



LESSON 10: What to Do? PSA Posters

LESSON DESCRIPTION: Students will work in teams to develop public service posters of activities to do when you are not watching TV or playing video games. Students will gather and examine elements of an informational poster to learn about what makes a good poster. They will brainstorm lists of different kinds of activities and then use the ideas to create high quality posters. Students can display the posters in their school or elementary schools. Have students go on a gallery walk for ideas.

FOCUS QUESTIONS: What are activities that students can take part in that are productive, healthy and fun? How does design affect a message?

OBJECTIVES: Students will:

- create a visual public service poster.
- set a purpose, consider audience and develop focused ideas for a specific purpose.
- exhibit personal style, voice and design to enhance the written informational content.

Core State Standards

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LENGTH OF LESSON: This lesson will take between one and two periods.

MATERIALS NEEDED:

- Several effective informational posters (students could bring examples – Appendix has sample posters from CDC).
- 7 – 8 pieces of chart paper (number = class size \div 4)
- Same number of markers, each a different color
- Poster making supplies

Teacher's Note: Students respond well to this lesson and comment that it helps them during the turnoff week. Programs designed to increase physical activities have found that having students brainstorm activities is highly effective in increasing physical activities and decreasing sedentary behaviors including excessive media viewing.

PROCEDURE:

Activity 10.1: Students will define elements of a good poster.

1. **Tell Students:** Public Service Advertising (PSAs) are messages in the public interest, which are on television, radio, print or other media. The purpose of commercial advertising is to market a product or service, PSAs are messages that benefit the public by raising awareness of an issue, influencing attitudes or actions for the good. The media time and space is provided for free. The <http://www.psaresearch.com> website has good information on how to make great PSAs.
2. Display several informational posters in the room. Make sure some are Public Service Announcement (PSA) posters. We've attached copies of PSA posters.
3. **Tell Students:** On a slip of paper, write one thing about the poster that makes it an effective way to communicate. Put the slip in a box with everyone else's.
4. One by one, draw the slips and write the element on the board. In a class discussion refine this list until you have a manageable number, such as five. Students should copy this list as the required elements of the poster they will be making.

Teacher's Note: It is important to give students adequate time to brainstorm ideas. Some groups may need longer than others. You may want to increase motivation by having a contest for the best posters.

Activity 10.2: Students will brainstorm lists of activities

1. Do a classroom carousel. On each of the chart papers, write one category of activity at the top. Examples include: outside activities, by yourself, helping others in your family, to do with friends, to do with family, helping others in your community, things kids did before TV.
2. Divide class into groups of four and give each group a colored marker. Have each group go to one of the charts. In one minute, the group should write three activities for the category.
3. When the teacher calls "Switch", groups should take their marker to the next chart and write three activities without repeating. Allow a slightly longer time with each successive chart, but still keep students working fast.
4. When the groups are back to their starting point, stop. Have one person in the group read the list of possible activities on the chart as fast and clearly as they can. If you have 32 students there will be 24 ideas on each chart times 8 charts - a lot of ideas!

Activity 10.3: Student teams will create a poster

1. Show students the poster materials or assign this for homework. Remind students of the required elements and give them a Poster Rubric to remind them about quality. (Two examples are included.)

2. Explain the judging and prizes, if you are doing this. Posters will be put up in the hall and judged.

Activity 10.4: Gallery walk for ideas

1. Put all of the posters up in the hallway including posters from other classes. Have one of the judges award the prizes.
2. Have students go on a gallery walk. Ask them to find two things to do. Encourage students to find things to do together. Back in the classroom, ask a few students to share what they want to do.
3. Repeat this each week during the Screen-Free Challenge and budget weeks, especially before the weekends when they will have a lot of time to fill.

ASSESSMENT: See the attached Poster Rubric.

