



MAKE A YOUTUBE VIDEO FOR *SHOW US YOUR MUSSELS*

GRADE/AUDIENCE: 9-12

ACTIVITY OVERVIEW:

Students will use the social media platform YouTube to create an original digital media campaign informing the public about the impact of water quality on native freshwater mussels. The campaign must encourage community members to take some kind of action to improve water quality and conserve native mussel populations. The actions can be in regards to properly disposing of pet waste or boating and fishing protocols to limit transfer of invasive zebra mussels.

OBJECTIVES:

Students will **CREATE** a digital media campaign using the YouTube platform to inform the public about the impact of water quality on native freshwater mussels.

STANDARD CONNECTION

ISTE

Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

MATERIALS

- Storyboard
- Digital Video Camera, Smartphone or Ipad, or Computer
- YouTube Account (An Account You Make For This Activity, Or Your Account. Check With Your Administrator About Policies Related To Students Using Their Own Personal Accounts For School Activities)
- Student Handout For Making A YouTube Video
- YouTube storyboard handout

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PROCEDURE

Before class starts, make sure you have viewed the resource page for the Show Us Your Mussels challenge and the YouTube Student Guide. The resource page has a recommended grading guide that you may want to personalize or turn into a rubric. It's recommended that you give the grading guide and the YouTube student guide to your class at the same time.

Teach students about water quality and its effect on native freshwater mussels using lessons from the Minnesota Zoo's Show Us Your Mussels curriculum or your own curriculum. Lessons should include the relationship between water quality and native mussels and actions people can take to improve water quality for mussels such as cleaning up after pets and cleaning, drying, and draining boats and fishing equipment to prevent the spread of zebra mussels.

Introduce students to the show us your mussel challenge from the Minnesota Zoo. Explain to students they are to create a campaign that encourages community members to take action to improve water quality for native mussels.

Show an example of a public service announcement by Crow Wing County <https://www.youtube.com/watch?v=vvpccvferbs&feature=youtu.be> and ask students to think about what they saw in the public service announcement:

- What do they think should be in their video—in terms of information about mussels?
- What should their video be like in terms of organization and quality?
- How will you cite the sources you used in your video?
- How will they get people viewing video to “like” it?

Emphasize with students that a good video is clear, short, and planned out. Have a minimum and maximum time for the video. Recommend 1-3 minutes.

Review the options of making their video: no editing, Adobe Spark video, and iMovie/other video editing application, animation/PowerPoints or their own ideas. Details of each can be found on the student page.

Review the requirements of the project from the grading guide/rubric. Introduce the storyboard template and have students plan out what they want to say and the visuals for each segment of their video. Make sure to include the source(s) of any copyrighted materials such as images or videos.

Students should collect images they want to use, record any B-Roll (video footage without sound), and find or make any other video clips they want for their video, Again make sure students are citing their sources.

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Have students use [Adobe Spark Video](#), iMovie, or other video editing application to edit their video. Some students will record their video in one take and not need to edit. Students turn in their video but do not upload it to YouTube yet. Suggestions include making a shared google drive where students will turn it in to that folder. Many platforms like Schoology or google classroom allow students to turn in electronic homework.

Have a viewing party in class where you watch all the videos together. This is your opportunity to approve the videos for content and grade them.

Have students post their video to YouTube to account of your choice. Check with your administrator about policies related to students using their own personal accounts for school activities.

Option 1: Upload to student's personal YouTube account.

Option 2: Make an account for this activity or use your own personal account.

Have students brainstorm ways to promote their video and explain that the competition is judged on many criteria. First, the number of votes received, and second the number of people reached by the campaign as measured by the number of views. Some possible suggestions make include:

- Place in the school announcements or newsletter
- Making QR Codes and posting it around the school
- Making a shorten URL using the google URL: <https://goo.gl/>
- Complete the requirement to submit student projects to the Show Us Your Mussels Challenge

Tips for teaching with video

Projects such as this are a balance between letting students create while keeping them accountable. If you are using classroom time for this project, have intermittent due dates. This helps keep students on task and hopefully decrease the amount of off- task time.

YouTube is a website where people post videos to share with other people. This is a form of social media where people can make comments on a video and it tracks the amount of views, likes, and dislikes. In order to upload a YouTube video, you need an account attached to an email address. YouTube is owned by google so using a google email address works well, but any email will work. Students can make their own accounts - many likely already have one - or you can create one and upload the videos to one account. You will need to report on the number of views when entering the project for the challenge. Take a screenshot of the view as evidence.

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Have students work in groups of 2-3. There are not enough tasks to keep 4 students on task.

[5 apps for making movies with mobile devices](#)

Assessment

Students will make a video to be posted on YouTube to informing the public about the impact of water quality on native freshwater mussels.

Use the resource page for a suggested grading guide.

Extension

Have students decide before they begin the lesson what platform they want to use. Options may include YouTube, Instagram, or a website.

Visit our website for more resources at mnzoo.org/digitalmussels

[Adobe Spark Video](#)

[How to use Adobe Spark Video](#)

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