

## Digital Documentaries Public Service Announcement (PSA) Work Plan



Each session is preceded with a list of materials needed to complete the session. Materials fall into one of four categories:

<b>Student</b>	<b>Teacher</b>	<b>Overhead</b>	<b>Technology</b>
Handouts primarily intended for students	Handouts primarily for teachers	Worksheets that can be projected overhead, or in a pinch, drawn on the board	Hardware, software, peripherals and other equipment required to do the lesson

## Session 1 – Introduce the Project

### **Students will be able to:**

- ❑ Understand what a Public Service Announcement (PSA) is
- ❑ Describe three characteristics of a good PSA
- ❑ Brainstorm topics for their own PSAs

### **Materials**

<b>Student</b>	<b>Teacher</b>	<b>Overhead</b>	<b>Technology</b>
Road Map Project Rubric The Pitch	Characteristics of PSAs Research Sources	Digital Documentaries website <a href="http://www.teachingmatters.org/digidocs">http://www.teachingmatters.org/digidocs</a> Road Map Sample Topics Characteristics of PSAs	Sample Videos on CD ROM  Laptop computer  Internet connection  Projector

**Time Required (including today): two 45 minute class periods**

### **Activity**

- ❑ Ask students if they have ever watched a Public Service Announcement (PSA).
- ❑ Ask a student to describe it (what was it about? how was the information presented? etc.)
- ❑ Have the students view the examples of PSAs. Make sure to mention that they were created by students.
- ❑ Discuss with students -- Which PSA was more effective? Why?
- ❑ Record on the board or overhead: What makes a good PSA? (No template needed. Teacher and consultant help inform discussion.)
- ❑ Elicit from the group a list of characteristics of PSAs. Teacher and consultant can defer to the Characteristics of a PSA handout. Make sure to point out the similarities and differences between PSAs and commercials.
  - PSAs try to persuade their viewers to take a specific action or to adopt a favorable view toward some service, institution, issue, or cause
  - PSAs use concise language and get to the point quickly, as the average PSA is only 30-60 seconds in length
  - PSAs are based on facts and cite quotations and data
  - PSAs use an engaging format of mixed media to hold the viewer's interest

- ❑ Pass out the rubric for PSAs and ask students to read selections from it (possibly first and last column for each criterion).
- ❑ Show samples again. This time ask students to work in pairs to rate the PSAs based on the rubric.
- ❑ Take one criterion at a time and have students justify their ratings with specific examples from the PSAs.
- ❑ Introduce students to the project and the varied tasks involved. Use an overhead projector to show the Digital Documentaries website and the Road Map handout and ask students to review (read aloud) the steps to create a PSA.
- ❑ Discuss with students -- **What makes a strong topic? What are we passionate about? What do we have access to (images, subject interviews, information)? Whom could we invite to our classroom to film? Are we studying something that would be an interesting PSA? What perspective do we want to present in our PSA?**
- ❑ Explain the program procedures to students – Students will work in groups of four or five to create a PSA. Student PSAs will be no longer than one minute in length. Students will develop and record an original (voiceover) script and will use original video footage as well as relevant primary source material (photographs, original artwork, music, radio broadcasts, etc.). Cooperation and collaboration with classmates will be essential if the project is to be successful.
- ❑ Groups should brainstorm several topics for PSAs and share them with the class. The teacher will help each group choose the most promising topic.
- ❑ **OPTIONAL:** Introduce the “pitch” process, in which students work in groups to create topic proposals and then pitch their ideas to the entire class. Each group will present one idea to the class and the class will provide feedback. Students create a “pitch” for their particular theme with the following elements: 1) rationale, 2) possible video sources or interviews, and 3) description of what the finished product will look like.

## Before next session with Teaching Matters

### ***The students should:***

- ❑ Brainstorm and select topic ideas
- ❑ **OPTIONAL:** Complete pitches in groups for favorite topics. Present ideas to teacher and class

### ***The teacher should:***

- ❑ Form groups and assign roles and responsibilities
- ❑ Consider the video proposals presented by students
- ❑ Meet with the consultant to discuss the feasibility of the proposals
- ❑ Make the final decision on the selected topic
- ❑ **OPTIONAL:** Assist in the creation of a hotlist or TrackStar track for the selected topic to facilitate student research

***The consultant should:***

- Email the link(s) to be used for student research to Evan at Teaching Matters to include on the Digital Documentaries website as a resource for all teachers doing the project
- Work with the teacher to complete the hotlist or TrackStar track for the selected topic. This will be accomplished at the next workshop, if possible, or else via E-mail

## Session 2 – Research

### Goals

#### *Students will be able to:*

- Inventory what they know about the topic
- Use research sources to find additional information on topics

