



MRSA PSA/Video Strategies			
Grade Level:	Grades 6 - 12		
Time:	<p>The number of days will vary according to normal classroom/instructor variables. The procedural steps are relatively sequential and should be arranged according to teacher preference. This activity promotes cross-curricular opportunities.</p> <p>Class time will consist of activities to learn video production as well as hands on experience. These activities involve classroom work as well as fieldwork. The instructor determines the grouping for this activity.</p>		
HECAT Health Topic:	<input type="checkbox"/> Tobacco-Free	<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> Mental/Emotional Health
	<input type="checkbox"/> Physical Activity	<input checked="" type="checkbox"/> Safety	<input checked="" type="checkbox"/> Other
	<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> Alcohol and Other Drugs-Free	
HEAP Acronym*	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> AI	<input type="checkbox"/> SM
	<input type="checkbox"/> IC	<input checked="" type="checkbox"/> DM	<input checked="" type="checkbox"/> AV
Educational Standard			
National:	Health Education Standard 7		
Instructional Methodology Used: (Check all that apply.)	<input type="checkbox"/> Lecture	<input type="checkbox"/> Guided Practice	<input checked="" type="checkbox"/> Cooperative Learning
	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Student Debate	<input checked="" type="checkbox"/> Student Presentation
	<input type="checkbox"/> Lab	<input type="checkbox"/> Technology	<input type="checkbox"/> Other:
Lesson Plan Description:	<p>Public service announcements (PSAs) educate the viewer by providing information about a pertinent issue. The intent of a PSA is to provoke thoughtful discussion and positive action by the viewer.</p> <p>Students will conceive, plan, and produce their own PSA in the form of compelling and brief videos. Each PSA will deliver a strong message on MRSA as well as a call to action. Students will develop a plan for public service announcement, use the technology needed to produce their own PSA, and convey a message to a specific audience.</p>		

*InnerLink uses the HEAP developed health education assessment framework to correlate to the National Health Education Standards. CC- core concepts, AI- assessing information, SM-self management, INF-analyzing influences, IC-interpersonal communication, DM- decision making, GS-goal setting, AV-advocacy

<p>Learning Objectives:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Research a specific topic and related issues or consequences in order to develop action steps surrounding that topic. ○ Define a target audience and identify mechanisms to reach that audience. ○ Identify and develop the components needed to produce a public service announcement. The components should include: <ul style="list-style-type: none"> ▪ outline ▪ storyboard and treatment ▪ shooting schedule ▪ video editing ▪ scheduling actors ▪ incorporating graphics ▪ logistics
<p>Materials/Resources Required:</p>	<ul style="list-style-type: none"> ○ Signed permission slips ○ Digital camcorders with or without audio ○ Blank videotapes ○ Computers with Internet access and video software installed ○ Student worksheets ○ Storyboard <ol style="list-style-type: none"> 1) When using multimedia, provide your students with a FOCUS FOR MEDIA INTERACTION, a specific task to complete and/or information to identify. 2) Define a target audience and identify mechanisms to reach it.

Lesson Plan Content:

Explain that the class will be designing PSAs that educate viewers on MRSA. The PSA must capture attention and get its message across quickly and motivate the viewer to take action.

Note: Before starting this lesson, have signed permission forms from a parent/guardian of each student, agreeing and allowing the school to videotape their child. The permission slips should indicate that care and responsible usage of the equipment is expected from the student.

Background Information:

All video production is comprised of three sequences:

1. **Pre-production:** This is the most important stage of a video production. In pre-production the original concept is presented in the form of a storyboard. Accompanying the storyboard is a treatment and a script. A storyboard is a series of small rough sketches depicting the sequence of events that will happen in the video. In addition to depicting the scenes the storyboard is time coded for the length of each shot. A treatment is a written description of the events shown in the storyboard. It usually also includes a list of sound effects and prop events that take place in each shot. A script is a written form of the lines the actors will have to speak. The next step is to determine the type of equipment needed to achieve the shots as described in the storyboard. Though it is important to stick to the storyboard for both shot setup and time sequencing most directors will make small improvisations.

