



## Beluga Balancing Act

### DAY 7: PSA "PARTY"

Students share their PSAs with the class. They then discuss each of the PSAs, comparing and contrasting the different beluga populations, the issues each population is facing, and the recommended actions to help protect these animals. Assess what students have learned by having them complete the KWL chart.

#### View PSAs

1. As a class, watch each group's PSA. After the presentation of each PSA, have a short question-and-answer period.
2. After all of the PSAs have been viewed, discuss similarities and differences of the different beluga populations. Ask students, "Even though they are different populations, are there any common themes? Are there common threats to belugas around the world? To their environment? What were the recommended actions?"
3. Review each group's recommended action. Discuss how these recommended actions apply to your local community.

#### Assessment

1. Finish the KWL charts started the first day of the project by having students write down what they have learned about belugas and their ecosystems in the "L" column of the chart.
2. Check to see if the questions students listed in the "W" column were answered. What are the answers?  
If there are any questions that were not answered, provide students with opportunities to do some additional research to answer their questions.

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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