

Public service announcements

Project Overview

Public service announcements (PSA) bring public awareness to particular issues. They are short, concise videos that make a point quickly and clearly. PSAs can be an effective way to teach students how to focus content on a specific topic and goal while learning the video production process.

In this project, students plan, shoot, edit, and produce a PSA. They analyze how a particular shot will impact the mood and intention in a video. They learn how to create motion effects for both video and audio. For this project, you might decide to work with school groups or local community organizations so students create a PSA for a particular issue or group.

Student product: Public service announcement (PSA)

Note: Portions of this project align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: ^{1.1}

Project Objectives

The objectives for this project are met by using all of the associated activities along with the specific project guidelines.

Project management skills

- Selecting and planning a PSA theme
- Creating and managing a project proposal
- Developing a shot list
- Developing a script
- Identifying assets
- Collaborating, organizing and tracking reviews by using Clip Notes
- Using naming conventions for organizing clips

Design skills

- Identifying audience, purpose, and goals
- Understanding design elements for various types of films
- Understanding production plan phases for various types of films
- Learning video shooting techniques:
 - Closing shots
 - Establishing shots
- Planning integration of still imagery and video
- Understanding audio file types

Research and communication skills

- Analyzing and evaluating PSAs
- Planning strategies to guide inquiry
- Researching topics for PSAs
- Writing scripts
- Applying copyright and fair use
- Conducting peer reviews
- Demonstrating personal responsibility by incorporating feedback

Technical Skills

Adobe Premiere Pro

- Using compositing to incorporate imagery
- Adding titles by using the Titler
- Using basic motion effects
- Enhancing text by using sheen, shadows, fills, and shapes
- How to work with audio
- Syncing audio to video
- Exporting to web-ready video

Adobe Story

- Writing a script for a public service announcement

Audition

- Understanding the Audition interface
- Recording narration
- Mixing music, natural sound, narration, and sound bites
- Editing audio

Project Activities

- *Activity:* Video pre-production
- *Activity:* Research and screenwriting
- *Activity:* Video production
- *Activity:* Recording and editing audio
- *Activity:* Editing audio with Adobe Audition
- *Activity:* Applying video effects
- *Activity:* Peer review
- *Activity:* Exporting video
- *Activity:* Presenting design projects
- *Activity:* Design project reflection papers

Background preparation resources

[Technical and content information](#)

[Keywords](#)

[ISTE NETS*S Standards for Students](#)

[Adobe Certified Associate objectives](#)

Project Steps

1. Introduce students to the goals of the project:
 - Identify audience, purpose, and perspective of public service announcements.
 - Write a script.
 - Record narration.
 - Edit audio clips and text.
 - Create motion effects.
 - Edit and produce a public service announcement for the web.
2. Show students some public service announcements and help them identify and analyze the audience, purpose, and perspective.^{1.1, 1.2} Discuss uses of each shot and audio or blended audio to create impact.^{2.2, 2.3, 2.4} Also, discuss the elements included in the PSA. Discussion might include:
 - How to grab the viewer's attention early and hold it
 - How to make your point clearly and concisely
 - How to offer and propose specific actions your audience can take
 - The importance of giving your contact information
 - The importance of using and offering accurate facts
 - How to propose behavioral change

Note: You might gather some examples of PSAs prior to this activity.

3. Assign the class to small groups and explain the guidelines for the PSAs. Guidelines might include:
 - Length should be 30–60 seconds or less.
 - PSA should cover a specific topic.
 - PSA should include voiceover narration.
 - PSA should employ video, text, or graphic effects.
 - PSA should be finalized in web-ready file format.
 - Copyright citation and fair use guidelines should be applied where applicable.^{1.3}
 - Journalistic code of ethics should be followed.

Note: If necessary, review the *Copyright and fair use* activity for guidelines on citation and the journalistic code of ethics.

4. Ask students to, in groups, identify the topic and point of view of their PSA. Using what they learned in previous projects, have them plan how they will use lighting, shot selection, b-roll footage, and shot sequence to impact the mood and intention of their chosen PSA. Allow students time to research their PSA topic. Explain that if necessary they should contact (via e-mail, phone, web conferencing, and so on) any individuals or organizations that will help them gather information for their PSA.

Note: If necessary, review the *Video production* activity to learn more about shot selection, lighting, and script-to-screen workflow.

5. *Activity: Video pre-production*
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 1.4, 2.2, 2.6

Follow these steps to utilize this activity for this project:

- a. This activity introduces students to the video pre-production phase where they learn about creating shot lists, project proposals, and treatments.
- b. Explain that a PSA is a different type of film than the films students created in Projects 1-3. Discuss the ways that the production plan may vary depending on the type of film.^{1.4, 2.2}
- c. Ask students to complete the student project proposal to help them pre-plan the production then submit their topics and production plans for instructor approval.
- d. Instruct students to create a shot list and identify additional assets (such as audio, images, interviews, and narration) for their PSA.
- e. If students wish to use images in their PSA discuss the appropriate image formats for use in video.^{2.5}
- f. Ask students to properly apply copyright citation and fair use guidelines to any visual or audio assets they use in their PSA.

