**CAM Person on the Street Interviews (POS) Project Handout for Grades 6-12**

Abstract/Summary: Your POS production will create a video that documents unrehearsed interviews with persons-on-the-street about an issue or concept in climate change science. As a team, you will identify an issue or topic of interest, formulate and refine a series of interview questions, and conduct and film the interviews with 4-8 different individuals.

Essential Question: How can we uncover other people's knowledge about a specific topic in climate science by designing and posing thoughtful interview questions and then weaving them together to tell a story?

Culminating Performance Task: In production teams, you will create a video documenting un-rehearsed interviews with a series of individuals about their knowledge of a particular climate science topic. Production teams will share their finished videos with classmates for critique.

Objectives

In producing this POS project, you will:

* Identify and research a topic in climate science about which the general public is likely to have different levels of knowledge.
* Develop an understanding of the accurate science behind the topic of choice and identify common misconceptions related to that topic.
* Formulate effective interview questions.
* Plan and film interviews with multiple persons in their community.
* Edit interviews in a manner that accurately portrays each interviewee's responses.
* Present your product and be critiqued by the class; critique other teams' completed projects.

Materials and resources:

* \*\*MOSGroup 3 (video)
* \*\*News is What We make It (video)
* \*\*CAM Tips for Effective Interviewing
* \*\*CAM Storyboard Template
* \*\*CAM Shot List
* \*\*CAM Before You Tape (PowerPoint)
* \*\*CAM Field Production Cheat Sheet
* \*\*CAM Peer Review Form for Video Projects
* CAM POS Planning Worksheet (attached)
* CAM POS Group Role Assignments (attached)
* CAM POS Peer Assessment Worksheet (attached)
* Digital video camera
* Hand-held microphone and recording equipment
* Video and sound editing software (see **CAM Media Resources** http://cleanet.org/dev/cced\_media/your\_classroom/media\_res.html) for suggestions

\*\* you can access all of these resources directly from the project page for this media project at http://cleanet.org/cced\_media/your\_classroom/activities/75702.html

STEP 1 Pre-Production

* View with your class the video **MOSgroup 3** created by CAM students, and discuss what you see:
* what was the students' lead question?
* did the interviewees seem to understand the question?
* how was the visual quality (lighting, framing)?
* how was the audio quality (clarity, volume, absence of background noise)?
* View the video ***News is What We Make It*** and discuss how editing impacts the story you want to tell.
* Meet with your POS production team and brainstorm what you would like your POS interview to be about. What do you want to find out? What will be your lead question? What about follow up questions? Examples of topics include: what do scientists think is causing atmospheric temperatures to rise? Is there a way to reduce the amount of CO2 in the atmosphere? Why is so much CO2 in the atmosphere such a bad thing?
* Use the **CAM POS Planning Worksheet** (attached) and **CAM Tips for Effective Interviewing** guide to help you do this. Practice your questions with your teacher or other students before you make final decisions.
* Once your team has decided what your questions will be and what you think you will find out from your interviews, research your topic so that each person in your team knows the real science behind your question. Use the **CAM** **Climate Science Resources** (http://cleanet.org/ cced\_media/your\_classroom/clim\_res.html) on the CAM website, and check your understanding with your teacher.
* Plan how you will execute your project: decide on roles - who will conduct the interview, operate the camera, and record the sound on each of your interviews; team members should switch roles do that everyone has a chance do learn each role. Record your decisions on the **POS Group Role Assignments** worksheet (attached).
* Plan your shots for each interview: will you use close-up for all interviews? Where will you hold your mic? What kind of introduction/lead-in will you use for each interviewee? Use the **CAM Storyboard Template** and/or **CAM Shotlist** to help you organize for filming.
* Decide where your group will do your interviews - outside your school, in a nearby park, in your neighborhood, and clear it with your teacher.
* View the **CAM Before you Tape** PowerPoint presentation with your class in final preparation for filming, and think about what you would like your final product to look like and the story you want to tell BEFORE you start filming!

STEP 2 Production

* Review the **CAM Field Production Cheat Sheet** and take it with you when you go out to film.
* Set up your camera and sound equipment and test them; don't forget batteries and tape or SD card to record interview.
* Review roles and responsibilities for each interview.
* With your questions in hand, go to your interview location.
* Record your interviews - make the first one a practice!

STEP 3 Post-Production

* Import images into digital editing software.
* Import audio.
* Cut in audio.
* Cut together a sequence named WHAT PEOPLE KNOW ABOUT...(your question/topic). Have at least one person outside your team and your instructor critique your team’s work - give them some ideas about what you are looking for feedback on when doing their critique.
* Export to a format for viewing

STEP 4 Presentation

Full-class screening to present sequences/interview videos. Audience can use the **CAM POS Peer Assessment** (attached), or create their own, to critique their classmates' videos.

Adaptations

Adding a step at the end where one of your team members creates an on-camera introduction and clarifies the real science that relates to the common misconceptions you found, this project could be taken further and be shared with a larger audience.

CAM Person On the Street Planning Worksheet

Names of students in your group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| What does your group want to find out from the interviewees?    What is the main question/hypothesis your group want to explore with your interviews? |
|  |
| Write three follow-up questions that you will use during your interviews.  a)  b)  c)    What do you think you will find out? (What is your hypothesis?) |

CAM Person On the Street Group Role Assignments

Using the chart below, record the role played by each group member.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Interview # | Student Names | Roles |  |  |
|  |  | Interviewer | Camera | Audio |
| Interviewee Name |  |  |  |  |
| Interviewee Name |  |  |  |  |
| Interviewee Name |  |  |  |  |
| Interviewee Name |  |  |  |  |
| Interviewee Name |  |  |  |  |
| Interviewee Name |  |  |  |  |
| Interviewee Name |  |  |  |  |
| Interviewee Name |  |  |  |  |

CAM Person On the Street Peer Assessment

Your Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of the POS for this group:

What did you find out in viewing this video?

Were the interviewees knowledgeable about the climate change topic of the POS?

What misconceptions did you hear?