**Lesson 5: Creating Effective Public Service Announcements**

**Problem statement:** School was cancelled in mid-March. Everyone was told to stay home to keep from spreading a new virus: the COVID-19. Teachers try to keep school going online. Spring sports, prom and graduation ceremonies are cancelled. Essential businesses such as grocery stores, pharmacies, health care are open in a limited capacity, with vastly altered requirements such as social distancing. Most non essential businesses across the state (and around the world) are closed and when possible, employees can work from home. In the past month, 25 million unemployment claims have been filed and no one knows how far the unemployment rate will climb. You are about to graduate. Even though you had a HSBP, now everything has changed. How has this impacted the environment? How does this impact your future and the career you choose? **How do we use what we have learned during this pandemic and digital media to inform others?**

**Learning objectives:** The students will be able to create an effective Public Service Announcement.

**ISTE Standards:**

Standard 6: Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

Standard 7: Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

**CCSS: Reading**

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.6 Assess how point of view or purpose shapes the content and style of a text.

R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCSS: Writing**

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS: Speaking and Listening**

SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL. 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL. 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Soft skills:**

Communication

Collaboration

Critical Thinking

Creativity

**Description:** Students working in groups will apply what they have studied in lessons 1-4 to create a Public Service Announcement.

* The objective/goal is to persuade the audience to change their habits;
* And or raise the audience’s awareness of an issue

**Materials:** Internet, (sample PSA’s) Document Camera, Editing Software, PSA-Activity Sheet

**Lesson preparation:**

As whole group, students will watch sample PSA’s and discuss

1. What makes it believable?
2. What problem is it trying to address?
3. How does it do this?

Students will create a PSA / Call to Action on a topic of their choice from the lesson. Ideas include:

* Reducing carbon footprint on an individual level
* Reducing carbon footprint at an industry level: Airport
* Job training programs: Port internships, certificate programs, etcetera
* How to retrain and change careers

**Understanding the Problem**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| What topic would like to explore/impact based on our study?  Let’s examine one of the topics together.  Show sample PSAs from the Ad Council | Student’s watch sample PSAs |
| **Grouping of students for instruction:**  Students will work in groups of 3 or 4.  The roles are Director, Writer, Camera, Editor  The roles are fluid.  Roles can be assigned or chosen by the students.  The teacher will role play with students so that they understand their roles | |  | | --- | | Students will choose a topic  In their groups brainstorm ideas  Write a script  Create a storyboard |   Story Circle where class listen to ideas from each group and offer and ask questions about the project |
|  | Film their project |

**Accommodations:** Students who need special accommodations will be grouped accordingly.  
As an example a great part of this project is hands on, i.e camera operation, actors, etc.

**Extensions:** Students could create other Persuasive artifacts, Posters, Infographics

**Assessment:**

Student-created PSA. A rubric is attached

**References/Resources:**

PSA Activity Sheet adapted from read write think (International Reading Association)

Sample PSA’s from the Ad Council (<https://www.adcouncil.org/>)