



## What is a PSA?

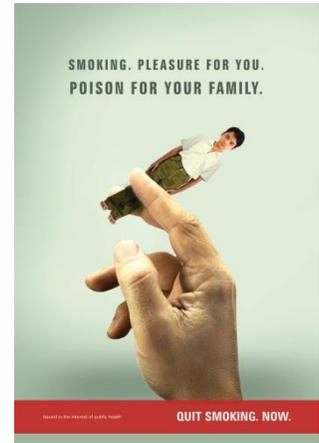
A Public Service Advertisement (PSA) is a message intended to help people make the right choice. PSAs take different formats; images, audio messages or video clips.

PSAs try to help people in three ways:

- 1-**Preventing** a harmful behaviour from happening
- 2-**Stopping** a harmful behaviour (help people to cease it)
- 3-**Promoting** a positive behaviour

### Your PSA

The goal of this project is for you to create a 15 to 30-second long video PSA that will be played on the school TV screens (with subtitles).



Behaviour : people's actions  
Harmful : risky, dangerous

### Steps

**PSA PROJECT: 4 cycles / 16 periods – 4 with the monitor = 12**

- |  |              |
|--|--------------|
| 1- Form your team; 2 to 3 students.                    | CLASS 1      |
| 2- In team, decide on which issue you want to work on. | CLASS 1      |
| 3- Read the tips on how to make a good PSA (pages 3-4) | CLASSES 1-2  |
| 4- Get information on your issue (facts, statistics)   | CLASSES 2- 3 |
| 5- Plan your PSA (page 5-6-7)                          | CLASS 4      |
| 6- Create your storyboard (pages 11-12)                | CLASS 5      |
| 7- Shoot your scenes                                   | CLASSES 6-9  |
| 8- Edit your storyboard (Movie Studio)                 | CLASSES 7-11 |
| 9- Present your PSA to the class                       | CLASS 12     |

**YOUR GROUP'S PRESENTATION DATE IS: \_\_\_\_\_**

### Teenagers-related PSA issues :

- |   |                |               |             |
|---|----------------|---------------|-------------|
| Bullying / Cyber bullying                       | Smoking        | Using drugs   | Vandalism   |
| Negative peer pressure                          | Online dangers | Sports safety | Eating well |
| Other: _____ (must be approved by your teacher) |                |               |             |

# How to Create the Perfect Public Service Announcement<sup>1</sup>

*Whether you have a cause of your own or you are an educator, PSAs create a forum for learners to actively participate in a project that will allow them to become stewards of and advocates for social change.*

What do you want the world to know? That's the central question asked when you are creating a public service announcement (PSA), which is any message promoting programs, activities or services of federal, state or local governments or the programs, activities or services of non-profit organizations.

Often in the form of TV commercials and print ads, **PSAs are created to persuade an audience to take a favourable action.** PSAs can create awareness, show the importance of a problem or issue, convey information, or promote a behavioural change.

## *Getting Started*

### 1. **Choose your topic.**

Pick a subject that is important to you, as well as one you can visualize. Keep your focus narrow and to the point. More than one idea confuses your audience, so have one main idea per PSA.

### 2. **Time for some research**

You need to know your stuff! Try to get the most current and up to date **facts** on your topic. Statistics and references can add to a PSA. You want to be convincing and accurate.

### 3. **Consider your audience.**

Are you targeting parents, teens, teachers or some other social group? Consider your target audience's needs, preferences, as well as the things that might turn them off. They are the ones you want to rally to action. The action suggested by the PSA can be almost anything. It can be spelled out or implied in your PSA, just make sure that message is clear.

### 4. **Grab your audience's attention.**

You might use visual effects, an emotional response, humour, or surprise to catch your target audience. Be careful, however, of using scare tactics. Attention getters are needed, but they must be carefully selected. For example, when filming a PSA about

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<sup>1</sup> **Center for Digital Education.** <http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html>

controlling verbal violence, a glass-framed picture of a family can be shattered on camera. This was dramatic, but not melodramatic. Staging a scene between two angry people to convey the same idea is more difficult to do effectively. It is often preferable to **infer** meaning.