The important things to remember when setting up a shoot are: **lighting, shot composition, and rigging**. Keep in mind the type of scene you want to create, and choose the **lighting** equipment carefully. Different lights produce different types of mood. An example would be using a faint light in a house to create the illusion it is nighttime when in reality it is daylight outside. **Shot composition** is the easiest when you have a well-conceived storyboard. The storyboard will determine who is in the shot and what they are conveying to the audience. Prior to any shot, it is important to “white balance” the camera. Adjust the camera for normal light in the room. It is much the same as adjusting your eyes to the lights in the classroom after being outside in the bright summer sun. A good storyboard will show all of the major camera angles. The director can take artistic liberties with any of the shots. **Rigging** is the type of equipment needed to hold the cameras and lights. Most commonly it refers to the camera rigging. Rigs are very common in high-end video production.

2. **Production** is the stage where you go shoot the video. After painstakingly setting up each shot, the filming is the easy part. The actual videoing should go as planned... but, sometimes it doesn't. You may have to improvise during the video filming. If you are filming something and inspiration strikes you in the middle of a shot, don't be afraid to yell "CUT!" Then prepare everyone and incorporate your new idea. Some of the best scenes in movies are improvised on the spot. However, be careful not to change the message that you are trying to get across. Improvisational shots may consume many hours of actual film and production time. This can be very expensive depending on the films budget. As a general rule stick to the storyboard for setup and shot composition, but don't be afraid to improvise if you think (or just know) it's going to look better. You can shoot the scenes in any order, and then put the scenes together during the editing phase. The final sequencing is done in post-production.

3. **Post-production** is where the vision comes together to form your masterpiece. In this stage all of the footage is captured (recorded) into the computer that will be used for editing. Once the raw footage is captured, it is then broken into manageable file sizes. This means that one whole tape may be captured to a single movie file and then chopped into smaller pieces. First it is edited into the specific clips that will make the movie, and then sequenced into the correct order. Post-production is what makes movies visually amazing. After the rough editing is complete, the special effects are added. Special effects are great but they should only be used to enhance the story. Remember it is really all about the STORY!

Method

Day 1 – Introduction

After the students have completed the *learning* (See <http://www.studentsfightmrsa.com>), give students an overview of the project they are about to do. Explain that they will be developing their own videos and messages about MRSA. (Refer to the web site for details on the contest.)

- When using multimedia, provide your students with a FOCUS FOR MEDIA INTERACTION, a specific task to complete and/or information to identify.
- Define a target audience and identify mechanisms to reach it.
- Tell students that they will be responsible for:

- Researching appropriate information and data concerning their specific topic
- Developing storyboards to outline their videos
- Producing videos for their own public service announcements by developing the components needed to produce a PSA:
 - outline, storyboard, and treatment
 - shooting schedule and logistics
 - video editing
 - setting up actors
 - incorporating graphics
- Discuss how each frame tells part of the story and leads to the impact of the message. Be sure to discuss "transitions," and how each frame transitions from one to the other in a seamless fashion as the story is told.
- With the whole class, discuss areas that may present problems: technology, graphics, video production, audio, or even personal logistics of finalizing a videotape.
- Outside research and information gathering will be essential in this assignment; students should take advantage of available time (study halls, library time, and after-school time) to collect material, identify characters for their videos, and write scripts. **Remember:** all great films tell a great story.
- Pre-production is the key to a great video.
- Don't be afraid to occasionally try something that is not on the storyboard.
- Work with your environment.
- No matter your specific role, always work as a team. You will produce a better film.
- Maintain and properly care for the equipment. (You can't make a movie with a defective camera).
- Enjoy yourself.

Day 2 (approximately) – Research and Storyboard (Pre-Production)

Have each group research and write a storyboard, for their PSA. The storyboard must include target audience, setting, characters, information, and critical message. From their research, what specific data, details, or general information will the students use to get their message across? Each group's storyboard should illustrate the flow of the video in pictorial form. If possible, have students choose actors and specify the setting and props required for their PSA.

Have students present their storyboards for approval and revision.