Purpose The purpose of the poster is clearly accomplished.			
Drawings and Illustrations All illustrations, photographs, and drawings add to the purpose and interest of the poster.			
Mechanics (C-U-P-S) There are no errors in capitalization, usage, punctuation, or spelling.			
Layout and Design The overall organization, design, use of color, and use of space help to make the poster interesting and to communicate the message.			
Creativity The poster is highly original and creative.			
Neat and Presentable The poster is very neat and presentable.			

Secondhand Smoke

is toxic

Cancer Causing Chemicals

All are extremely toxic

Toxic Metals

Can cause cancer
Can cause death
Can damage the brain and kidneys



Secondhand smoke has more than 4,000 chemicals.

Many of these chemicals are toxic and cause cancer.

You breathe in these chemicals when you are around someone who is smoking.

Poison Gases

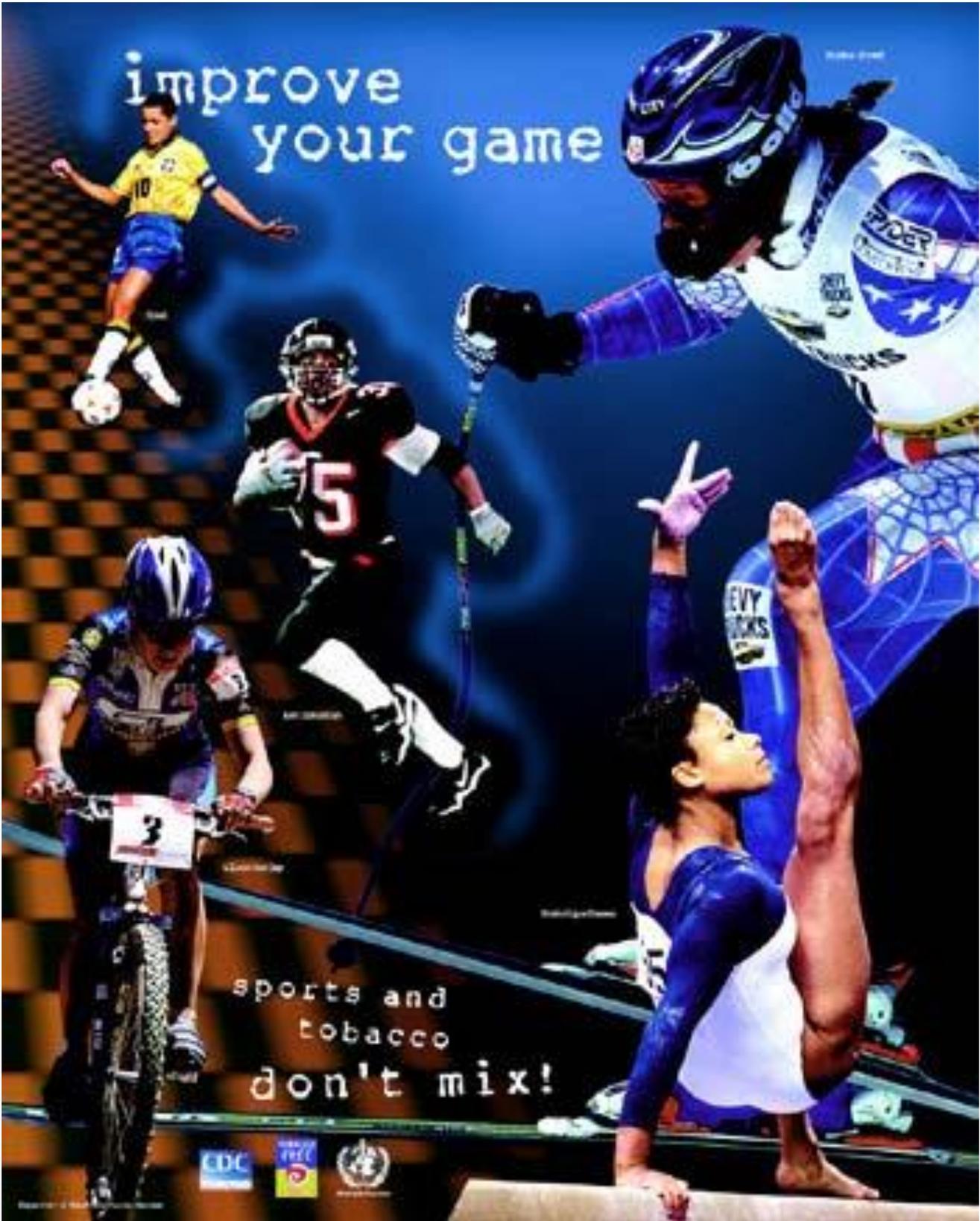
Can cause death
Can affect heart and respiratory functions
Can burn your throat, lungs, and eyes
Can cause unconsciousness