## 5. Create a script

...And keep your script to a few simple statements. A 30-second PSA will typically require about 5 to 7 concise assertions. Highlight the major and minor points that you want to make. Be sure the information presented in the PSA is based on up-to-date, accurate research, findings and/or data.

## 6. Storyboard your script.

Plan your scenes and filming angles in advance.

## 7. Film your footage and edit your PSA.

## 8. Find your audience and get their reaction.

How do they respond and is it in the way you expected? Your goal is to call your audience to action. Are they inspired?

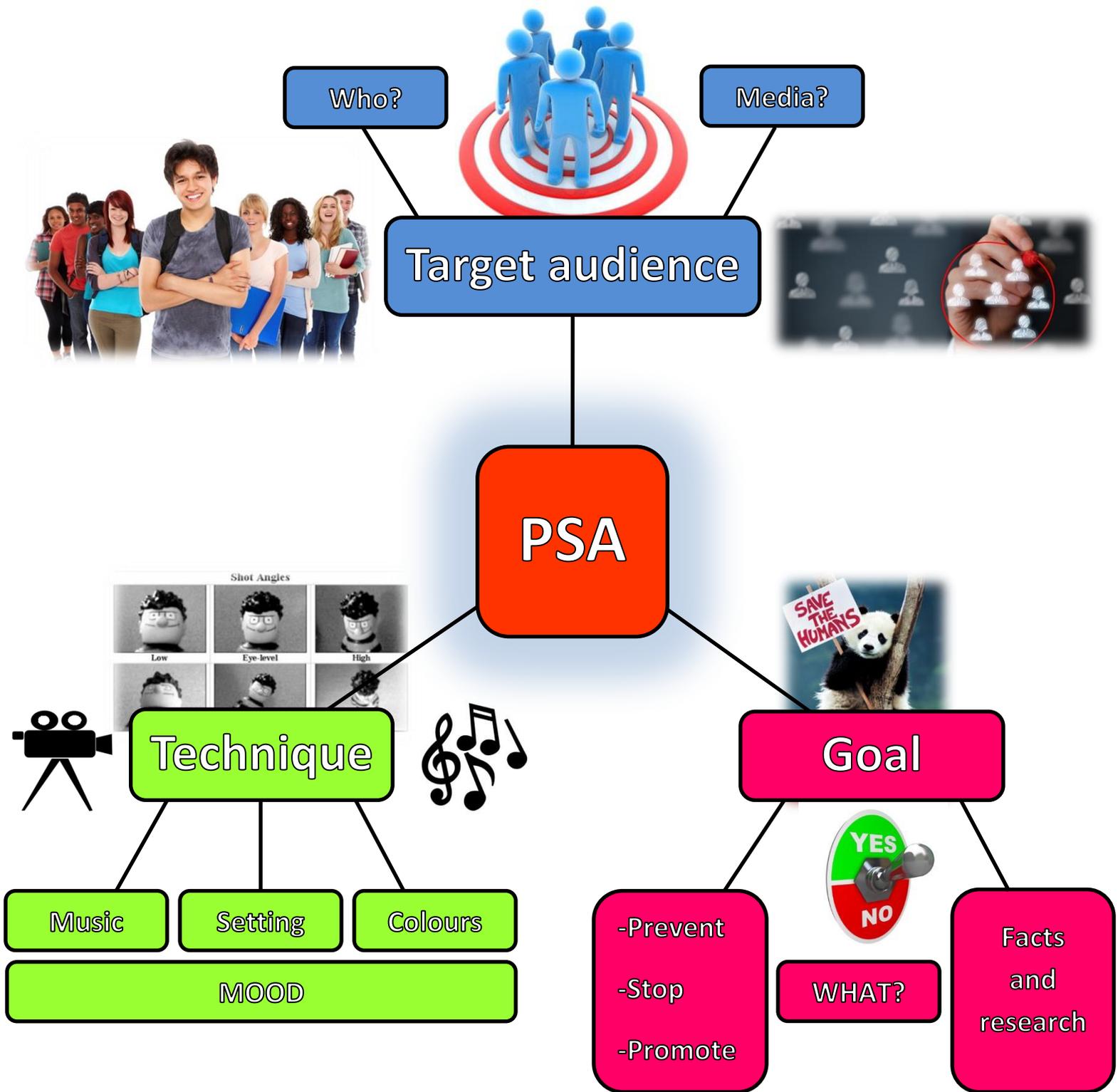
### KEY POINTS TO REMEMBER ABOUT THE WRITING<sup>2</sup> :