6. *Activity: Research and screenwriting*
(Suggested time: 50 - 150 minutes)

ACA Exam Objectives: 1.4, 2.1, 2.2

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce research and script writing in the pre-production process, writing for video best practices and how to use Adobe Story in the scriptwriting process.
- b. Explain that scripts vary depending on the type of film and their script for the PSA will be more complex and require additional elements then their script from Project 3.^{2.1}
- c. Students need to consider the premise, story synopsis or log line, character bios, and the use of extras in their film. Explain that the script writing process is the time to consider all the elements of the design of a film.^{1.4, 2.2}
- d. Ask students to write an outline of a script for their PSA that includes voiceover narration using Adobe Story.
- e. Have each group review their script outline, make revisions, and submit the outline for instructor approval.

7. *Activity: Video production*
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 1.2, 1.4, 2.2, 2.4

Follow these steps to utilize this activity for this project:

- a. In this activity students learn about the production phase in the video production workflow. They will learn about shot techniques, shooting tips, and audio tips.
- b. Provide each group time to shoot footage according to their shot list. Explain that as they shoot, they should continually assess whether they have the necessary footage and rework their shot list as necessary to capture any additional footage.

c. Have each group view their footage and select sound clips, shots, and assets that meet the goals in their project proposals. Inform students whether there is time available to gather any further sound clips, shots or assets they feel are missing or if they need to change and resubmit their original project proposals to accommodate what they have gathered.

Note: You might want to determine how much in- and out-of-class time to provide so students are aware of how much they can change or add after their initial shoot(s).

8. Using the approved outlines, allow student groups time to write their voiceover narration script based on the clips, shots, and assets they have collected and reviewed.

Note: Some groups may need to revise and submit their script outline again for approval.

9. Pair two groups so they can conduct a peer review with their final scripts and improve them before submitting them to the instructor again for final approval.

Note: If necessary, review the guidelines from the Peer review activity.^{2.6}

10. *Activity:* Recording and editing audio
Activity: Editing audio with Adobe Audition
(Suggested time: 100 – 150 minutes)

ACA Exam Objectives: 2.4, 4.4
ACA Exam Objectives: 4.4

Follow these steps to utilize these activities for this project:

a. These activities teach how to work with audio in Adobe Premiere Pro and Audition, including best practices for recording narration and how to blend and combine different sounds.

Note: It is recommended to use Adobe Audition when working with audio, but depending on resources and the level of your students you can determine which program to use.

b. Using the approved script, have each group record their voiceover narration.

Note: Try to find a quiet, sound-absorbing room or create a temporary recording area for your student to record their narrations.

c. If you are using Adobe Audition, instruct your students to use round trip audio editing process between Adobe Premiere Pro and Audition to edit, blend, and sync their audio.

11. Allow students time to assemble and edit their videos by using what they have learned in this and other projects. If necessary, review the following activities:

- *Getting started with Adobe Premiere Pro*
- *Getting started with video editing*
- *How to create supers, titles, and credits*

Note: Remind students about the ethical responsibility of editors as they prepare their PSAs.

12. *Activity: Applying video effects*
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.3, 2.5, 4.1, 4.5, 4.6

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce your students to effects, including how to apply text effects, motion effects, and image effects.
 - b. Ask your students to apply any necessary effects for video, text, and graphics for their PSA.
13. Ask students to create rough cuts of their videos. Explain that they do not have to be perfect but should be complete enough so they can share their concept with others and solicit their feedback.

Note: If necessary, review the *Video post-production* activity.

14. *Activity: Peer review*
(Suggested time: 50 minutes)

ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4

Follow these steps to utilize this activity for this project:

- a. Use the guidelines in this activity to discuss with your students how to participate in peer review by communicating information and listening and providing feedback.
 - b. Pair groups and have them review their videos with each other and brainstorm areas for improvement. Some possible items for review include:
 - Does the video meet the initial topic, purpose, and audience? ^{1.1}
 - Does the PSA include specific actions the audience can take? ^{1.2}
 - Does the video include contact information?
 - Is the voiceover narration clear? Does it enhance the PSA? Is it distracting? ^{2.4}
 - Does the video flow? Are there abrupt jumps in the story? Do the clips match? Does the sound match the video?
 - Can visual interest in the video be improved? ^{2.3}
 - Do the motion, text, or graphic effects create interest or distract from the video? ^{2.3}
 - Are all of the titles and words on the screen spelled correctly?
 - c. Allow students time to make any necessary editing and audio changes based on their review to make the final cut of their PSA.
15. Instruct students to export their final PSA in multiple formats to be delivered over the web. If necessary, review the *Exporting video* activity. ^{5.1, 5.2}

16. *Activity:* Presenting design projects
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to teach your students how to present their work to an audience.
- b. Have each group create a presentation to show their PSA and discuss their pre-production, production, and post-production process, shot decisions, and editing decisions.

