



Name \_\_\_\_\_ Date \_\_\_\_\_

**WORKSHEET 1: MEDIA PRODUCT RESEARCH AND DESIGN**

As a team, you will be researching and designing a media product for an invasive species of your choice. To address a complex problem such as this one, including both informational text and graphics, it is important to follow a basic plan in order to create the best quality presentation. One approach to a research and/or design project is to use the following 10 steps as a comprehensive “road map” to completing a high-quality media product that communicates your information effectively to your selected audience.

- 1 Identify a problem to solve. In this case, the problem is **To communicate information about a particular invasive species in a visually effective way.**
- 2 Identify the basic content of your project. In this step, you will select an invasive species to study and present to your audience. Indicate your first and second choices in the first section of **Worksheet 2: Select Species and Define Project Format**. Be sure to get your instructor’s approval and date of approval.
- 3 Identify the format your team will use to communicate this information and complete the second section of **Worksheet 2: Select Species and Define Project Format**. Once again, be sure to get your instructor’s approval. (*Submit one copy of Worksheet 2 for your team.*)
- 4 With your team, plan your strategy for completing this work. At this stage, submit a brief proposal to your instructor that includes items on **Worksheet 3: Project Proposal**.
- 5 Research your species and identify the most important information to include. Your research will involve consulting various resources that your instructor will provide. Tips for researching include:
  - a Organize your notes in a way that makes sense for the content needed for the project you will be presenting.
  - b If possible, share your notes with your teammates in Google Docs or another document sharing platform.
  - c Considering the format of your project; it is important to prioritize information based on:
    - the **message** you want to communicate (for example, emphasizing the danger to a local environment and other organisms or impacting the economic well-being of a community, such as people who are dependent on tourism or fishing for their livelihood), and
    - the **space** you have available to convey your message (for example, a poster will have limited space and will require high visual impact information, whereas a magazine article or video presentation would allow greater detail).
- 6 **Brainstorm** with your team to develop a draft of your media product, using specified parameters and guidelines from the *Presentation Checklist* on the next page. *Everyone on your team must participate in this brainstorming process!*

## Most Unwanted!

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**Thumbnails:** If you are creating a static visual product (e.g., poster, brochure, illustrated magazine article, mural), develop pencil, ink, or digital thumbnail sketches of your final product. Thumbnails are quickly sketched drawings showing basic placement of graphic elements (type, illustrations, photographs, charts, graphs, etc.). As your team shares ideas, the thumbnails can be small and sketchy to start, to define the basic content and layout. As you reach consensus on what your message is and what you would like to include, the drawings can be larger and more detailed as you refine your ideas and identify the graphic elements you will include.

**Storyboards:** If you are working on a video, animation, slide show (PowerPoint), or website format, use storyboards to lay out the progression of frames in your project. Storyboards are similar to thumbnail sketches, in that they are sketched quickly, but instead of consisting of only one frame, they show the progression of frames from the introduction through the end of the video or slide show. Again, you can use pencil, ink, or digital media to create your storyboard. Save all versions of the thumbnails and storyboards (even the dopey-looking ones!), as they can be useful as you continue to work on your design.

**Text:** As part of the brainstorming process, you will also start to develop the text you will include with your media product, based on your previous species research and on the requirements and constraints of your project. *Remember that all text on your final submission must be typed.*

- 7 Feedback:** Request preliminary feedback from your peers (fellow teammates and other students) and/or your “boss” (in this case, your instructor). Ask questions such as, “Does our proposed idea communicate the important information about our species?”, “Is there anything we could add (or subtract) to make our message more clear?”, or other questions that you determine will help you refine your message and your product. Write down their responses and, as a team, discuss which suggestions you should incorporate (or remove), how you will do that, and any other actions that will help clarify your message. If your team would like more feedback, this step can be repeated a couple of times, as you refine your ideas.
- 8 Refine your concept** in more detailed sketches, incorporating feedback you have received. Revise the text for your project (or script for your video or slide show), and make sure it will fit in the space you have available and still convey a strong message (for example, don’t make the text on a poster too small—people need to be able to read it from a distance and you don’t want dense text to crowd out your visual message).
- 9 Finalize** the design of your media product. In this step, you will use the tools and materials available to put together a final version of your project. With your instructor, make sure you have the computer resources available (for text or graphics or both), and if you need other supplies, make sure those are available as well. *Remember that all text on your final product must be typed!*
- 10** Present your team’s project and evaluate all projects, including your own. Use **Worksheet 4: Project Evaluation** to complete the questions and/or complete the scoring chart for each project, and your own. Your instructor will determine whether each student will complete a form or each team will complete one form together.

## **PRESENTATION CHECKLIST**

*Your poster or other media product should include the following.*

- 1 \_\_\_\_ Title and authors: Include all team members' names
- 2 \_\_\_\_ Color photo: Microscopic and/or macroscopic pictures
- 3 \_\_\_\_ Scientific and common names of invasive organism
- 4 \_\_\_\_ Description of organism
- 5 \_\_\_\_ Organism's basic biology: This can be how the invader attacks and spreads through its new habitat, or specialized cells or other structures it possesses that help it invade
- 6 \_\_\_\_ Most-common method invader uses to arrive in new habitat/ecosystem
- 7 \_\_\_\_ Hideout of the culprit: Where it is most likely to be found—habitat and/or location of invader on victim
- 8 \_\_\_\_ Image of damage caused by invader
- 9 \_\_\_\_ Most effective weapons for invader's control and/or eradication
- 10 \_\_\_\_ Most common injury done to an ecosystem or a specific native species
- 11 \_\_\_\_ An explanation and diagram of the invasive species' life cycle
- 12 \_\_\_\_ News stories or research articles found during your research; include copies or printouts
- 13 \_\_\_\_ Native home: The invader's usual habitat range
- 14 \_\_\_\_ Information about how people can take action to help prevent the spread of the invader
- 15 \_\_\_\_ Teacher-specified content: \_\_\_\_\_

### **Media Product Parameters**

- 1 \_\_\_\_ For poster, use a minimum size of 11" × 17" (may be larger).
- 2 \_\_\_\_ If not a poster, negotiate the parameters with your instructor. These may include, for example, the length of a video or magazine article; the number of pages in a field guide, slide show, or website campaign; or components in an educational display.
- 3 \_\_\_\_ Color graphics (photos, illustrations, etc.) of invader.
- 4 \_\_\_\_ Text **MUST BE TYPED** for readability.
- 5 \_\_\_\_ Visual content must be neat and well organized.