- Because you've only got a few seconds to reach your audience (often 30 seconds or less), the language should be simple and vivid. Take your time and make every word count. Make your message crystal clear.
- The content of the writing should have the right "hooks" -- words or phrases that grab attention -- to attract your audience (again, you need to know who your audience is). For example, starting your PSA off with something like, "If you're between the ages of 25 and 44, you're more likely to die from AIDS than from any other disease."
- The PSA should usually (though maybe not 100% of the time) request a specific action, such as calling a specific number to get more information. You ordinarily want listeners to do something as a result of having heard the PSA.



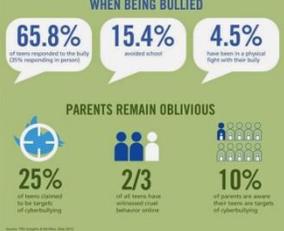
<sup>2</sup> University of Kansas, Community Tool Box. <http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main>

# PSA : Planning Tool





# Fill in the grid to plan and create your PSA

<p><b>STEP 1:</b></p> <p><b>YOUR GOAL</b></p> 	<p>What is the issue/problem you want to address?</p> <p>_____</p> <p>What is the <b>goal</b> of the PSA? (You may have more than one.)</p> <p><input type="checkbox"/> -Prevent    <input type="checkbox"/> -Stop / cease    <input type="checkbox"/> -Promote / encourage</p>
<p><b>STEP 2:</b></p> <p><b>TARGET AUDIENCE</b></p> 	<p>Your target audience is: <b>the students of Champagnat.</b></p> <p>Is your issue <u>relevant</u> to the target audience?</p> <p><input type="checkbox"/> -Yes! 😊</p> <p><input type="checkbox"/> -Well... I'm not sure... 😐</p> <p><input type="checkbox"/> -Oops! ☹️</p>
<p><b>STEP 3:</b></p> <p><b>RESEARCH INFORMATION</b></p> 	<p>What interesting <u>facts</u> or <u>statistics</u> (2) did you find*?</p> <p>- _____</p> <p>Source: _____</p> <p>- _____</p> <p>Source: _____</p> <p>*An <b>interesting</b> fact or statistic will stimulate your audience's attention. Make sure your source is reliable.</p>
<p><b>STEP 4:</b></p> <p><b>TECHNIQUE AND STRATEGY</b></p> 	<p>What <b>mood(s)</b> 😊 😐 😄 will your PSA create?</p> <p>_____</p> <p>How will you create this / these mood (s)?</p> <p><b>COLOURS :</b></p> <p>_____</p> <p><b>MUSIC / BEAT :</b></p> <p>_____</p> <p><b>SETTING / CAMERA ANGLES :</b></p> <p>_____</p>

**PSA**



Briefly describe your PSA here (concept):

Define your roles (acting, preparation, etc.):

List all the needed material (props, costumes, etc.):

How will you use inference (2<sup>nd</sup> level message)?

# Plan your storyboard

<sup>3</sup> 'How to Film' storyboard part1



1. Wide shot of both Sarah and Callum illustrating where they are and what the film is about  
Props: Megaphone, Camera stand



2. Close-up of Sarah speaking directly to camera  
Script: Sarah 'one thing you must remember...'



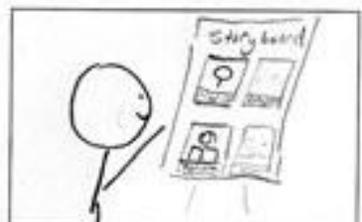
3. Low angle camera pointing up at Callum  
Props: Moustache, Paintbrush  
Script: Callum 'Oops! Sarah is right...'