### Materials

Student	Teacher	Overhead	Technology
Road Map (distributed in previous session) Project Checklist Research Notes	None	Road Map Project Checklist KWL-H Research Notes Characteristics of PSAs	Laptop computer  Internet connection  Projector

**Time Required (including today): three 45 minute class periods**

### Activity

- Review Road Map handout with students to re-orient them to the step-by-step process. Distribute Project Checklist to each student.
- Review the topics.
- **OPTIONAL:** Consultant was not in the classroom during the pitch sessions, so it is an opportunity for student groups to communicate what they gained from the pitch session and how they will structure their PSA as a result of feedback from the class.
- Discuss the importance of researching.
  - Reiterate that PSAs try to persuade their audience institution, issue, or cause
  - In order to do that effectively, students must conduct research
  - Students will research for several days (length and depth to be determined by the teacher) to become “experts” on their selected topic and to develop a persuasive script
  - Discuss the process of developing a narration. Teacher and consultant model the process of reviewing a sample persuasive script, creating an outline, and then forming a narration. Narrations should be between 30 and 60 seconds in length.

- Brainstorm the following questions in their groups of four or five:
  - What interesting things do we know about this topic already? (KWL-H)
  - What questions could we research?
  - Where will we find the information?
- Encourage students to develop a full list of research questions on their topic. Each group will ultimately be responsible for writing a persuasive script on a specific point of view or perspective pertaining to their topic.
- Introduce teacher-created resource list on the Digital Documentaries web site.
- **OPTIONAL:** Teacher and consultant can create a hotlist or TrackStar track.
- Introduce other possible research sources including newspapers, artifacts, photographs or original research (e.g. opinion polls, surveys, measurements, science experiments, interviews with experts or witnesses). Alternatively, in special education classrooms or classrooms with literacy issues, students should be provided with articles pre-printed from the web on their topic.

## Before next session with Teaching Matters

### ***The students should:***

- Determine a focus and position for the PSA topic

### ***The teacher should:***

- Locate possible filming locations and interview subjects for Session 5

## Session 3 – Draft Script for Storyboard

### Goals

**Students will be able to:**

- Use their research to draft a script narration for their PSAs

### Materials

Student	Teacher	Overhead	Technology
Creating a Script Storyboard	None	Creating a Script Storyboard	Laptop computer Internet connection Projector

**Time Required (including today): two 45 minute class periods**

### Activity

- Engage the class in a discussion of what makes an effective narration. Create a list on the board with characteristics, such as factual data, persuasive content, concise language, details to support ideas, etc.
- Model the creation of a storyboard.
  - Fold paper. Write detailed script highlights in the right hand column
  - Use a ruler to draw lines designating the start of each new idea
  - In the left hand column, create sketches of the visual elements to be used to enhance the script.

### Before next session with Teaching Matters

**The students should:**

- Complete their PSA scripts

**The teacher should:**

- Review scripts

## Session 4 – Completing the Storyboard

### Goals

**Students will be able to:**

- Assess, revise, and storyboard narration

### Materials

Student	Teacher	Overhead	Technology
Project Rubric	None	Project Rubric	Laptop computer
Project Checklist		Project Checklist	Internet connection
Storyboard		Storyboard	Projector
PSA Roles and Responsibilities			

**Time Required (including today): two 45 minute class periods**

### Activity

- Review process of identifying visuals for the storyboard.
- Allow students to work in groups complete the storyboards.
- If time permits, have a few groups present their revised narrations to the class and solicit feedback.

### Before next session with Teaching Matters

**The students should:**

- Revise and assess narration, if necessary
- Complete the Storyboard handout

**The teacher should:**

- Review scripts from different groups and edit for clarity
- Reserve a location in the school with multiple computers for the next session

## Session 5 – Record Narration / Collect Images

### Goals

**Students will be able to:**

- ❑ Record narration into computer
- ❑ Collect images (from the Internet) which support narration
- ❑ Practice camera techniques

### Materials

Student	Teacher	Overhead	Technology
Adding Narration (iMovie p. 5 Movie Maker p. 6)  Adding Still Images (iMovie pp. 6-8 Movie Maker pp. 6-10)  Setting Up the Video Camera	Roles and Responsibilities	Adding Narration Adding Still Images Camera Techniques	Laptop computer Internet connection Projector Scanner

**Time Required (including today): three or four 45 minute class periods**

### Activity (Recommended to be carried out in a location with multiple computers available)

- ❑ Groups record narration into the computer.
- ❑ Some students gather still images or archival clips from the Internet to support narration.
- ❑ Other students practice camera techniques and/or record dramatizations or original footage.
- ❑ Other students design and scan original artwork into computer.

