

# Making W.A.V.E.S.



Our junior year at DMD was revolved around a project called Making W.A.V.E.S. - as in the Advocate and Volunteer to Educate San Diego. There were two phases throughout the year in which we worked under two different clients - Surfrider and the City of San Diego. To help support the well being of the environment, we worked in teams to create a multimedia campaign that would reach out to people around the city and the world.

Savanna Huynh

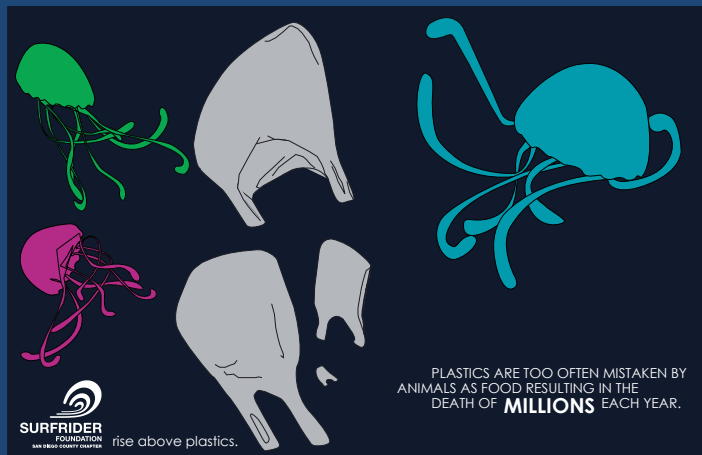
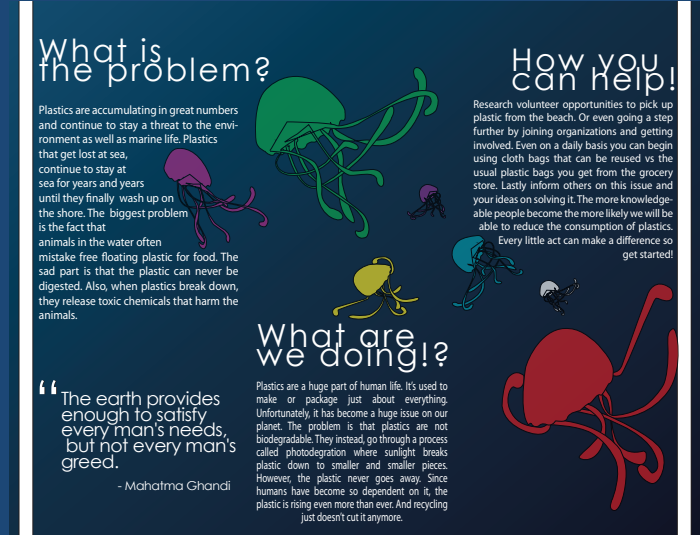
# Surfrider Foundation



Our first client was the Surfrider Foundation which is an international non-profit organization dedicated to protecting the environment. We created items such as brochures, pins, posters, email headers, web banners, PSAs, and t-shirts that would support the Rise Above Plastics initiative which encourages people to reduce plastic use.