4. Close up of Sarah holding photograph



5. Camera zooms out to a wide shot showing Sarah speaking about using photographs to plan your storyboard.



6. Over shoulder shot of Callum pointing to drawings of different shots that you could try filming.

## What is a storyboard?

Once a concept or script is written for a film or animation, the next step is to make a storyboard. A storyboard visually tells the story of an animation panel by panel, kind of like a comic book.

Your storyboard will should convey some of the following information:

- What characters are in the frame, and how are they moving?
- What are the characters saying to each other, if anything?
- How much time has passed between the last frame of the storyboard and the current one?
- Where the "camera" is in the scene? Close or far away? Is the camera moving?

## Why make a storyboard?

<sup>3</sup> British Broadcasting Corporation (BBC)

<http://www.bbc.co.uk/staticarchive/5704d2e01b1bb8219f87861d33ecbf3e4f0feb1.jpg>

Creating a storyboard will help you plan your animation out shot by shot. You can make changes to your storyboard before you start animating, instead of changing your mind later. You will also be able to talk about your animation and show your storyboard to other people to get feedback on your ideas

## How do I make a storyboard?

Most commonly, storyboards are drawn in pen or pencil.

Keep in mind that your drawings don't have to be fancy! In fact, you want to spend just a few minutes drawing each frame.

## Storyboard Language<sup>4</sup>

**CLOSE-UP SHOT:** A close range of distance between the camera and the subject.

**DISSOLVE:** A transition between two shots, where one shot fades away and simultaneously another shot fades in.

**FADE:** - A transition from a shot to black where the image gradually becomes darker is a Fade Out; or from black where the image gradually becomes brighter is a Fade In.

**HIGH CAMERA ANGLE:** A camera angle which looks down on its subject making it look small, weak or unimportant.

**JUMP CUT:** A rapid, jerky transition from one frame to the next, either disrupting the flow of time or movement within a scene or making an abrupt transition from one scene to another.

**LEVEL CAMERA ANGLE:** A camera angle which is even with the subject; it may be used as a neutral shot.

**LONG SHOT:** A long range of distance between the camera and the subject, often providing a broader range of the setting.

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<sup>4</sup> Ohio State University. <https://accad.osu.edu/womenandtech/Storyboard%20Resource/>

**LOW CAMERA ANGLE:** A camera angle which looks up at its subject; it makes the subject seem important and powerful.

**PAN:** A steady, sweeping movement from one point in a scene to another.

**POV:** (point of view shot): A shot which is understood to be seen from the point of view of a character within the scene.

**REACTION SHOT:-** 1.: A shot of someone looking off screen. 2.: A reaction shot can also be a shot of someone in a conversation where they are not given a line of dialogue but are just listening to the other person speak.