17. *Activity:* Design project reflection papers
(Suggested time: 50 minutes)

Follow these steps to utilize this activity for this project:

- a. In this activity you will introduce reflection papers and have your students write about the process of creating the PSA and identify areas for improvement for both their PSA and their process.
- b. Each group should also document the following in a one-page reflection paper to be handed in to the instructor:
 - Evidence of proper copyright citation and fair use guidelines for assets in their paper.
 - Evidence of how they applied the journalistic code of ethics.
 - Reflection on team process and identification of ways that process could be improved.

Extension Activities

You can extend the project in the following ways:

- *Research:* Ask students to search online and write a paper or create a presentation on the history of public service announcements.
- *Copyright and fair use:* To reinforce these concepts, ask students to create PSAs that cover important topics of copyright and fair use. For ideas, view the lesson from the National Council on Teaching English (NCTE): www.readwritethink.org/lessons/lesson_view.asp?id=939.
- *PSA evaluation:* Ask students to take some of the PSAs they previewed at the beginning of the activity and deconstruct them, tying the shots and audio to the goals and behavioral changes the PSA is advocating. Students can then keep a reference document of these techniques to use in other videos they create.
- *Public service website:* Create a website around the PSA topic, including calls to action, background resources, and advocacy plans. You might cover basics of web design and development, using the activities from the Adobe Education Exchange.

Assessment

This is a high level view of what student should create during this project. Refer to the assessment rubrics in each activity for more detailed/specific assessment rubrics for each part of the project.

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Public Service Announcement - content	Absent, incomplete, or unfocused.	PSA is 30–60 seconds long and covers a specific topic. PSA includes appropriate voiceover narration.	PSA is 30–60 seconds long and covers a specific topic concisely and clearly. The PSA grabs attention and offers specific action items related to the topic. PSA includes clear and well-written voiceover narration.
Public Service Announcement - technical	Absent, incomplete, or unfocused.	PSA employs at least one text, graphic, video, or motion effect. PSA utilizes appropriately blended audio. PSA is in a web file format and can be streamed on the web.	PSA employs two or more video, text, graphic, and motion effects. PSA's audio is seamlessly blended and adds interest to the story. PSA is in a web format and can be streamed on the web.
Team work	Absent or incomplete.	Teams collaborate and interact with peers, experts, or others to create a public service announcement. Teams create, plan, and manage the project proposal to ensure delivery and approval of the final PSA.	Teams clearly and efficiently collaborate and interact with peers, experts, or others to create a public service announcement. Teams expertly create, plan, and manage the project proposal to ensure delivery and approval of the final PSA.
Time Management	Absent or incomplete.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.

Reflection paper	Absent, incomplete, or unfocused.	Reflection paper includes information and analysis on the pre-production, production, and postproduction process, shot and editing selection, and web delivery formatting decisions. Reflection paper identifies copyright attribution for assets and explains how student applied the journalistic code of ethics.	Reflection paper clearly analyzes the group's preproduction, production, and post-production process, shot and editing selection, and web delivery formatting decisions, using examples from their review process. Reflection paper offers insights on how group can improve their PSA. Reflection paper identifies copyright attribution for assets and explains how they applied the journalistic code of ethics, citing specific examples.
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Background preparation resources

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>.
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of *Adobe Premiere Pro*, see *Premiere Pro Help*.
- For an overview of the interface and for more information on the technical aspects of *Adobe Audition*, see *Audition Help*.

Public service announcements

- A presentation on using PSAs in the classroom: <http://kathyschrock.net/psa>.
- Viewable PSAs, resources, and a PSA Producers Guide: www.listenup.org/index.php.
- A leading producer of PSAs: www.adcouncil.org

Keywords

- alpha channel transparencies
- audio mixer
- final cut
- motion effects
- public service announcement
- rough cut
- scriptwriting
- voiceover narration

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- d. identify trends and forecast possibilities.

2. 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:

- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and Information Retrieval

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking and Problem Solving

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:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

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

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

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

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Web Authoring objectives

2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Visual Communication objectives

1.4 Communicate with others (such as peers and clients) about design plans.

Adobe Certified Associate, Video Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing video.
- 1.2 Identify the video content that is relevant to the project purpose and appropriate for the target audience.
- 1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).
- 1.4 Demonstrate knowledge of the production planning and management process.
- 2.1 Demonstrate knowledge of how to organize and plan a video sequence.
- 2.2 Identify general principles for video shooting.
- 2.3 Demonstrate knowledge of visual techniques for enhancing video content.
- 2.4 Demonstrate knowledge of using audio to enhance video content.
- 2.5 Demonstrate knowledge of using still images to enhance video content.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.
- 4.1 Import media assets (video, image, and audio files).
- 4.4 Manage sound in a video sequence.
- 4.5 Manage superimposed text and shapes in a video sequence.
- 4.6 Add and manage effects and transitions in a video sequence.
- 5.1 Demonstrate knowledge of export options for video.
- 5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

Adobe Certified Associate, Interactive Media Communication objectives

1.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Graphic Design & Illustration objectives

1.4 Communicate with others (such as peers and clients) about design plans.

Adobe Certified Associate, Print & Digital Media Publication objectives

1.4 Communicate with others (such as peers and clients) about design plans.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



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Adobe Systems Incorporated
345 Park Avenue
San Jose, CA 95110-2704
USA
www.adobe.com

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