

# Video Production, Advertising

## Producing a Public Service Announcement (PSA)

Subject Area: Digital Media Production

Grades: 11- 12

Date: Fall 2011

### Materials Included in this Lesson

- Camcorder
- Video Editing Equipment
- Pen, Paper

### Other Materials for this Lesson

- Possible Set Materials  
(Student/Project Driven)

### Skills the Student will Learn

- Communication
- Creative Expression
- Production & Time Management
- Collaboration
- Video Recording and Editing

### Student Deliverables

- Creative Proposal
- Production Schedule
- Storyboard(s)
- 30-60 second video

Length of Lesson: 10 Days

### Activity Day One

Explain the following:

- Overview of the project
- Big picture goals
- Explain how ads will be used
- Provide Articles on Target Audience and PSAs.
- Read Discuss Article

### Activity Day Two

Students will go to Library to learn researching a story. The librarian will show examples of legitimate sources versus non-legitimate sources. Students will use the school database and use Google searches to gather information on their topic.

Students should consider the following:

- Target Audience: How you determine target audience?
- What in the ad appeals to the target audience?

### Activity Day Three

Working in groups students will view PSAs on Youtube to develop ideas. They will brainstorm in small groups along with teacher to begin to sketch out their video.

### Activity Day Four

Students will begin to story board PSAs as well as developing a production schedule. The teacher will discuss with students the need to develop projects that doable with the resources available to them.

### Activity Day Five

Students will present their storyboard and production schedule the class. The class will discuss the concept and they will get feedback on their concept. The final PSA concept must incorporate the research they gathered in the early part of the lesson. Once the teacher has approved of the project, students will execute their project. They will work with the teacher and fellow students to trouble shoot logistical and technical hurdles.

### Activity Day Six to Ten

Students will video tape and edit projects, getting regular feedback from the teacher. Completed projects will be broadcast on the school's monthly TV news magazine, PGTV.

## Enrichment Suggestions

- Instead of creating an advertisement, have students create short documentaries.
- Have students make presentations on their advertisement to explain their process.

## Student Resources

There is an enormous amount of websites promoting student produced videos, here are a few.

[www.ahsvideopro.com](http://www.ahsvideopro.com) (excellent HS program)

[www.schooltube.com](http://www.schooltube.com) (student videos from around the country)

[www.school-video-news.com](http://www.school-video-news.com) (great resource for students and educators)

[www.schaeffersite.com/radiotv/tvt.html](http://www.schaeffersite.com/radiotv/tvt.html) (excellent site with lots of good links and resources)

## Foundation Academic Standards

To varying degrees the following standards and the particular elements of that standard will be touched on during the May the Best Ad win lesson plan.

### **CAREER PLANNING AND MANAGEMENT Foundation 3.0**

A. Students understand how to make effective decisions, use career information, and manage personal career plans:

1. Identify the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
2. Identify important strategies for self-promotion in the hiring process, such as job search, applications, cover letter, résumé writing, interviewing skills, and preparation of a portfolio.

### **PROBLEM SOLVING & CRITICAL THINKING Foundations 5.0**

A. Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

1. Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
2. Use critical thinking skills to make informed decisions and solve problems.
3. Apply decision-making skills to achieve balance in the multiple roles of personal, home, work and community life.

### **RESPONSIBILITY AND FLEXIBILITY Foundation 7.0**

A. Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

1. Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor.
2. Demonstrate personal responsibility.

3. Discuss the need to adapt to varied roles and responsibilities.
4. Discuss how individual actions can affect the larger community.

### **ETHICS AND LEGAL RESPONSIBILITIES Foundation 8.0**

A. Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

1. Discuss the role of personal integrity and ethical behavior in the workplace.

### **LEADERSHIP AND TEAMWORK Foundation: 9.0**

A. Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution:

1. Identify the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
2. Discuss the benefits of teamwork.
3. Demonstrate multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
5. Communicate ideas to justify positions, persuade and convince others, confirm responsibility, and evaluate existing policies and procedures.

## CTE Pathway Standards

With a satisfactory completion of this activity students will address each of the following CTE Media Arts Pathway Standards as it relates to digital media .

### **A. Media Arts Pathway**

*A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media Arts Pathway:*

A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, posters, sound, costumes, makeup) contributes to a presentation.

A2.2 Know the component steps and skills required to design, edit, and produce a production for audio and video presentation.

A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A2.4 Know the features and uses of current and emerging technology related to computing (e.g.: sound processing, cable TV, cellular phones).

A2.5 Know the writing processes, formats, and conventions used for various media.

A2.6 Understand technical support related to various media arts.

A2.7 Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions.

A2.8 Use models, simulations, and other tests to determine optimal design

solutions from a variety of options.

## Lesson Plan Relevance To Externship

The work experience with the externship gave me the link between what we already do in the classroom, make videos and to the larger community. Gaining a better understanding of how to link marketing/advertising with a product was the piece I was missing. The lesson plan takes directly from the principals I learned about during the externship regarding, targeted marketing and use of social media to expand the reach of an advertisement. Given that social media will only grow in future and it already firmly entrenched as an essential element in the lives of young people I excited about facilitating a lesson which accesses new technology, involves emerging forms of communication and creates a link between students and the community around them.

## Rubric for the PSA Video Project

| Student Deliverables | 1<br>Exceeds<br>Expectations                                     | 2<br>Meets<br>Expectations                             | 3<br>Approaches<br>Expectations                             | 4<br>Fails to<br>meet<br>Expectations                    |
|----------------------|--|--|---|--|
| PSA                  | Ad hits target audience, project completed on time               | Ad nears target audience, projected in a timely manner | Ad is misses target audience, project late                  | Ad is inappropriate for viewing, project is well overdue |
| Storyboard           | Thoughtful and Clear   | Clear  | Basic, not well defined                                     | Unclear and last minute                                  |
| Production Schedule  | Detailed, thoughtful and realistic                               | Lacks some detail but realistic                        | Lacks detail, unrealistic                                   | Incomplete or unworkable                                 |
| Creative Proposal    | Researched, collaborative (with client), thoughtful and creative | Collaborative, thoughtful and shows creativity         | Shows thought but lacks collaboration, thought and research | Incomplete and last minute                               |