**TILT:** Using a camera on a tripod, the camera moves up or down to follow the action.

**ZOOM:** Use of the camera lens to move closely towards the subject.

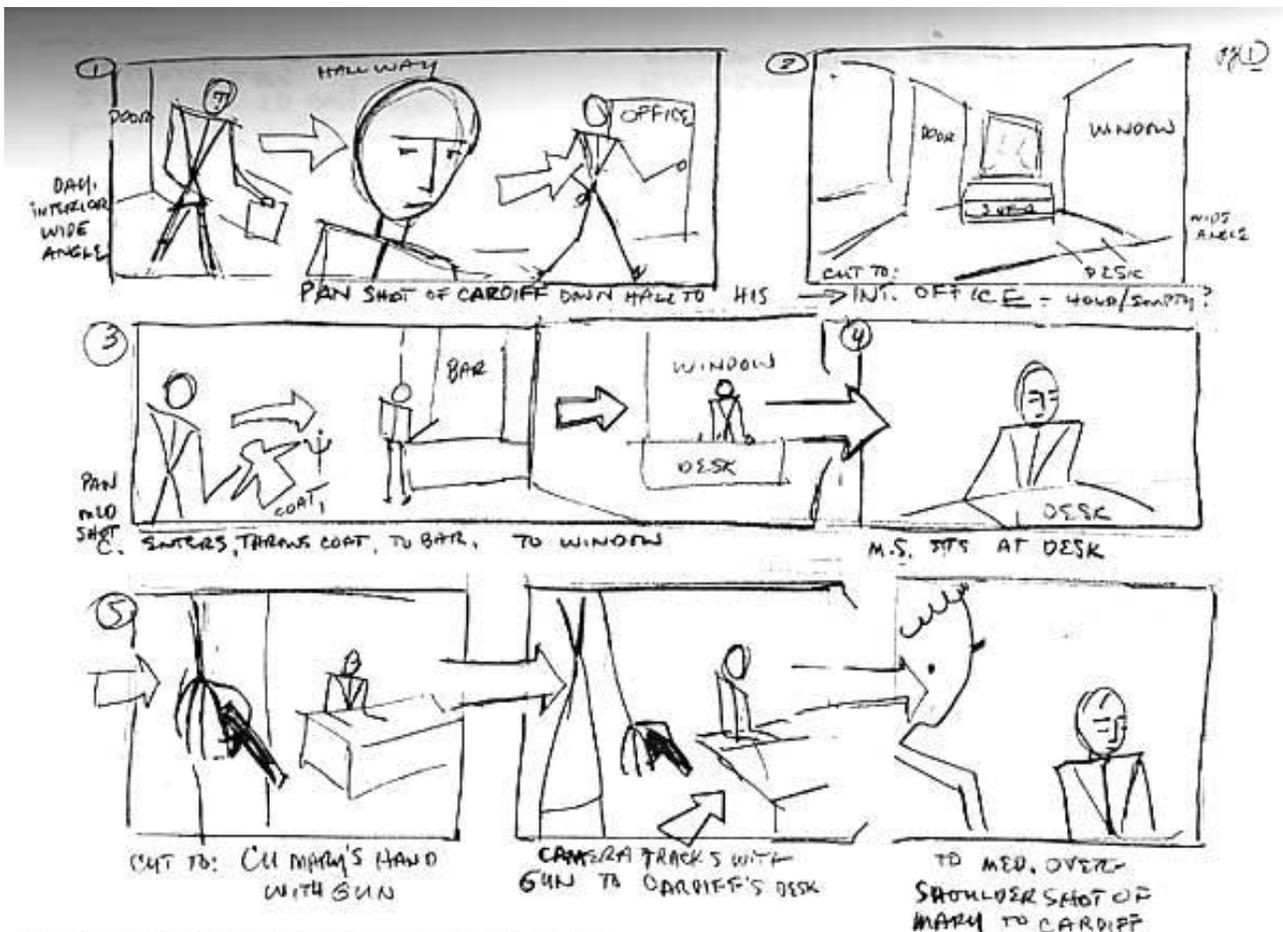
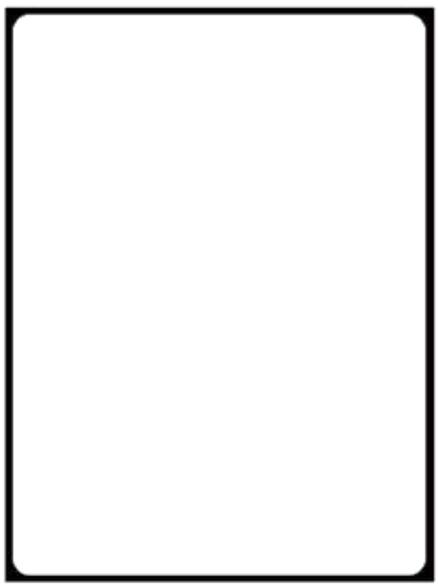