Secondhand smoke

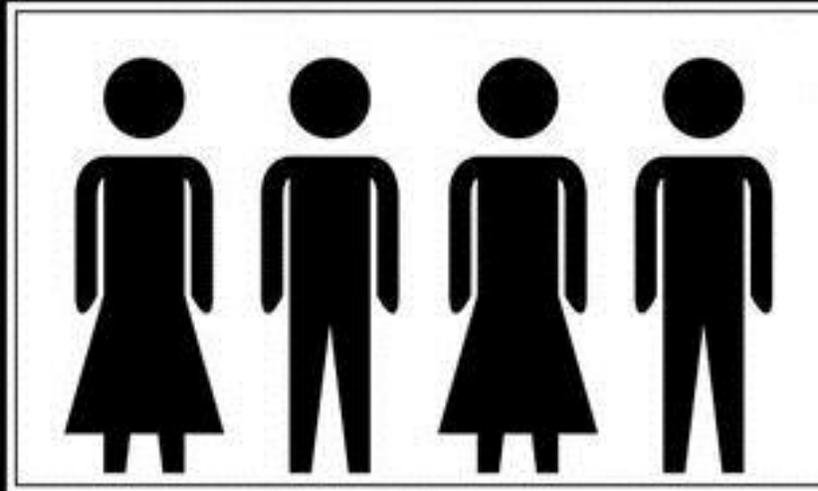
it hurts you. it doesn't take much. it doesn't take long.



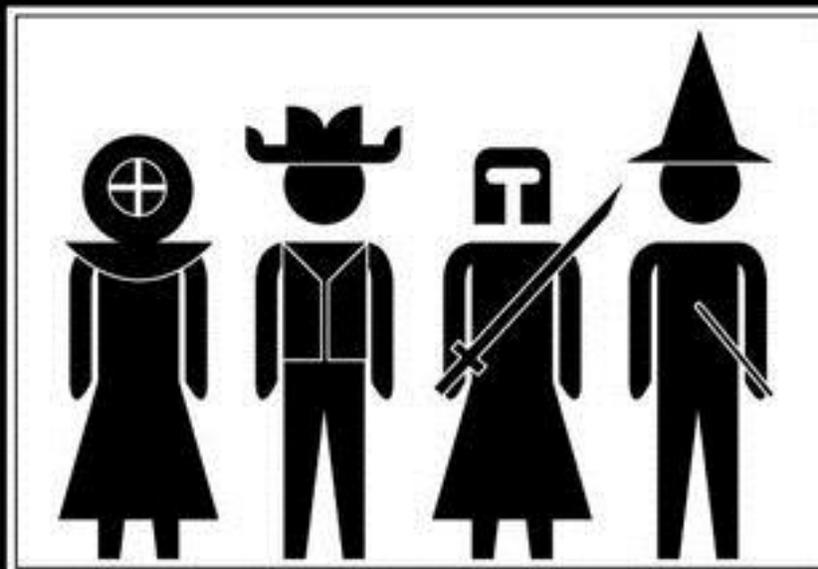




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These are your kids



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