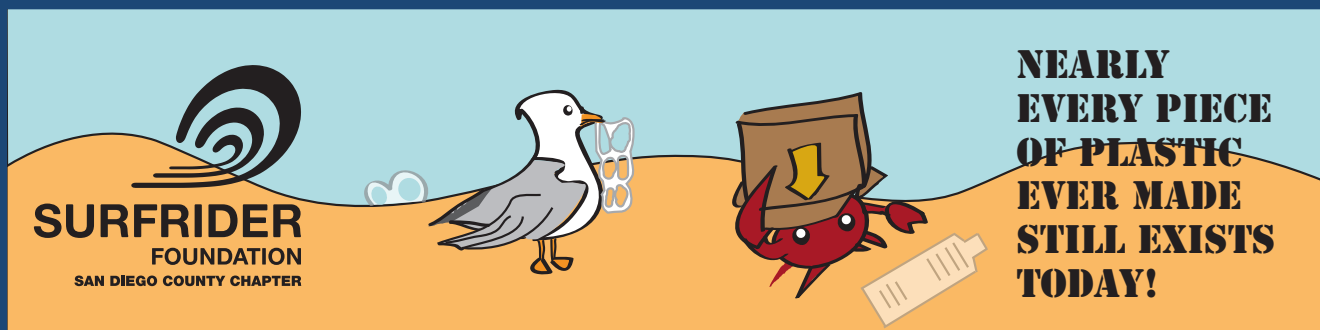
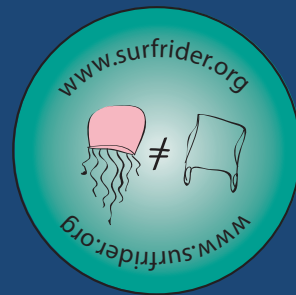
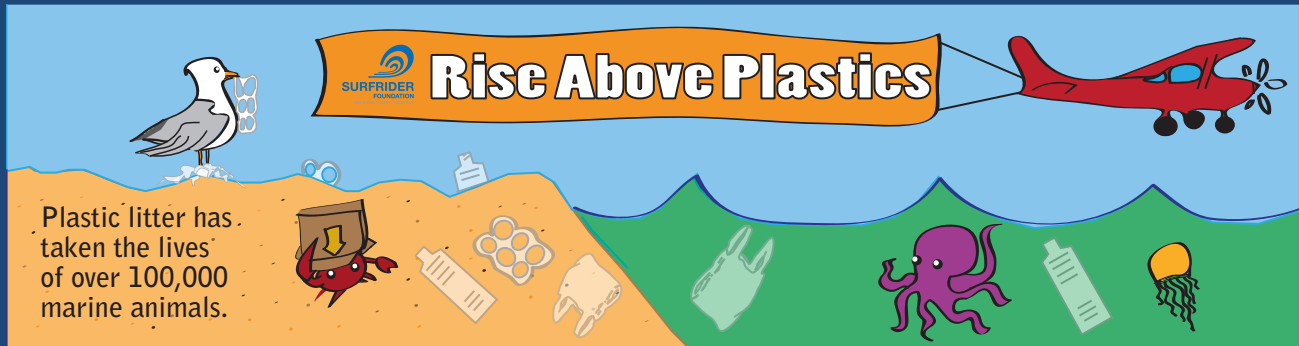
## Phase I

# Surfrider Foundation



This is the brochure, poster, and t-shirt that our team made to support the Rise Above Plastics initiative. Our target audience was for adults. In order to keep our products from having a "childish" feel, we made the theme sleek and smooth to have a professional look. We also kept the same theme of jellyfish and plastic bags to show how plastic bags are often mistaken for jellyfish or food. The dark background sets a serious mood and pushes people to think about the devastation at hand.

# Surfrider Foundation



This is the web banner, buttons, and email header that we made for the same client and initiative. However, we decided to create a different theme that still targeted adults but at a younger age. The bright and vivid colors serve to attract and create a playful mood but hold a powerful meaning behind it. The theme is also consistent throughout these items and show marine animals being by the surrounding plastics. This clearly illustrates the predicament these animals face today.



# City of Green Students San Diego Youth Forum

During the second phase, we worked for the City of San Diego which is the 8th largest city in the nation. We organized and created games, activities, etc. to be used at the annual Green Students Youth Forum. The purpose of these activities were to educate students about renewable energy and encourage saving energy daily.



