

**YOU WILL BE TESTED ON
THE INFORMATION IN THIS PRESENTATION
*AT THE END OF WEEK 1***

**READ THE INFORMATION IN THIS
PRESENTATION CAREFULLY**

Environmental Health Online

GUIDELINES FOR VIDEO PROJECT

Spring 2021

HSCI 3306-003

CRN 25565

C. Sobin, Instructor

Department of Public Health Sciences

College of Health Sciences

University of Texas at El Paso

VIDEO PROJECT ASSIGNMENT RATIONALE

One of the biggest Environmental Health problems that we face in America today, is that at least one-third of Americans either do not believe climate change is real, or do not care. *There is no other developed country on the globe that has this level of disregard for climate change and destruction of ecosystems.* Public Health professionals must begin to do a much better job educating the public about climate change. One way to do this is through videos.

For your Mid-Term Exam and Final Exam, you will be required to develop and create a video of 3 – 4 minutes in length, that educates the public on ONE climate change problem (for example, increased CO² gasses) and shows ONE feasible solution for how an individual can help reduce the problem that you present (for example, planting a tree).

The details of the problem presented *must be supported* with facts from professional scientific sources, that is, references from professional scientific journals. The solution must also be presented with facts demonstrating the efficacy of the solution, from professional journals. REMEMBER! The “solution” needs to be easy, attractive and effective.

HOW DO I BEGIN THE VIDEO PROJECT?

Chapter 28 in your textbook discusses the *best practices* for public health communication.

Use the information in Chapter 28 of your textbook as your guide.

**You are assigned to read Chapter 28 in Week 3 of the course
but you can start reading it today!**

**In creating your video you must apply the following formula:
*simple clear messages, repeated often, by a variety of trusted sources.***

Read the details in your textbook, pages 770 – 772.

To help you choose your topic and related solution, at the end of these guidelines are two lists. One list suggests climate change issues (for example, planet warming, rising sea waters, increased CO₂). The other list suggests meaningful actions that one person can do reduce global warming from greenhouse gasses, the primary source of most of our planetary crises.

You do not HAVE to choose from the lists provided. If there is another topic and/or solution that you want to feature *you must get your alternate topic and/or solution approved by the Instructor.* The topic and solution that you choose must be very specific.

BASIC REQUIREMENTS FOR THE FINAL VIDEO

Each video must show have highly effective pictures, illustrations and/or graphs, WITH VOICEOVER.

Each video must be from 3 to 4 minutes in length, no less, no more.

It is your responsibility to figure out how to make your video. You must figure this out as soon as possible. DO NOT put off figuring out how to record and edit your video.

Do it today!

OPTIONS FOR RECORDING AND EDITING YOUR VIDEO:

- **YUJA software in Blackboard, is very easy to use for recording and editing**
 - **Many laptop computers have video creation options built-in**
- **Most plug-in computer cameras have AUDIO/VIDEO recording options**
 - **UTEP Help Desk is available to help you with creating your video**

**Work through the steps provided below
to create a GREAT
Environmental Public Health video !**

PHASE I: PREPARATION

STEP 1.

1. WATCH student-created PSAs (Public Service Announcements)

a. http://cleanet.org/cced_media/cam_tv

b. The sample videos on this website are mostly 60 seconds or less – yours will need to be at least 180 seconds (3 minutes), and not longer than 240 seconds (4 minutes).

c. The video examples at this website are more technically complicated than yours needs to be, but they will give you lots of ideas on how to convey information.

PHASE I: PREPARATION

STEP 2.

- 2. Referring to the lists at the end of these guidelines, decide on the climate change topic that you want to present, and the solution that you will suggest. The action must be related to the topic you present. For example, if the climate change topic is how CO₂ has increased in the atmosphere over the past 50 years, the solution you suggest has to be a solution that will lessen the amount of CO₂ in the atmosphere.**

PHASE I: PREPARATION

STEP 3.

- 3. After you have selected your topic and solution:**
 - a. READ BACKGROUND INFORMATION in professional journals and COLLECT RELIABLE REFERENCES from professional journals on the topic; organize and save your references.**
 - b. READ BACKGROUND INFORMATION in professional journals and COLLECT RELIABLE REFERENCES from professional journals on the solution; organize and save your references.**

Your textbook, including most of the chapters that we are studying in this course, provides a great source of possible references. Also, be sure to search online and in other professional journals as needed, through the UTEP Library databases.

PHASE I: PREPARATION

STEP 4.

4. Complete page 1 of your CONCEPTUAL OUTLINE form. On the first page, answer the following questions:

a. What is your climate change topic?

Choose a topic that you really connect with. Do you love the ocean? Then choose a topic related to the ocean. What information does your audience need to “believe in” the problem?

b. What is your KEY MESSAGE about the topic?