	<p>Day 3 (approximately) – Production/Post-Production</p> <p>Note: Students will need to work with administrators, teachers, and parents to identify the appropriate steps needed to be sure that minors have permission to be video taped. This may include obtaining permission slips from parents. The teacher should confirm all interviews and locations prior to production. Always accompany students to videotaping locations to make sure they stay "on task" and focused on the lesson objectives. A student should never videotape without permission from the location requested. Videotaping should always be done under supervision, with questions already prepared if an interview is involved.</p> <p>Using camcorders, groups of students should videotape of their public service announcements.</p> <p>Day 7 – (approximately) Advocacy Opportunities</p> <ul style="list-style-type: none"> ○ Ask students to prepare a PSA presentation in conjunction with a local community organization that works to inform citizens about the MRSA issue students have researched. ○ Have students work with the organization to host viewing opportunities at meetings, office locations, events, or even at "kiosk" viewing stations at a local mall. ○ Invite a local video production company to come to class to identify process, procedures, techniques, and even logistics of shooting a video. 			
Lesson Closure:	<p>This lesson was designed to promote PSA design and MRSA education.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrange a place and time for the PSA presentation to the class(s) or school.. <input type="checkbox"/> Submit PSAs to the Students Fight MRSA contest. 			
Assessment Methodology:	<input checked="" type="checkbox"/> Guided Learning	<input checked="" type="checkbox"/> Teacher Observation	<input checked="" type="checkbox"/> Cooperative Learning	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Student Debate	<input checked="" type="checkbox"/> Student Presentation	<input type="checkbox"/> Lab	<input type="checkbox"/> Technology
	Other:			
Assessment:	Check PSA for completion and effort using the rubric and the criteria for effective. Provide feedback.			
Accommodation/Modifications:	Student may participate in the contest by submitting poster, audio, or essay.			
Extending the Lesson:	Discuss plagiarism and copyright infringement.			
Interdisciplinary Connections:	<input type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	Other:
	<input checked="" type="checkbox"/> Technology	<input type="checkbox"/> Art (Drama)		

Additional Resources:	<p>http://www.microsoft.com/windowsxp/using/moviemaker/videos/likeapro.msp</p> <p>http://www.adobe.com/digitalimag/consumer/</p>
Vocabulary:	<p>Storyboard - a series of small rough sketches depicting the sequence of events that will happen in the video</p> <p>Treatment - a written description of the events shown in the storyboard. It usually also includes a list of sound effects and prop events that take place in each shot.</p> <p>Script - a written form of the lines the actors will have to speak.</p> <p>White balancing - adjusting the cameras iris to the “normal” light level in that environment. It is much the same as your eyes adjust to the lights in the classroom after being outside in the bright summer sun</p> <p>Rigging - the type of equipment needed to hold the cameras (and lights)</p> <p>Wide shot - includes the person and the background.</p> <p>Close up - includes the subject from the mid chest to a little bit past the head.</p> <p>Tight shot - close up of an object/scene.</p> <p>Pan - moves the camera up or down or side to side.</p> <p>On camera - the reporter should be seen when indicated on script.</p> <p>Sot (Sound on Tape) - used when someone is speaking, i.e. interviewee.</p> <p>NatSound (Natural Sound) - sound from the elements, i.e. cars, birds, rain etc.</p> <p>Two shot - When two people are on camera at the same time, normally used in interviews.</p> <p>Beauty shot - nice pictures for nice effects.</p> <p>Plagiarism – to use another’s writing, idea, image, or other product without permission and crediting the source, or passing it off as one’s own work.</p>

PSA Design Rubric

CATEGORY	4	3	2	1
Deadlines	Always on Time	Met Consistently	Usually Met	Frequently Missed
Self-direction	Was self-motivated, needing no reminders	Went to work with minimal reminders by instructor	Went to work with occasional reminders by instructor	Needed frequent reminders to remain on task
Commitment	Exceeded expectations for quality of outcome	Consistently demonstrated a commitment to a quality outcome	Frequently demonstrated a commitment to a quality outcome	Showed little commitment to creating a quality outcome
Research/gathering information	Collected a great deal of information—all relevant to the topic	Collected information-- all related to the topic	Collected some basic information—mostly related to the topic	Collected very little or no information related to the topic
Values Others' Viewpoints	Always listened and considers others' viewpoints	Sometimes listened and considers others' viewpoints	Seldom listened to and considers others' viewpoints	No participation indicated
Presentation Skills	Excellent communication preparation and delivery. Information exceeds expected critical thinking skills and understanding expectations.	Communicates ideas clearly has adequate preparation and delivery. Information reflects critical thinking skills and understanding of the topic.	Has some difficulty communicating ideas but information is presented in an accurate and organized manner	Has difficulty communicating ideas and facts. Little evidence of preparation and inclusion of essential facts
Deadlines	Always on Time	Met Consistently	Usually Met	Frequently Missed
Self-direction	Was self-motivated, needing no reminders	Went to work with minimal reminders by instructor	Went to work with occasional reminders by instructor	Needed frequent reminders to remain on task