......................................................... 5
  Storyboard ................................................................................. 7
Activity 3. Peer Review ................................................................. 8
  Peer Review Form ...................................................................... 9
  Peer Review Form .................................................................... 10
Rubric ......................................................................................... 11
Introduction and Planning

Welcome to Presenting Permafrost, a UNITE US Stewardship Project for students completing coursework for Early High School (Grades 9-10). This engaging project presents you with the opportunity to tell the story of what you have learned about permafrost and the condition of permafrost around your community.

Today you will begin working with the Presenting Permafrost Stewardship Project. You will use digital techniques to introduce yourself and your group members, your school and your community. Each UNITE US lesson presents photo and film ideas for you to gather. Following completion of the lessons, you will choose 3-5 digital pieces to highlight in your final product. This project is a digital portfolio of student learning and observations of local permafrost conditions.

These projects will be presented at a community event called Climate Expo. At Climate Expo, parents and other members of the community will be able to view these presentations. Some Elders and community members will judge student projects and presentations. At local Climate Expos, one story from each school will be selected to be presented at a larger venue in Fairbanks (Science Fair) or Anchorage (COSEE Science Fair). Urban judges will use Skype to interview the student chosen to represent each school.

UNITE US instruction will guide you towards answering the following Essential Question: Why do I care about what is happening to permafrost around my community? The following activities will help you tell the story of permafrost in your community.

- **Activity 1: “Set the Stage”**
  This activity will help you gather information that would introduce the audience to you, your school, and your community.

- **Activity 2: “Finding Your Story”**
  This activity will help you look at all the possible material you have to work with and start organizing pieces to tell a story.

- **Activity 3: “Peer Review”**
  This activity will help you strengthen your presentation before the Climate Expo.

Presentation at local Climate Expo Date: _______________________

Due Date: ________________

Due Date: ________________

Due Date: ________________

Due Date: ________________
Activity 1. Setting the Stage

In this activity, you will work with a partner or a group to create introductions of yourselves and your community. This will serve as a beginning piece for your Stewardship Project.

Materials:

- Camera and/or video camera (with tripod)
- Computer
- Internet
- Storage for electronic files (images and video)

Procedure:

STEP 1. Work with your partner(s) to plan how you will develop a 30-45 second introduction. At the very least, your introduction should include:

- your names;
- your grades;
- your community name; and
- the location of your community within the state.

Add other helpful information if it will fit into the time frame.

After practicing introductions, record introductions on the camera/videocamera.

STEP 2. Upload your files from the camera to the computer and modify them if necessary by putting them in a slide show with text or movie.

STEP 3. Present your introduction to the class and save the file for future use.
Activity 2. Finding Your Story

Throughout the UNITE US curriculum you have investigated permafrost as the foundation of the Arctic landscape. In this activity, you will look over what you have learned, filmed and photographed and then you will compile your work into a story.

Materials:
- Portfolio of work from UNITE US lessons
- Climate Resources (www.unitusforclimate.org)
- Storyboard template (see next page)
- Computer
- Internet

Procedure:

STEP 1. Look through your portfolio of work from the UNITE US lessons, as well as permafrost resources from the UNITE US website (www.unitusforclimate.org).

STEP 2. As you look through your collection of work, use the rubric to help you select 3 to 5 digital pieces to showcase in your project. List and describe your final choices of work in the space below.

1. ______________________________________________________________________________________
2. ______________________________________________________________________________________
3. ______________________________________________________________________________________
4. ______________________________________________________________________________________
5. ______________________________________________________________________________________

STEP 3. Use the Storyboard worksheet on the next page to map out how you intend to put the project together. You may use sources from the Resources section of the UNITE US website (www.unitusforclimate.org).

Science Content and Climate Literacy
- The presentation answers the essential question: Why do I care about what is happening to permafrost around my community?
- Scientific concepts are explained well.
- This project combines both western science and local or traditional knowledge.
- This project presents three to five concepts learned.
What is a Storyboard?

A storyboard is a planning tool. As you put together a digital story, you will have images and text, and maybe video and audio. A storyboard allows you to plan how you will tell your story with all the different components. A storyboard often consists of boxes and space around them for notes. The boxes can be used to sketch out ideas of the picture you would like the audience to view and notes are written around the boxes. Use this tool to organize your story before you put it together on the computer.

There are so many options to consider in creating your story. Try not to over embellish your story in such a way that the viewers are distracted from the main message you are trying to get across.