This is perhaps the most important thing to get really clear in your mind. This should be one impactful sentence. For example, “this must stop” or “future generations will suffer” or “we cannot let our ecosystems collapse.” Notice that these key messages could apply to any climate change problem. Determining a key message, will help orient your choices of information and visuals.

c. What is your climate change solution?

What behavior are you trying to increase or change? Choose something that you can see yourself doing.

d. Who is your target audience?

Who do you believe you really need to reach about this problem and solution? Younger people, people your own age, older people? People with money, people who have the most to lose as climate change worsens? What type of communication do you need to use for your audience? What style would most appeal to your audience? What trusted sources might have the greatest impact for your audience?

PHASE I: PREPARATION

STEP 5.

5. Complete page 2 of your CONCEPTUAL OUTLINE FORM.

On the second page of the Conceptual Outline Form, provide the facts that you will present on your chosen climate change “topic” and the references that support the facts.

***For example,* if you selected increased CO₂ gasses, what information will you give during the first minute of your video that convinces your audience that CO₂ gasses are too high and are destroying ecosystems? What are your references for those facts?**

In the video you will state the facts and briefly mention each reference, either in the voiceover or by showing on the screen.

PHASE I: PREPARATION

STEP 6.

6. Complete page 3 of the CONCEPTUAL OUTLINE FORM.

On the third page, provide the facts on the efficacy of the solution you will be suggesting.

Continuing with the example above, let's say that your solution is to plant trees. *What are the facts that support the notion that planting trees could help? How do trees help to reduce CO₂?*

PHASE II: SCRIPT DEVELOPMENT

STEP 1.

1. Act 1 – The Problem

Introduce the climate change topic/problem and provide evidence of the problem. You will record a voice over providing factual information and show pictures or videos illustrating the problem. References can be mentioned in the voiceover (e.g., “According to the World Health Organization, in 1970...); or show on the screen during the voiceover.

The information can be provided in questions or statements.

Generally speaking, Act I establishes a source of tension or conflict, that is, “the problem.”

PHASE II: SCRIPT DEVELOPMENT

STEP 2.

2. Act 2 – The Bridge

In this section, you want to get the viewer to think *with you* about possible solutions to the problem (the tension or conflict).

In the bridge section you try to draw the audience member in, for example, “Is there anything that can be done?” or “Do you think you could do something?” or “Have you ever thought of **YOURSELF** as the agent of change?” or “Have you thought about helping but not sure how?” “What if **YOU** were able to take action **NOW** to help stop the problem?”

How you write your bridge will depend on your audience.

PHASE II: SCRIPT DEVELOPMENT STEP 3.

3. Act 3 – A Solution

In this section, you present the viewer with one solution, and with factual information about how it can help.

For example, “Did you know that planting just one tree pulls as much as xxx CO2 gasses out of the air in just 1 year’s time?” And then continue to explain what the person could do, what could happen as a result (some aspect of fixing the problem), and/or how the person might feel once they have helped the problem.

With regard to the narrative structure, by providing a solution, you resolve (or release) the tension or conflict.

PHASE III: THE STORYBOARD

The storyboard brings together your script with whatever visual content you will use. Once you have completed Phases I and II, creating the storyboard should be interesting, creative and relatively easy. Just follow your script and include your references. Some people like to begin by working with post-it notes to try different arrangements for the information in each section.

The storyboard is simply side-by-side boxes, 6 per page (or whatever number you prefer), and in each box you will note the information, pictures, or video that will be provided at that point. Underneath each box, write the amount of time it will take to complete the presentation of that “frame.” Your storyboard must have at least 12 individual boxes. If you are aiming for a 3 to 4-minute video, the simplest approach would be to give 15 seconds (3-minute video) or 20 seconds (4-minute video) for each of the 12 frames, and then fit the script into that format. **BUT**, that may not best serve your story-telling. *A better approach* could be to *time yourself* reading your script, enter that time in seconds under a given box, and then decide what pictures, video, or graphs you want to show for the text in each frame.

You are given a choice for the length of your video because sometimes a shorter video is much harder to do well than a slightly longer one. The longer format tends to be a little more “forgiving.” But the length is up to you, as long as your video is somewhere between 3 and 4 minutes.

A storyboard template is provided for you. You are welcome to change the storyboard template according to how you prefer to work but you MUST include a minimum of 12 boxes/frames in your storyboard.

