Film a Public Service Announcement

Digital Literacy

How Can Digital Moviemaking Deliver a Message?

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OVERVIEW: Students will create a public service announcement (PSA) that delivers an anti-bullying message.

TIME: This activity can be completed in 3–5 class periods (approximately 50 minutes long).

CURRICULAR CONNECTIONS: Core subjects (English, Social Studies); Career & Tech Ed; Health; Information & Communications Technology; Visual & Performing Arts.

GRADE LEVEL: 7th to 12th grade

PREREQUISITE SKILLS AND BACKGROUND: Students should have some previous experience doing research. Students should have experience working in collaborative groups. Students with digital movie-making and editing experience should be assigned leadership roles within groups.

DIFFERENTIATION:
The True or False worksheet (Supplement 1) can be assigned to students ahead of time as independent work, or during class, either individually or to pairs of students, depending on student need.
The groups should be heterogeneous, and should include a natural leader. Since students will evaluate one another's collaborative efforts, it is a good idea to avoid grouping close friends together.
If appropriate, class time can be dedicated to project planning and storyboarding.

MATERIALS:
☐ Rosen Digital's Digital Literacy database

   o Articles: Digital Moviemaking, All About Cyberbullying, Digital Etiquette, All About Social Networking

   o Interactive Activity: Film a Public Service Announcement

☐ Computers

☐ Smart Board, iPad, or other computer projection presentation device (optional if Teacher/Librarian wants to demonstrate worksheets and/or have one group worksheet)

☐ Appropriate Assistive Technology for students with special needs (if applicable)

☐ Supplement 1 - True or False worksheet

☐ Supplement 2 - Film a Public Service Announcement interactive digital lesson

☐ Supplement 3 - Antibullying PSA Assignment

☐ Supplement 4 - *Storyboard*

☐ Supplement 5 - *Peer Review PSA Feedback*

☐ Supplement 6 - PSA Rubric

☐ Supplement 7 - PSA Group Evaluation Rubric

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ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
▪ Digital moviemaking is a powerful medium. ▪ Publishing movies requires strong ethical values, empathy, and responsibility. ▪ Digital moviemaking is easy, cheap, and can beget extensive public exposure. ▪ Digital moviemaking—even for the simplest projects—requires careful organization and planning.	▪ What's the big deal about digital moviemaking? ▪ How can I get my message across? ▪ How should I organize a big project that involves collaborators? ▪ What are the risks with sharing movies online?

STANDARDS:

ISTE NETS for Students:

Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
Students:
o apply existing knowledge to generate new ideas, products, or processes.
o create original works as a means of personal or group expression.

Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Students:
o interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
o communicate information and ideas effectively to multiple audiences using a variety of media and formats.
o contribute to project teams to produce original works or solve problems.

Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
Students:
o plan strategies to guide inquiry.
o locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
o evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

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Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

o plan and manage activities to develop a solution or complete a project.

Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

o advocate and practice safe, legal, and responsible use of information and technology.

o exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

o demonstrate personal responsibility for lifelong learning.

o exhibit leadership for digital citizenship.

Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

o understand and use technology systems.

o select and use applications effectively and productively.

o troubleshoot systems and applications.

o transfer current knowledge to learning of new technologies.

LESSON OBJECTIVES:

STUDENTS WILL KNOW THAT:	STUDENTS WILL BE ABLE TO:
▪ Creating effective PSA videos requires careful planning.	▪ Answer questions about digital moviemaking.
▪ The intended message is not always the delivered message. Point of view alters interpretation. Empathy is essential when publishing content online.	▪ Adhere to explicit intellectual property guidelines when creating original work.
▪ It is essential to comply with copyright law and to respect intellectual property when collecting and re-using multimedia.	▪ Collaborate with classmates to achieve a common learning objective.
▪ Just because information is available on the Web does not mean it is correct or re-usable.	▪ Complete the interactive **Film a Public Service Announcement checklist**
	▪ Outline a PSA in a storyboard.
	▪ Participate in planning, organization, creation, and presentation of a multimedia presentation.

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ASSESSMENT EVIDENCE:	
PERFORMANCE TASK: o Film a PSA	**OTHER EVIDENCE:** ▪ True or False worksheet (Supplement 1) ▪ Storyboard (Supplement 4) ▪ Evaluating sample, and peer PSAs ▪ Film a Public Service Announcement checklist ▪ Peer Review PSA Feedback (Supplement 5)

PROCEDURE:

Initiation:

Define PSA for students.
o *Short "in the public interest" messages*
   o *Can be done very simply with a single actor reading or performing a message, or they can be elaborate, slickly produced messages with music, dramatic storylines, and sound or visual effects.*
o *Given to radio and television stations, which are required by the Federal Communications Commission (FCC) to serve "in the public interest." Most stations use PSAs as one of the ways they meet this requirement.*

Watch Antipiracy PSA, produced by United States Immigration and Customs Enforcement. *Note: Some schools may block access to YouTube and Vimeo on campus. In these cases, teachers may provide students with this link to view at home or at a public library.*
o Ask:
   o What's the message?
   o Is it effective? Why?
   o How did it make you feel?
   o What human emotion does it trigger?
   o Would it have the same impact on everyone? Explain.
   o Did it make you re-think your own behavior? Explain.

Content:

Review responses to the Digital Moviemaking True or False worksheet (Supplement 1). Review Antibullying PSA Assignment (Supplement 3).

Check for Understanding:

What makes a PSA effective?

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Modeling:

Have students evaluate three student-created anti-bullying PSAs using *Peer Review PSA Feedback* (Supplement 5). *Note: Some schools may block access to YouTube and Vimeo on campus. In these cases, teachers may provide students with these links to view at home or at a public library.*
- **Who Am I**
- **PSA Announcement for English**
- **Bullying Hurts**

Note: It is fair to ask students to be critical. The message in Who Am I is a little ambiguous, and all three use entire pieces of copyright-protected music.)

Guided Practice:

Working in groups, students should use the following Rosen Digital database articles as reference resources:
- **Digital Moviemaking**
- **All About Cyberbullying**
- **Digital Etiquette**
- **All About Social Networking**

Students should then complete their *Storyboard* (Supplement 4) and plan their workflow (table in Antibullying PSA Assignment [Supplement 3]).

Independent Practice (Homework):

- Complete the **Film a Public Service Announcement checklist** for your individual responsibilities in the multimedia presentation group work.

Closure:

- What have you learned about creating a PSA video?
- What do you still need to learn?

Follow-up Activities:

- Students will screen a rough-cut of their PSA to the class. Students in class will peer-review each PSA using *Peer Review PSA Feedback* (Supplement 5). Students will then revise their rough-cut before publishing their PSA videos online.
- Students can share their finished videos at a school-wide assembly, if feasible.