### Before next session with Teaching Matters

**The students should:**

- ❑ Continue gathering footage, archival clips, Internet images, music, and original artwork to include in PSAs

***The teacher should:***

- Assist students with the recording of narration and taping other elements

***The consultant should:***

- Upload video into computer

## Session 6 – Creating the First Draft

### Goals

**Students will be able to:**

- ❑ Assemble a first draft of their PSAs
- ❑ Make editing decisions

### Materials

Student	Teacher	Overhead	Technology
Editing the Video Clips	None	Editing the Video Clips	Laptop computer Internet connection

**Time Required (including today): two or three 45 minute class periods**

### Activity

- ❑ (Whole-class) Consultant and/or teacher demonstrate the decision-making process used in editing. Explain that the original PSA footage must be edited down to 60 seconds, requiring that the editors make creative decisions based on the perspective that they want to portray.
- ❑ Prior to this session, teachers should have all narrations recorded and videos uploaded to the computer.
- ❑ (Small-group) Groups discuss and articulate the main theme of their PSAs in two sentences with the teacher. These two sentences will be used to guide editing decisions.
- ❑ (Small-group) Student video editors work in groups to assemble a first draft of the PSA (stringing together still clips, narration, music, dramatization, etc.).
- ❑ Students review video footage and determine items to be cut and added.

### Before next session with Teaching Matters

**The students should:**

- ❑ Complete the first draft of their PSAs

## Session 7 – Evaluating the First Draft

### Goals

**Students will be able to:**

- Evaluate the first draft of the PSA, using the project rubric
- Make judgments about the value of particular scenes / clips

### Materials

Student	Teacher	Overhead	Technology
Project Rubric Video Clip Assessment Form	None	Project Rubric Video Clip Assessment Form	Laptop computer Projector

**Time Required (including today): two or three 45 minute class periods**

### Activity

- Each group will
  - watch the first draft movie with the rubric.
  - make judgments about the value of particular scenes / clips and edit out unneeded material.

### Before next session with Teaching Matters

**The students should:**

- Complete Video Clip Assessment Forms for all PSAs

## Session 8 – Collecting Secondary Elements

### Goals

**Students will be able to:**

- Gather additional elements for a second draft

### Materials

Student	Teacher	Overhead	Technology
Video Clip Assessment Form	None	Video Clip Assessment Form Media Elements	Laptop computer Internet connection

**Time Required (including today): two 45 minute class periods**

### Activity

- Working in groups, students collect the additional elements detailed in their Video Clip Assessment Forms. Students might choose to include any (most likely two or three) of the following media elements:
  - Additional video footage: videotaped by student camera crew
  - dramatization: performed by student actors; videotaped by student camera crew
  - images from the Internet
  - still photographs
  - voice-over narration
  - artwork created and/or scanned by student artists.
- Insert additional material into video as specified in Video Clip Assessment Forms.
- Add music.
- Edit the video for time (no more than 60 seconds) and interest.

### Before next session with Teaching Matters

**The students should:**

- Prepare titles and credits to be added during the next session

## Session 9 – Finish the PSA

### Goals

**Students will be able to:**

- Exercise judgment in providing appropriate titles, transitions, and special effects

### Materials

Student	Teacher	Overhead	Technology
Project Rubric	Adding Text and Titles (iMovie p. 9 Movie Maker pp. 11-12)  Adding Transitions (iMovie p. 11 Movie Maker p. 15)	Project Rubric	Laptop computer Internet connection Projector

**Time Required (including today): two 45 minute class periods**

### Activity

- Group video editors add titles, transitions and special effects, if desired.
- Students review the finished movie with the rubric in small groups or as whole class, depending upon time and technological constraints.

### Before next session with Teaching Matters

**The students should:**

- Write a critique of the PSA, explaining why the PSA scored as it did on the rubric

## Session 10 – Project Collection

### Goals

#### **Students will be able to:**

- ❑ Reflect on the process of creating a PSA
- ❑ Articulate what they have learned
- ❑ Recommend topics and methods for next PSAs

### Materials

Student	Teacher	Overhead	Technology
Evaluation Form Saving the Movie (iMovie pp. 13-14 Movie Maker pp. 17-22)	Evaluation Form	None	Laptop computer Blank CDs for recording final product Cables for transferring to VHS, if desired

**Time Required (including today): one 45 minute class period**

### Activity

- ❑ Students write a reflective essay on creating their PSAs. Address the following:
  - What is your overall feeling about the final PSA? What do you like about it? Dislike?
  - Describe a positive experience in creating this PSA
  - Describe a negative experience in creating this PSA
  - If you could start over, what would you change about the making of this PSA?
  - Describe your idea for creating your own PSA.
- ❑ **OPTIONAL:** Tape student responses about making a PSA and create a one minute movie summarizing it all.
- ❑ Transfer to final medium.
- ❑ Complete Evaluation Form.
- ❑ Discuss what students learned and enjoyed in this process.