**Evolution Unit Media Project**

**For Science and ADST**

Make a 2-3 minute video PSA (Public Service Announcement), documentary, very short movie, news cast, or a video tutorial for one of the concepts covered in the Evolution Unit. At least 50% of the images and video clips used in your project must be filmed by your group. You may insert some images from the web as long as you cite your sources.

You have to do research as part of your project. Keep track of all the websites you get information or images from by writing down the URL.

 The following are some ideas for your video project. If you have your own project idea, please check with the teacher first before you start your project.

1. A class in your school has been studying insects. In the science kit, the students obtained some IMPORTED non-native stick insects (walking sticks). Stick insects reproduce quickly and eat leaves. One day, the window near the cage was left open, and the stick insects were nowhere to be seen.

 Research facts about stick insects. In your video, show what might happen if the stick insects escaped into the wild. You may choose to make a factual short documentary, a newscast, or present your information in a short story.

2. Choose an invasive species to research. Create a short PSA video to educate people about the effects of an invasive species (that has not co-evolved with native species) on a local ecosystem. In your video, give some advice on how to handle non-native invasive species. You may choose to make the PSA on just one invasive species or invasive species in general.

3. Create a short video to show the effects of a pet cat/corn snake/goldfish being released to live in the wild. Research facts about your pet species first. You may make this into a news clip, present it as a story that incorporates science facts, or make a short documentary.

4. The evolution of one species might influence the evolution of another species. This is called co-evolution. Create a short movie to show co-evolution in a prey and predator. The changes that the prey and predator go through do not have to be factual and can be made up, but should be based on what you have learned in the Evolution Unit.

Choose an existing predator and one of its prey. Make up a new adaptation for the prey that will help them avoid being eaten by the predator. Next, make up an adaptation for the predator to counter the prey’s adaptation. The predator’s adaptation should help them capture more prey. Repeat these two processes several times. Present you “thought” experiment in a video as a news cast, movie trailer, documentary, or story.

5. Create a video tutorial to teach about artificial selection, natural selection, or co-evolution.

6. Research a topic that we covered in the evolution unit and create a news cast about it.

7. Pretend that you are creating a new comic book superhero or villain. Think of beneficial adaptations that will help your superhero or villain be successful. Include how your character acquired the adaptations and information about the environment. (e.g., Was it a beneficial mutation that was passed on through many generations? Was there a change in the environment that made the adaptations useful?) Use scientific vocabulary that you learned in the Evolution Unit.

8. Make a documentary of a fictitious island on which strange, unusual animals and plants live. Use your knowledge from the Evolution Unit to design a predator, the prey, the prey’s food, plant-life on the island, the physical features of the island, and the conditions on the island. Use science to explain your designs.

9. Research two species that have co-evolved. Use a news cast, documentary, or mini movie to present your research.