**CAM Public Service Announcement (PSA) Project Handout for Grades 6-12**

Abstract/Summary: Your production team will research a climate change topic of your choice and create a Public Service Announcement (PSA) that communicates your understanding of the science, raises awareness about the causes and consequences of climate change, and motivates people to take action in their communities, families and their own lives.

Essential Question: How do we create and deliver a filmed PSA message that can educate the public about climate change and is persuasive enough to motivate people to change their behavior?

Culminating Performance Task: In small groups, your production team will create a PSA about climate change that will motivate your audience to change a personal or collective behavior resulting in reducing CO2 emissions.  When finished with production, you will present your finished PSA to your peers for critique.

Objectives:

When you produce your PSA, you will:

* Learn about causes and consequences of climate change and identify possible solutions to mitigating climate change by reducing CO2 emissions.
* Learn how to design a climate change PSA message that will motivate your audience to adopt behaviors that can help to mitigate climate change.
* Gain the tools to use text, images, video, audio, and music to create a narrative that will explain and entice others to work on this behavior change with you.
* Understand the difference between a PSA and an advertisement.
* Be able to access public domain photos or photos with a Creative Commons license.
* Learn how to effectively pitch your conceptualized PSA to your teacher and peers.
* Be able to put your narrative on a storyboard and write a final script for a 30-60 second PSA.
* Be able to use video equipment and editing software to film and edit the PSA video.
* Learn PSA presentation and critique skills.

Materials and resources:

* \*\*CAM Storyboard Template
* \*\*CAM Shot list
* \*\*CAM- Powerful PSAs (Powerpoint)
* \*\*CAM- Before You Tape (Powerpoint)
* \*\*CAM Field production Cheat Sheet
* \*\*CAM Peer Review Form for Video Projects
* CAM PSA/Advertisement Critique (attached)
* CAM Rubric for an Effective and High Quality PSA (attached)
* CAM PSA Peer Critique Template (attached)
* CAM rubric for a PSA Storyboard (attached)
* Video equipment, which may include the following:
	+ Digital video cameras
	+ Flip cameras
	+ Smartphone/tablet cameras
	+ Tripods
	+ Microphones
	+ Computers loaded with video editing software
	+ Projector and screen - to show videos for culminating presentations.
* Access to computers with editing software such as IMovie, Movie Maker, FinalCut Pro.

\*\* you can access all of these resources directly from the project page for this media project at http://cleanet.org/cced\_media/your\_classroom/activities/75638.html

STEP 1 Pre-Production:

In the pre-production phase, your group will:

* Brainstorm thoughts/answers to these three questions: What makes a PSA powerful? What is the difference between a PSA and an advertisement? What do we need to do to plan and create a powerful PSA?
* View the **CAM Powerful PSAs** Powerpoint presentation with your class and do the following:
* Watch the three examples of powerful videos linked on the Powerpoint and then discuss the elements that make these videos powerful.
* Next, use the **CAM PSA/Advertisement Critique** (attached) to view, analyze and discuss two embedded videos - *BP: Gulf Coast Update* and *Clean Coal: I Believe* - to determine if they are true PSAs or mock PSAs (looks like a PSA but is really an advertisement).
* Finally, after viewing the last two slides, revisit your initial brainstorm list, discuss and revise as necessary. Use the last two slides to start planning your PSA. Use the **CAM Rubric for An Effective and High Quality PSA** (attached) to guide you in the planning process.
* Gather information about climate change topics from vetted science sources your teacher will share with you (the **Climate Science Resources** on the CAM Website has an excellent annotated list of sources: http://cleanet.org/cced\_media/your\_classroom/clim\_res.html). Focus on ways to reduce CO2 emissions and then decide on your PSA topic and message.
* Decide on your roles: storyboard artist, on-camera person(s), and camera person.
* Discuss and decide on your message. What compelling story will your message tell? How will your message persuade people to be concerned about your message and make a behavior change?
* Identify graphics, visuals (static and/or moving) and music that are in the public domain or have a Creative Commons license (the **Media Production Resources** on the CAM Website lists some recommended sites for these: http://cleanet.org/cced\_media/your\_classroom/media\_res.html). Follow copyright regulations. Remember that sounds, images and text must work together to make a compelling, powerful message in under a minute.
* Draft a storyboard, script and/or shot log. The storyboard/script should include images, titles, graphics, narration, planned shooting locations and a description of what the on-camera talent will be saying and doing. Use the **CAM Storyboard Template** and **CAM Shot List** to help you plan.
* Read the narrative aloud and time it to fit into a 30-60 second time window. Revise as necessary.
* Pitch the PSA draft to peers. Make necessary changes to your storyboard and script based on feedback from the pitch.