- Pick a readable font style and stick with it. Using too many font styles, sizes and colors can distract readers from your story.
- Use animations and slide transition styles sparingly.
- Make sure your graphics support the story.
- Consider revising text or spreading the text out across more slides if some sections seem too wordy.

As you map your story out, make sure to include:
- an introduction of yourself, your community and your project;
- the 3 to 5 digital pieces or permafrost concepts that you have decided to showcase;
- transitions between all the different sections;
- a conclusion; and
- credit all sources.

STEP 4. Bring this sheet and your storyboard to your teacher for approval.

Teacher signature: _____________________________________________

Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

STEP 5. Use your storyboard as a guide to help you put your project together.

Fair use for educational purposes:
Photographs, figures, charts, tables, diagrams, etc.
- display the copyright notice(s) with any copyright ownership information shown in the original source for all images;
- identify the creator/author, title, publisher, and place and date of publication; and
- cite the electronic address if the work is from an online source.
Activity 3. Peer Review

This activity will help you strengthen your presentation for the Climate Expo. The objective of this activity is to get feedback from your peers as preparation for your presentation.

Procedure:

STEP 1. Share your project with at least two of your peers.
STEP 2. Ask them to fill out the review sheets on the next two pages.
STEP 3. Use their comments to make changes to strengthen your project.
STEP 4. Describe the changes you made to your project based on your peer reviews.
PRESENTING PERMAFROST

Peer Review Form

Name of Reviewer: ___________________________ Date: ___________________

Title of Project: ____________________________________________________________

Procedure:

STEP 1. View the presentation.
STEP 2. Consider the requirements of the project.
STEP 3. Answer the questions below.

1. One thing I liked about this project and presentation was:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2A. One thing I am concerned about is:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2B. A suggestion I have to address this concern is:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Science Content and Climate Literacy

- The presentation answers the essential question: Why do I care about what is happening to permafrost around my community?
- Scientific concepts are explained well.
- This project combines both western science and local or traditional knowledge.
- This project presents three to five concepts learned.

Organization and Overall Appearance

- This project includes an introduction of the students, the school and the community.
- The body of the presentation guides the audience through the concepts selected by the students.
- Transitions tie together different sections of the presentation.
- The product is aesthetically appealing.
- The student took care in designing the project.

Mechanics

- Spelling and grammar are correct.
- Graphics are captioned and help show the significance of the issue and/or response.
- Data is clear and properly labeled.
- Sources of information are listed correctly.
- Presentation lasts five to seven minutes.
Peer Review Form

Name of Reviewer: __________________________________ Date: _____________________
Title of Project: ________________________________________________________________

Procedure:

STEP 1. View the presentation.
STEP 2. Consider the requirements of the project.
STEP 3. Answer the questions below.

1. One thing I liked about this project and presentation was:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2A. One thing I am concerned about is:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2B. A suggestion I have to address this concern is:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Science Content and Climate Literacy
• The presentation answers the essential question: Why do I care about what is happening to permafrost around my community?
• Scientific concepts are explained well.
• This project combines both western science and local or traditional knowledge.
• This project presents three to five concepts learned.

Organization and Overall Appearance
• This project includes an introduction of the students, the school and the community.
• The body of the presentation guides the audience through the concepts selected by the students.
• Transitions tie together different sections of the presentation.
• The product is aesthetically appealing.
• The student took care in designing the project.

Mechanics
• Spelling and grammar are correct.
• Graphics are captioned and help show the significance of the issue and/or response.
• Data is clear and properly labeled.
• Sources of information are listed correctly.
• Presentation lasts five to seven minutes.
Rubric

Presenting Permafrost
Early High School (Grades 9-10)
Stewardship Project Rubric

Student Name(s): ________________________________________________________

Title of Project: __________________________________________________________________________________

<table>
<thead>
<tr>
<th>Science Content and Climate Literacy</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation answers the essential question: Why do I care about what is happening to permafrost around my community?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific concepts are explained well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This project combines both western science and local or traditional knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This project presents three to five concepts the student learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Overall Appearance</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project includes an introduction of the students, the school and the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The body of the presentation guides the audience through the concepts selected by the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions tie together different sections of the presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The product is aesthetically appealing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student took care in designing the project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and grammar are correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphics are captioned and help show the significance of the issue and/or response.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data is clear and properly labeled.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of information are listed correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation lasts five to seven minutes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score: ___________________