**Creating a Public Service Announcement Lesson**

Nicole Gilbertson and Elizabeth Moore, 2015

**CCSS Standards:**

RH 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WH6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WH8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Public Service Announcements are methods of communicating information in the form of an argument to a wider public who may not know much about the topic. This assignment will allow students to learn more about a topic, develop an argument using evidence, and share this information in an engaging format for a larger audience.

1. Introduce the concept of a Public Service Announcement (PSA) to the students. Ask them if they have seen them. If so, what makes them effective? Has the PSA changed the students’ behavior regarding the topic? You may want to share some examples with students. Many are readily available at YouTube, but you can also check out the AdCouncil’s website that has many relevant campaigns:

<https://www.psacentral.org/home>

For some campaigns related to water bottle use:

<https://www.psacentral.org/campaign/Recycling/asset/Journey/125730004>

1. Have students consider the elements of a PSA that make it an effective means of communicating an idea. Students can develop their own criteria about what should be in a PSA and how they are structured. Some ideas may include:
* Are short (usually 60 seconds or less)
* Present a single issue
* Inform the viewer of key, relevant facts
* Have a clear call to action (usually indicated through text on screen)
* Are based on facts and cite quotations and data
* PSAs use an engaging format of mixed media to hold the viewer’s interest
* Aim to leave a lasting impact

The teacher may want to share the rubric for the PSA with the students and review another PSA using the criteria/checklist.

1. Students develop their “pitch” and storyboard. In groups, students should work together to develop a specific topic, an argument, and a concept that is engaging. Students should focus on identifying a topic that has a problem and offering a solution to the problem. Students can then write up a storyboard for each scene using elements for dialogue, visuals, and sound. Partner up groups and have each group “pitch” their ideas to the other group to get feedback and share ideas. Students continue to develop and refine their storyboards. Examples of storyboards can be found here:

<http://www.storyboardthat.com/userboards/examples/public-service-announcement---global-warming>

<https://last0things0left.files.wordpress.com/2011/05/toymation-storyboard.jpg>

1. Students work on their PSA. This may include: researching the topic, creating visuals and scenes, and filming the PSA.

Some student sample PSAs on water bottle waste can be found here:

<https://www.youtube.com/watch?v=94Ve2vctL9c>

<https://www.youtube.com/watch?v=47pa86JXD7E>

<https://www.youtube.com/watch?v=h_btqaSJIOs>

1. Students share PSAs with the class. Teachers may want students to write a reflection response for one PSA or their experience creating their own PSA.

Sources used to create this assignment:

<http://rock-your-world.org/curriculum/>

<http://www.readwritethink.org/files/resources/30157_activity_sheet.pdf>

<http://i42.tinypic.com/6isp3p.jpg>

Criteria/Checklist for PSA

* Content and Topic: the PSA has a clear topic, that is easy to understand, and the content of the PSA stays on topic
* Argument and Message: the PSA has a clear argument and communicates this effectively to the audience
* Based on Evidence: the PSA presents evidence to support the argument that is based on facts, which may be cited either in the PSA or in supporting documents
* Storyboard: The PSA is based on a storyboard that contains sketches for each scene that is organized, cites evidence, and contains specific notes about each scene (title, effects, dialogue
* Collaboration: All group members participate in the creation of the PSA. Some tasks might include: researching evidence to support claims, developing visuals and props, developing the storyboard, and creating and editing the video.

Public Service Announcement Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATERGORY | 4 | 3 | 2 | 1 |
| Content | Students create an original, accurate and interesting PSA that adequately addresses the issue. | Students create an accurate PSA that adequately addresses the issue. | Students create an accurate PSA but it does not adequately address the issue. | The PSA is not accurate. |
| Originality | The PSA is exceptionally creative and “grabs” the audience’s attention. | The PSA is mostly creative. | The PSA is somewhat creative. | The PSA has no creativity. |
| Presentation | All group members take an active part in the presentation. Voices are clear and projected. Audiences’ questions are answered. | Most group members take an active part in the presentation. Voices are clear and projected. Most audiences’ questions are answered. | Some group members take an active part in the presentation. Most voices are clear and projected. Some audiences’ questions are answered. | One group member took an active part in the presentation. Voice is clear and projected. Audiences’ questions are not answered. |