STEP 2 Production:

In the production phase, you will:

* Review the **CAM Before You Tape** Powerpoint presentation with your class for tips on shooting techniques (ex. Rules of Thirds, lighting, sound etc.) Use the **CAM Field Production Cheat Sheet** for a checklist of important things to do before starting to film.
* Review how to use your camera and sound recording equipment effectively. Make sure you have a tape or a SD card (whatever the camera requires).
* Test your microphone and know whether it will pick up directional or omnidirectional sound and use this information to choose a location to record the best sound.
* Review the plan (storyboard, shot list and/or script) that you created in pre-production. When ready, you will record/film the PSA. Make sure you tape all the shots and dialog in your production plan and check off shots/lines on the shot log template as you go along. Consider taking additional shots you think might be useable even though they aren’t on your production plan.
* Look at your video footage, making sure you have all the footage you need before beginning the editing process.

STEP 3 Post-Production

In the post-production phase, you will:

* Transport your video into your computer editing software program.
* Use your computer and video editing software to put your images, text, audio and video together to create your PSA. As part of your final review of your PSA, consider listening to it without the sound. This may help you refine how your images, text and sound work together to create a compelling story.
* Once editing is complete, present your PSA to your classmates for critique. Use the CAM **PSA Peer Critique Template** (attached) to critique the PSAs of your peers.
* Critique the collaboration of your team members on the project using the **CAM Peer Review Form for Video Projects** (optional).
* If possible, screen your PSAs to a wider audience, giving a short oral presentation about the PSA and its key message, and engage the audience in a discussion about climate change.

CAM Rubric for a PSA Storyboard:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Categories | Insufficient  | Needs improvement | Satisfactory | Exceeds Expectations |
| Storyboard has a brief narrative for each image |  |  |  |  |
| Storyboard has a clear sense of the PSA message |  |  |  |  |
| Storyboard shows a clear roadmap for how the sounds, visual images and text will work together to create the PSA message |  |  |  |  |
| Storyboard can be reasonably executed |  |  |  |  |

CAM PSA/Advertisement Critique:

View and analyze the two videos - “BP: Gulf Coast Update” and “Clean Coal: I Believe.”

Key Question: Do the videos represent a true PSA or a mock PSA (looks like a PSA but is really an advertisement)? How do you know? Use the following questions to help you answer this question and support your answer in a class discussion.

Here are some critique questions to think about:

* What is the target audience?
* What is the PSA telling the audience? What’s the message?
* Does this PSA have a tag line that hooks you? (Example: Think about the Smoky the Bear PSA – “Only You Can Prevent Forest Fires?”
* Is the PSA effective, why or why not?
* What is the style of this PSA/Ad? How does the PSA use emotions, images and/or music to convince you, grab your attention, and/or motivate you to change some form of behavior??

**Video 1: BP: Gulf Coast Update**

**Video 2: Clean Coal: I Believe**

CAM Rubric for an Effective and High Quality PSA.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Categories | Insufficient  | Needs improvement | Satisfactory | Exceeds Expectations |
| The PSA was designed to reach the target audience. |  |  |  |  |
|  |  |  |  |  |
| The PSA communicates an accurate understanding of the climate change science and raises awareness about the causes and consequences of climate change  |  |  |  |  |
| The PSA message is short, clear, powerful and compelling |  |  |  |  |
| The sounds, visual images and words work together to tell a compelling story |  |  |  |  |
| The PSA is persuasive enough to motivate people to adopt behaviors that will mitigate climate change.  |  |  |  |  |
|  |  |  |  |  |
| The technical quality of the camera work: The camera work includes a variety of techniques such as framing, rule of thirds, focus, variety of shots, appropriate lighting |  |  |  |  |
| Technical quality of the editing: The PSA editing effectively combines text, images, video, audio and music to create a narrative that is compelling and interesting.  |  |  |  |  |
| Students effectively pitched their conceptualized PSA to their teacher and peers |  |  |  |  |
| Final product was completed on time and screened and critiqued by the class. |  |  |  |  |

CAM PSA Peer Critique Template

Use the table below to make comments on peers’ PSAs. Comments must be written in complete sentences.

|  |  |
| --- | --- |
| PSA Group | Critique: Questions to think about as you view each other’s PSAs: In what ways was the PSA message clear, short and compelling? In what ways did the sound, visuals and text work together to create a powerful, compelling message PSA message about climate change? In what ways would the PSA message convince you to be concerned about climate change and do something about it? What did you like the most about this PSA? Why?  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |