



Beluga Balancing Act

DAYS 5-6: PRODUCING AND EDITING THE PSA

In groups, students produce and edit their PSAs using a movie-making program. They download images and record narration to use in their project.

Produce and Edit PSA

1. After the students complete their storyboards they can begin to create their PSA using a movie-making computer program.

Please refer to Chapter 3, "Creating the Piece," of the Digital Story Telling Manual on the KQED Web site for detailed instructions on how to combine images, narration and music using iMovie or Movie Maker. <http://dsi.kqed.org/index.php/workshops/about/C66/%22>

A screencast on using iMovie, along with directions, can be found at <http://dsi.kqed.org/index.php/workshops/about/C88/>.

Alternatives to a PSA

Instead of a PSA, students can do an oral presentation using a poster or Google map that they create. Instructions for creating a custom map using Google Maps are available at <http://maps.google.com/support/bin/answer.py?answer=68480>. Students' maps should include the following:

- a place mark or shape showing the location where their beluga population lives
- textbox with the following information
 - o image of a beluga
 - o issues that are affecting their beluga population and their ecosystems
 - o recommended actions or possible solutions

For the complete lesson of "Beluga Balancing Act," handouts and additional resources, visit <http://www.pbs.org/kqed/oceanadventures/educators/seaghosts/belugabalance.html>

CREDITS

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