



LifeSmarts

Learn it. Love it.

Competition 1

Competition 1 – Phase 1: XPLORLABS Mentors and Lithium Ion Battery PSA Activity – March 1 – March 29

Competition 1 – Phase 2: Judging PSAs – April 6 - 17

Teams attending the National LifeSmarts Championship will participate in Competition 1 before arriving on-site. This competition has two phases. Phase 1 requires teams to educate themselves and a group of middle school students about button cell battery uses, and risks, including the hazards they pose for young children. The LifeSmarts team will then coach the middle school students in the production of a 30-second video Public Service Announcement (PSA) to educate others. In Phase 2 teams will evaluate the videos produced by middle school teams. Competition 1 has 150 possible points.

Phase 1: A teaching opportunity where LifeSmarts participants instruct younger students. Phase 1 promotes creativity, requires teamwork, and the use of technology. It is worth 100 points.

Phase 2: A mentoring opportunity to guide and provide useful feedback to middle school teams. It is worth 50 points.

Phase 1 -- Teams will:

- Use the [UL Portable Electrical Power XPLORLAB and the LifeSmarts resources](#) provided to learn about button cell batteries and the risks and hazards they pose to young children.
- Teach one of the two lessons provided to middle school students.
 - [STEM](#)-focused lesson
 - [CONSUMER HEALTH](#)-focused lesson
- LifeSmarts teams will guide middle school students as they create a 30-second video Public Service Announcement (PSA) about button cell battery uses, risks, and hazards for small children.
 - Create the video PSA using available technology; this includes cell phones, iPads, digital editing tools, and digital cameras. No purchase of equipment is necessary.
 - This activity is open-ended. Encourage the middle school students to be creative and work as a team. Use your imagination and creativity to construct a memorable video with a valuable message for others. The video can be anything from humorous to instructional or dramatic.
 - Do not feature middle school students on camera. We will not have permission forms from the middle school students and cannot use them in the videos in any way that identifies them. (We expect that the winning videos will be posted to public web sites including UL's XPLORLABS site and LifeSmarts.org.)
 - Use the video PSA rubric to guide your work.
- Please note:
 - You are responsible for using content appropriate for all viewing ages. Inappropriate content such as profanity will result in disqualification. If in doubt, leave it out.

- Plagiarism is not allowed. Do not use music or other copyrighted materials without direct approval from the person or organization that holds the copyright. You will be asked to verify this approval.
- Do not speed up the audio or video to fit more in; editing is an art. Be concise.
- Upload your final video to the LifeSmarts web site by March 31. Watch for details in the Monumental Memorandum, the weekly National Competition memo, that coaches will begin receiving in March.

Phase 2 --Teams will:

- Receive instructions by **April 6**.
- View the five videos assigned to your team.
- Complete an evaluation form for each video by **April 17**.

LifeSmarts teams will complete the Competition 1 form on the LifeSmarts site, answering the questions listed below in the scorecard.



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Competition 1 Scorecard

Competition 1 – Phase 1

LifeSmarts team teaches middle school students about battery safety

Teams use the [UL Portable Electrical Power XPLORLAB](#) and the [LifeSmarts resources](#)

Teach one of the two lessons provided to middle school students:

- [STEM](#)-focused lesson
- [CONSUMER HEALTH](#)-focused lesson

Questions to answer (25 points):

1. Which lesson did you choose and why?
2. How did your team approach the task? How did you prepare to teach the lesson?
3. Who taught the lesson?

Middle school students, mentored by LifeSmarts team, create a 30-second video PSA about battery safety.

Use the PSA rubric to help your middle school students produce their PSA.

Questions to answer (25 points):

1. Describe how you worked with the middle school students to develop their PSA?
2. Reflect on the mentoring experience. What were the challenges? What would you do differently next time?

LifeSmarts team reports back on their teaching and mentoring, and submits the PSA

Questions to answer (50 points):

1. What did you learn about battery safety by teaching this lesson to younger students?
3. How were the middle school students receptive to the lesson? What did you do to encourage their participation in this activity?
4. How did you help the middle school students create the concept and film their PSA?
5. What did you learn about teamwork through this activity?

Competition 1— Phase 2

LifeSmarts team evaluates five PSAs. (50 points)

Using the video PSA rubric, evaluate the five PSAs assigned to your team by responding to these questions:

1. List the strengths of the PSA?
2. List your suggestions to improve this PSA?
3. What additional feedback would you like to offer to the team, if any?

PSA Rubric: 120 point scale

(This rubric provides the target for PSAs. LifeSmarts teams will use this rubric to judge PSAs. The middle school groups creating the five top-scoring PSAs will receive \$100 awards.)

DESCRIPTOR	POINTS			
	20-19-18-17-16	15-14-13-12-11	10-9-8-7-6	5-4-3-2-1-0
Concept / Objectives	Educational purpose and objectives are clearly stated at the beginning.	Educational purpose and objectives stated.	Educational purpose and objectives are not clearly stated.	Educational purpose and objectives are unclear and not stated directly.
Content / Vocabulary	Content and vocabulary is appropriate and clearly and accurately defined and illustrated. No copyrighted music, video or images included.	Content and vocabulary clear and accurate, and demonstrates understanding. No copyrighted music, video or images included.	Content not always clearly stated or accurate. No copyrighted music, video or images included	Content is inaccurate, incomplete or confusing. Contains copyrighted music, video or images.
Creativity / Delivery	Creativity and original delivery enhance the content and objectives. The audience’s attention and curiosity is captured.	Creative element included and does not distract or enhance the content delivery. The audience is engaged.	Lacks creativity or creative elements distract from content and objectives. The audience is indifferent to presentation.	Design and delivery is not original. Audience is not engaged.
Organization	Logically organized, well ordered to teach concept. All information presented directly relates to a theme. Video is 30 seconds long.	Organized, information supports theme. Video is within 5 seconds of required 30-second length.	Somewhat organized, the content is sometimes disconnected from the theme. Video is within 10 seconds of required 30-second length	Lacks organization and logical sequencing of information. Theme is not obvious. Video is more than 10 seconds too short or too long.
Technical “slack time” excess dead time	Entire video is focused and well framed. There is no slack time and the audio is easily understood.	Most of the video is focused and well framed. There is little slack time and audio is understood.	Some of the video is not focused. Edits needed to remove slack time and/or audio is unclear in places.	Video production distracts from message. Slack time interrupts the message and/or audio is unclear.
Call to Action	The PSA inspires and motivates people to take action.	The PSA provides an action people can take.	The PSA hints at action people can take.	There is no discernable call to action.

Optional activity: Apply for a \$1,000 XPLORLABS scholarship

Five \$1,000 post-secondary scholarships will be won by students attending the National LifeSmarts Championship. To apply, interested students will write a blog post about their experience.

Scholarship criteria include:

- Write about the experience of being an XPLORLABS mentor.
- You may also write about: teaching XPLORLABS content, personal growth, your depth of understanding, how the lesson was received, what surprised you, the experience of working with younger students, your ideas about the material provided, and the process of creating the PSA.
- Specifications:
 - Three paragraph essay
 - 750 word limit
- Winners may have their blogs published on the UL XPLORLABS web site, the LifeSmarts site, and may be asked to briefly talk about their experience during a general session at Nationals.