## Phase II

# City of Green Students Youth Forum San Diego

The City of San Diego Environmental Services Presents:

## THE GREEN STUDENTS YOUTH FORUM

**Saturday, June 4th**

- 9:00 Sign-in, students visit energy displays and activities, booths
- 9:30 Welcome, introduce speaker
- 9:40 Keynote speaker Alec Looz, Q&A
- 10:30 Student Interactive Workshops
- 11:45 Lunch
- 12:30 Student groups present the workshop topics to forum
- 1:00 Break
- 1:10 Discussions and questions with City Council members
- 1:55 Mini Film Festival
- 2:00 Wrap up
- 2:15 Adjournment

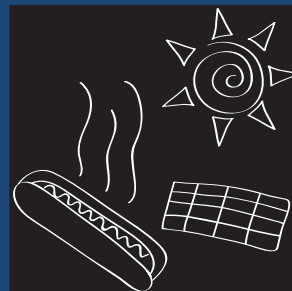
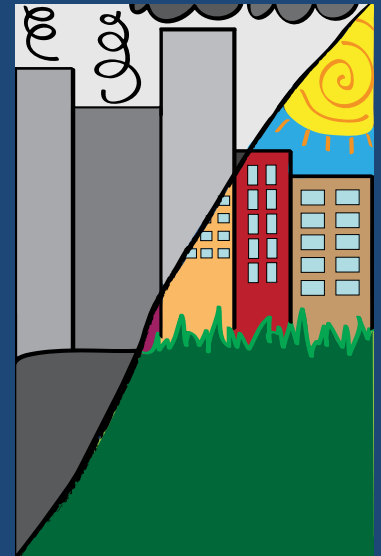


## THE GREEN STUDENTS YOUTH FORUM

**SATURDAY, JUNE 4TH  
9AM - 2:15PM**

Charting a course to a sustainable future!

Register now at [www.thisisatemporaryaddress.com](http://www.thisisatemporaryaddress.com)



This was the poster, web banner, icon, and political cartoons I created to be used at the youth forum. The poster and web banner both have the same simple, clean themes. The green color is a reflection of "going green". The icon is an illustration of a hot dog being cooked by energy from solar panels - something very much encouraged. The political cartoons show push people to position themselves with a renewable sources filled lifestyle versus one polluted with non-renewable sources.

# 6 A's in *both* phases

## Applied Learning

Throughout the project, students gather information from classes and use skills learned from years before in media to produce items for both phases. For Surfrider, students master the initiatives by researching information. By using what they know about appealing to an audience, they create a multimedia campaign that push people to take action and make efforts to protect the environment. For the City of San Diego, students also reflect the needs of the client by organizing activities that would help other students understand the need for renewable sources. By taking what they learn in a regular classroom and applying it to real world projects, these students are even more prepared for challenges faced in the future than any other.

## Adult Connections

Working with a client has given students connection with adults which prepares them for the future. Students meet with the client from the start at the kickoff and work with them all the way to the end. Throughout the project, students frequently meet with the client and work to meet their needs. Clients also give feedback and students push to meet the expectations through revisions. After the products are finished, students present their work to panel members which includes the clients themselves. Ultimately, some of the work is chosen to be represented by the client.

## Academic Rigor

Students work hard to gather information in order to create a highly effective product. They use each of their classes and the skills gained to help reach this goal. Assignments such as researching various articles, writing annotated bibliographies, studying about the government, etc. play a huge role in this process. While gathering this information, students are challenged to somehow take this information and apply it to their project in a creative way that will serve the purpose of educating others and not to mention, meeting deadlines.

# 6 A's in *both* phases

## Authenticity

Both initiatives deal with students working with real world clients that are on a city and national level. They are expected to meet their needs with products that are professional and ready to use by the client. Both of the phases also deal with an issue that is very much relevant and significant today with the environment being harmed. Students are actually making a difference by making efforts to fix a real dilemma.

## Active Exploration

Students are able to explore areas that connect with the project other than in their classrooms. For Surfrider, students went to Mission Beach to learn information about the environment from the client. The students were also able to participate in a beach clean up where they got a hands on experience with the field. With active exploration, students are able to gain knowledge not available to them in a book and use it to create an even better product.

## Assessment Practices

While creating amazing products, students are also able to demonstrate what they are learning through assessments, notes, socratic seminars, online discussions, etc. They are expected to meet standards on benchmark tests. Students also participate in presentations at the end of each phase in front of a panel showing what they have created, what information they used from each class, and how they got there.