



LESSON 11: Creating PSA Videos

LESSON DESCRIPTION: Students will work in teams to develop public service videos. Students will gather and examine elements of an informational video to learn about what makes a good video. 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: Brainstorming takes one to two class periods. Making the video takes longer although with smart phones many students can make their video at home.

MATERIALS NEEDED:

- Several effective informational videos
- 6 pieces of chart paper
- Same number of markers, each a different color
- Brainstorming Worksheet

Teacher's Note: Students respond well to this lesson and comment that it helps them come up with ideas. Working in small groups motivates students and getting up and moving around increases blood flow to the brain and improves thinking.

PROCEDURE:

Activity 11.1: Students will identify effective elements of Public Service Advertising .

1. **Tell Students:** Public Service Advertising (PSAs) are messages in the public interest that may appear on television, radio, print or other media. PSAs are messages that benefit the public by raising awareness of an issue or influencing attitudes or actions for the good. Media time and space is often provided for free.

The <http://www.psaresearch.com/> website has good information on how to make great PSAs as well as sample PSA videos.



The website: www.TakeTheChallengeNow.net has winning student videos from past contests.

2. **Provide examples of PSAs geared towards different age groups.** The Ad Council: <http://www.adcouncil.org/Our-Work/Current-Work> is one of the leading producers of public service announcements and provides a variety of 30 to 60 second advertisements on Education, Health, Family, Community, and Safety.

The CDC website: www.cdc.gov has health videos including recent videos on second hand smoke: www.BeTobaccoFree.gov .

Sesame Street has numerous PSA videos including Michelle Obama and Elmo on Healthy Habits <https://www.youtube.com/watch?v=GhGWSfraeyQ>

3. Tell students:

We're going to look at a variety of PSA videos. As you watch the first ad think about what group the ad was targeted towards and what made it effective. Talk to your partner and identify two effective elements of the radio ad.

Show two of the PSAs geared towards young children.

Activity 11.2: Students will brainstorm ideas for videos.

1. **Tell Students:** Whether you are writing a personal essay, a scientific journal article, or making a movie, you want to “hook” the audience with a good introduction. There are a number of recommended introductory leads:

1) Begin with dialogue or a quote from a person. This can be a video clip, voice over, or written as text.

- One student began video with dialogue, eg., “I don’t know how it started.”

2) Use interesting facts or data:

- There have been over 30 deaths in our county from Prescription Drug Abuse.

3) Begin with action:

- One video began with a scene of students walking down a road.

4) Use similes or metaphors to create an image: They may not normally be connected.

- One student put an image of himself inside a prescription bottle trying to get out.

- Another student used a barber cutting hair and as the hair fell it spelled friends, school, health, etc.

5) Tell a story:

- One video reenacted parents hearing their son’s alarm clock going off because he had overdosed on prescription drugs.

6) Ask a question:

- One student began his video with the question: “What did I do to cause all this pain and suffering?”

2. Do a classroom carousel. On each of the chart papers, write one of the six leads.
3. Divide class into six groups and give each group a colored marker. Have each group go to one of the charts. In one minute, the group should write three ideas for the category.
3. When the teacher calls “Switch”, groups should take their marker to the next chart and write three activities without repeating any that have already been written. 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 leads on the chart as fast and clearly as they can. If you have 32 students there will be 18 ideas on each chart times 6 charts - a lot of ideas!
5. Students can fill out the Brainstorming Worksheet either before or after the classroom carousel or they can spend 5 minutes writing down ideas on their own and then do the classroom carousel and then finish the worksheet with the ideas that they find most useful for their video.

Activity 11.3: Student teams will create a video.

1. Tell Students: You have the inspiration. Now you just need the know-how to bring your visions to life. See how easy it can be to create, edit and add special effects to your movies. Arrange your video clips, still images and music in the order that best tells your story. You can also add titles over video, scene transitions, background music and voiceovers.

Windows Computers may already have Windows Movie Maker or you can download it for free. The following website will help you find the right version of Windows Movie Maker or Windows Live Movie Maker for your system: <http://windows.microsoft.com/en-us/windows/get-movie-maker-download>

Windows Movie Maker enables you to create home movies and slide shows on your computer, complete with professional-looking titles, transitions, effects, music and even narration. When you're ready, you can use Windows Movie Maker to publish your movie. If you're new to digital video editing or just new to Windows Movie Maker, the following website provides links to help you learn more: <http://windows.microsoft.com/en-us/windows-vista/getting-started-with-windows-movie-maker>

MAC Computers have iMovie. You can go to <http://www.apple.com/mac/imovie/> to download iMovie as well as information about using iMovie.

ASSESSMENT: See Video Rubric.

VIDEO RUBRIC				
	4 Expert	3 Proficient	2 Developing	1 Novice
Content	Covers topic with details and examples. Knowledge of issue is well displayed in film.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes some information about the topic.	Content is minimal OR there are factual errors.
Originality	Video shows a large amount of original thought. Ideas are creative and inventive.	Video shows some original thought. Work shows new ideas and insights.	Video shows other people's ideas (giving them credit), but little evidence of original thinking.	Video shows other people's ideas, but does not give them credit.
Requirements Conventions	Video is correct length with credits provided. Music is copyright free. Spelling is correct and proper use of punctuation and grammar.	Most requirements are met. Writing contains one or two spelling or grammatical errors.	Some requirements are met. Writing contains many spelling or grammatical errors.	Requirement not met. Writing does not use proper grammar or punctuation. Many spelling errors.
Production Quality	The tape is edited with high quality shots. Video moves smoothly. Effective transitions are used. Digital effects are used effectively.	The tape is edited with quality shots. A variety of transitions are used. Good pacing and timing.	The tape is edited in few spots. Several poor shots remain. Transition is choppy and the types of fades selected are not always appropriate.	The tape is unedited and many poor shots and images remain. No transitions between clips are used.
Overall Presentation	The presentation shows knowledge of subject, creativity, smooth transition, group effort.	The presentation shows elements of the following: knowledge of subject, creativity, smooth transition, group effort.	The presentation demonstrates minimal elements of the following: knowledge of subject, creativity, smooth transition, group effort.	The presentation lacks a majority of the following: knowledge of subject, creativity, smooth transition, group effort.

BRAINSTORMING IDEAS FOR VIDEOS

Introductory Leads: Whether you are writing a personal essay, a scientific journal article, or making a movie, you want to “hook” the audience with a good introduction including the following:

Possible Leads	Brainstorm ideas for your video.
<p>1. Begin with a quote. One student began video with dialogue, eg., “I don’t know how it started.”</p>	
<p>2. Use interesting facts or data. There have been over 30 deaths in Delta County from Prescription Drug Abuse</p>	
<p>3. Begin with action. One video began with a scene of students walking down a road.</p>	
<p>4. Use similes or metaphors to create an image by connecting ideas that are not normally connected. One student put an image of himself inside a prescription bottle trying to get out. Another student used a barber cutting hair and as the hair fell it spelled friends, health, etc.</p>	
<p>5. Tell a story. One video reenacted parents hearing their son’s alarm clock going off because he had overdosed on prescription drugs.</p>	
<p>6. Ask a question: One students began his video with the question: “What did I do to cause all this pain and suffering?”</p>	