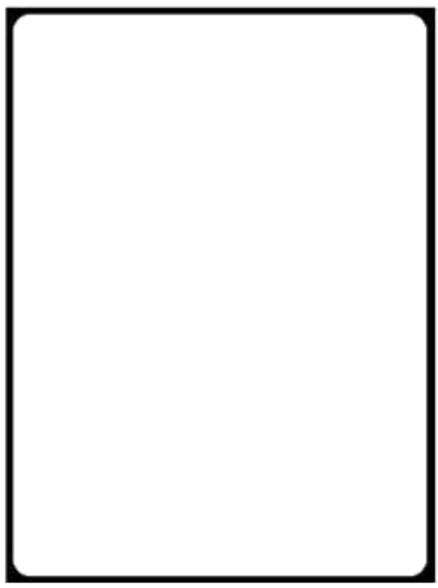
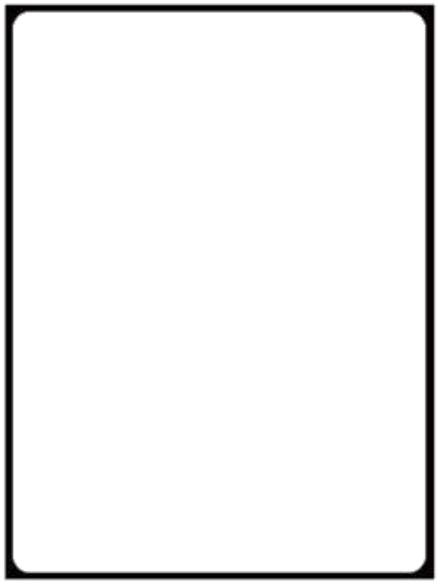
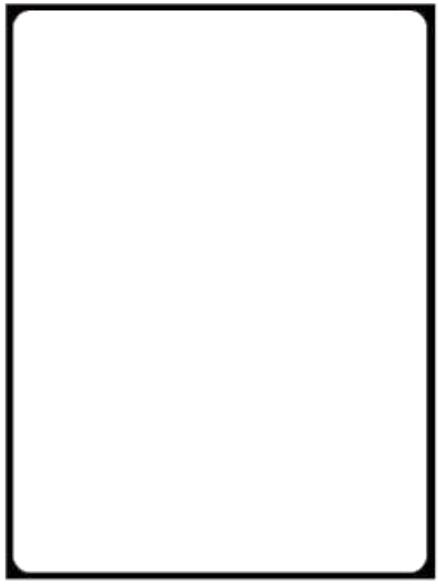
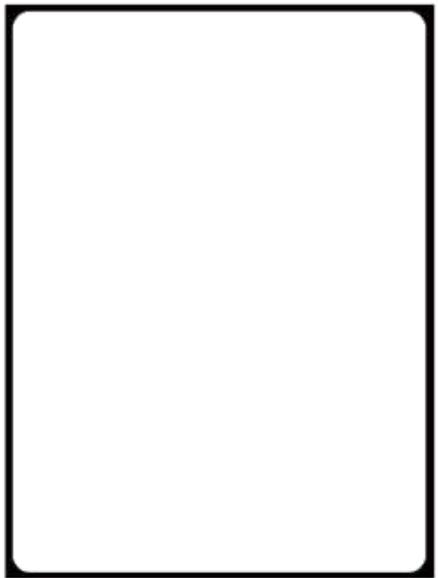
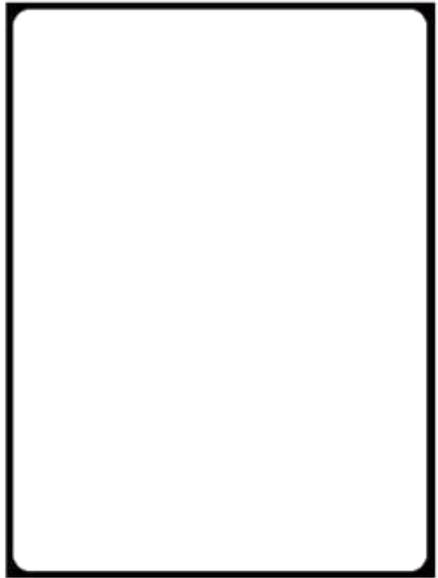