For your “Mid-term Exam” you will submit the completed Conceptual Outline Form and your completed Storyboard. The Conceptual Outline Form and Completed Storyboard must be uploaded to Blackboard no later than March 5, at 8pm. *No late submissions will be accepted or graded.*

PHASE IV: VIDEO PRODUCTION

BEFORE you proceed with creating your final video, be sure to incorporate the suggestions and changes provided to you in the review and grading of your Mid-Term (Conceptual Outline and Storyboard). This will ensure that you get the highest possible grade on your Final Exam. The suggested revisions will be provided to you no later than Friday, March 12, just before Spring Break begins.

There are many options for creating your video (see Slide 5 above).

The UTEP HelpDesk is very helpful if you have any difficulties getting started.

Also! Don't forget to use Discussion Board to interact with peers about this project.

Many of your peers are very experienced with video creation tools.

However you choose to create and edit your video, **REMEMBER** that you must be able to upload the video file into the Blackboard assignment module for viewing and grading.

Throughout this project, you will have many "choice points."

Use your commonsense, your intuition, and be creative.

Never forget your audience!

For your "Final Exam" you will submit your revised Conceptual Outline Form, revised Storyboard, and the completed video (3 files). These files must be uploaded to Blackboard no later than Wednesday, May 5, at 8pm. *No late submissions will be accepted or graded.*

PROBLEMS OF HUMAN HEALTH CAUSED BY CLIMATE CHANGE

Choose ONE PROBLEM of human health caused by climate change for your video.

Food and Water Supply:

- Reduced child nutrition and diseases related to poor nutrition during development
- Reduced adult nutrition and diseases related to poor nutrition during adulthood
- Reduced food yield
- Reduced nutritional value in food
- Diseases related to poor nutrition among the elderly
- Reduced food availability, increased food prices

Integrity of communities, towns, cities and countries:

- Property loss
- Infrastructure damage
- Loss of community and family morale
- Competition for resources increases conflicts within/across communities
- Stress of relocation due to climate disasters (e.g., fires, floods)
- Increased competition for food and conflict within and across countries
- Increased competition for water and conflict within and across countries
- Displacement of large groups of people following damage to communities
- Dislocation of populations of people from vulnerable areas such as coastal communities or drought-ridden countries

Personal health:

- Higher infectious disease rates from disease-carrying pests
- Reduced life expectancy
- Increases in allergies and asthmas in children
- Increases in allergies and asthmas in adults
- Increases in allergies and asthmas in the elderly
- Increases in vector- and rodent borne diseases
- Reduced personal and community hygiene
- Damage to mental health including anxiety, depression
- Increased stress and resulting violence and abuse syndromes

Climate change is caused by increasing amounts of greenhouse gasses that are changing earth's climate. Climate change is producing increases in atmospheric temperatures ("global warming"), loss of arctic ice (134 billion metric tons per year since 2002) and rising ocean levels, warmer oceans, destruction of land and marine ecosystems, longer and hotter heat waves, more frequent droughts, more frequent wildfires, more extreme wildfires, heavier rainfall, more powerful hurricanes, and more powerful tornadoes. Chapter 12 in your textbook reviews and summarizes current knowledge on the multi-system changes associated with climate change, and the many of the ways in which climate change will impact human health. The list below is a simplification of the information in your text.

POSSIBLE SOLUTIONS TO HELP STOP CLIMATE CHANGE

Choose ONE SOLUTION that can be readily accomplished by an individual for your video.

There are many, many websites that give lists of things individuals can do to reduce climate change, for example:

<https://www.curbed.com/2017/6/7/15749900/how-to-stop-climate-change-actions>

<https://www.nrdc.org/stories/how-you-can-stop-global-warming><https://www.ucsusa.org/resources/ten-personal-solutions-global-warming>

<https://davidsuzuki.org/what-you-can-do/top-10-ways-can-stop-climate-change/>

<https://www.activesustainability.com/climate-change/6-things-you-can-do-to-prevent-climate-change/>

Evidence-based solutions to help stop climate change:

Reduce or eliminate consumption of meat and dairy products

Buy organic products whenever possible

Select a car that is hybrid or gets good gas mileage

Do not use/drive vehicles that get less than 30 mpg

Switch to green power

Save energy by making your house airtight and leak-free

Use less electrical power

Use a programmable thermostat

Get an electricity monitor

Use LED lightbulbs

Wash your clothes in cold water

Avoid buying, using and discarding plastic

Reduce what you consume, buy less stuff, share resources, tools, recycle and reuse

Reduce your digital footprint, use fewer devices for fewer hours

Avoid flying

Make investments that support sustainability

Ride your bike instead of taking your car

Work locally to protect forests, wildlife and outdoor spaces

Plant trees

Vote with your wallet - educate yourself about companies and only buy from those who protect the environment

Educate others, become a leader in your community

Join an organization (Extinction Rebellion, Fridays for Future)

Demand action from your politicians