Figure 3-5 Venus Mountain, stick figure interpretation. Reprinted with permission.

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Group Members: _____		<input type="checkbox"/>	_____		<input type="checkbox"/>	_____
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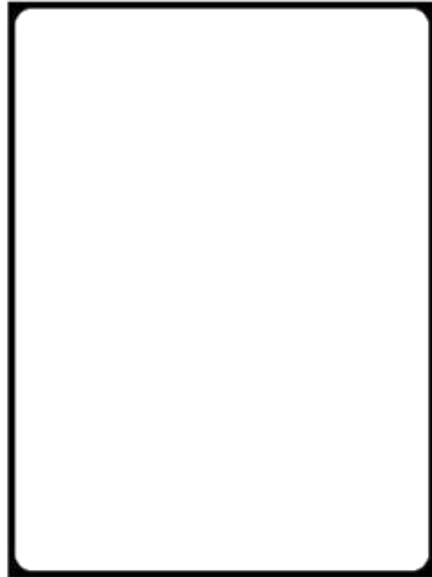
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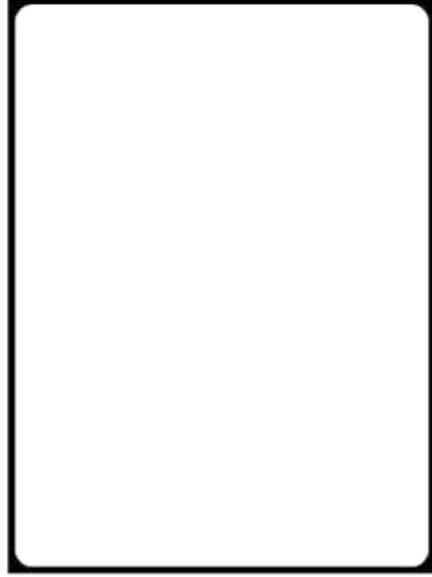
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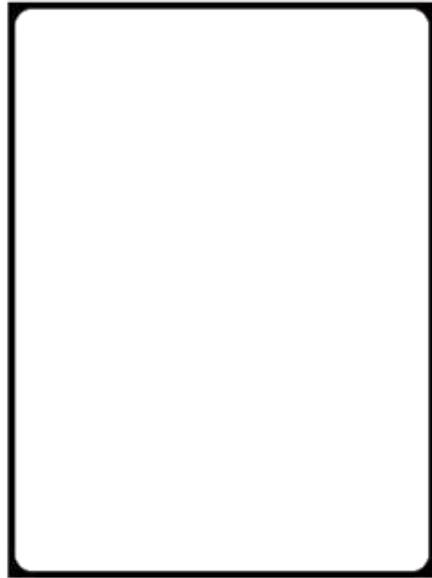
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# Public service advertising – PFEQ REQUIREMENTS

## Multimedia

Softwares	Notions
Sony Movie Studio	Film making Effects, transitions Green screen
Photofiltre	Image editing
Audacity	Voice recording and editing

## Related Content

Content	Aspect
Text	-Information: How to create the perfect PSA, Storyboards
Language Repertoire	-Functional (teamwork), -Related vocabulary -L. convention : focus on form
Strategies	-Learning : self-monitor -Metacognition : planning
Processes	- Generalizing beyond the text; addressing an issue -Writing : All 5 phases -Production : Pre, while, post -Response : Exploring text individuality

## EESL competencies

Competencies	Criteria
C-1 Interacts orally	(Through the creation process with the team) -Participation in oral interaction -Articulation and content of the message
C-2 Reinvests understanding of texts	-Evidence of understanding of texts -Use of knowledge from texts in a reinvestment task -Participation in the response process
C-3 Writes and produces texts	-Participation in the writing and production processes -Content of the message -Formulation of the PSA message : simple, clear, punchy.

## Broad areas of learning

Area	Axis
Media Literacy	-appropriation of production methods -uses of techniques, technology and various languages -appreciation of esthetical qualities of media productions
Health and Well-Being	-Awareness of the impact of his/her choices on health and well-being -Active lifestyle and safe behaviour
Citizenship and Community Life	-Contribution to a culture of peace

## Cross-curricular competencies

Intellectual	Methodological	Personal and social	Communication
*Uses information <b>*Uses creativity</b>	*Adopts effective work methods *Uses information and communication technology	*Cooperates with others	*Communicates appropriately

This LES project fully complies to the *Programme de formation de l'École québécoise* (PFEQ) requirements.

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