**Freshman Seminar**

**Citizenship Theme Integration Project:**

**Bringing Awareness to the Public**

**by creating**

**Public Service Announcements**

**the future depends on what we do today…**

**Citizenship Theme Integration Project Unit Overview**

Unit Objective

Students will gain a greater knowledge of the issues and problems that face our society and take a solution-focused approach to dealing with them. Students will then take newly learned information and create a Public Service Announcement prototype which could potentially be used to create a Public Awareness Campaign. Students will conduct research to learn more about their topics and integrate new knowledge with their own unique perspectives and ideas to create a project which will serve to inform and bring awareness to their issue.

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| --- | --- | --- | --- |
| **Page Number(s)** | **document** | **audience/activity type** | **suggested duration** |
| **3-4** | **Lesson Plan** | **Teacher** | **N/A** |
| **5-6** | **Lesson Plan** | **Teacher** | **N/A** |
| **7-8** | **Lesson Plan** | **Teacher** | **N/A** |
| **9-10** | **Lesson Plan** | **Teacher** | **N/A** |
| **11-12** | **Project Lesson Plan** | **Teacher** | **N/A** |
| **13-14** | **Project Lesson Plan** | **Teacher** | **N/A** |
| **15** | **PSA Project Introduction** | **Student - In Class** | **½ Class Period** |
| **17-18** | **PSA Analysis Worksheet** | **Student – In Class** | **½ Class Period** |
| **19-20** | **PSA Analysis, Part II** | **Student – Homework\*** | **1 Day** |
| **21** | **PSA Proposal** | **Student – Homework\*** | **1 Day** |
| **22** | **PSA Research** | **Student – Homework\*** | **1 Week** |
| **23** | **PSA Research Rubric** | **Student/Teacher** | **N/A** |
| **24** | **PSA Project Rubric** | **Student/Teacher** | **N/A** |
| **25** | **PSA Project Reflection** | **Student – Homework** | **1 Day** |
| **26** | **Unit Resources** | **Teacher/Student** | **N/A** |
| **27** | **Project Resources** | **Teacher/Student** | **N/A** |

\*Any assignment marked as Homework can be done in class.

Suggestions for Implementation

**Option 1: Pages 15 -23; Lessons Only Option 2: Pages 24-25; Project Only**

* **More student-directed**: Have students pick a topic from <http://healthfinder.gov/nho/nho.asp> These are awareness months, weeks or days. Have the students present their topic during its nationally recognized month. *Also see other celebratory months in the list of Project Resources.*
* **More curriculum focused**: Create a list of topics that relate to the class curriculum. Have students pick a topic from the list that will further their content knowledge.

Disclaimer

Project materials, resources or how-tos are not provided within this resource packet. Project execution is based on student proposals and should be the sole-responsibility of the student. (I.e. If a student decides to create a poster—they should plan the steps and for the materials to create said product) If additional resources are necessary, please contact your Theme Coordinator.

**City School District of Albany**

**CITIZENSHIP THEME INTEGRATION LESSON PLAN**

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| --- | --- | --- |
| **Educator’s Name:**  Citizenship Academy 9th Grade Teacher | | |
| **School:**  Albany High Schools | | |
| **Unit:**  Creating Public Service Announcements | **Lesson:** Public Service Announcement Project Introduction & Analysis Worksheet | **Date:** |
| **Curriculum Standard(s)**  *(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* | Common Core   * 9.SL.1 – Comprehension & Collaboration   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | |
| **Student/Class Profile**  *(Identify any accommodations in instruction to meet student learning needs)* | * Incoming 9th Graders | |
| **Learning Outcomes**  *(Identify the important concepts and skills that students will be expected to learn)* | * Students will begin to think about issues that are important or concerning to them. * Students will see examples of problems in the world and the humanitarian efforts taken to address them. * Students will have an understanding of the purpose and usefulness of Public Service Announcements. | |
| **Assessments**  *(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)* | Formative   * Are students able to verbally answer the questions posed by today’s activity? * Check to ensure that students who are not verbally participating have at least the correct response written on their worksheet. | |
| **Cognitive Engagement**  *(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)* | Warm-Up   * Bell-Ringer (Initial 5 questions) * Video:  **Beyoncé, “I Was Here” performed at the 2012 United Nations World Humanitarian Day**   Closure   * Explanation of Homework, pages 19,20 | |
| **Adjustments/Modifications**  *(Identify ways in which you may adjust the lesson if formative assessments warrant modification)* | * Students who have difficulty answering questions should receive more individualized mediation. | |
| **Groups**  *(How will students be grouped for each activity of the lesson)* | * This is designed as a whole class activity. | |
| **Resources**  *(Identify resources and materials needed for lesson)* | Materials for this lesson include:   * LCD Projector * Speakers * Page 15 (Introduction) * Pages 17, 18 (Analysis) * Pages 19, 20 (Analysis Part II) Homework | |

**City School District of Albany**

**CITIZENSHIP THEME INTEGRATION LESSON PLAN**

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| --- | --- | --- |
| **Educator’s Name:**  Citizenship Academy 9th Grade Teacher | | |
| **School:**  Albany High Schools | | |
| **Unit:**  Creating Public Service Announcements | **Lesson:** Public Service Announcement Analysis, Part II | **Date:** |
| **Curriculum Standard(s)**  *(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* | Common Core   * 9.SL.2 – Comprehension & Collaboration   Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluation the credibility and accuracy of each source. | |
| **Student/Class Profile**  *(Identify any accommodations in instruction to meet student learning needs)* | * Incoming 9th Graders | |
| **Learning Outcomes**  *(Identify the important concepts and skills that students will be expected to learn)* | * Students will identify different formats of PSAs and evaluate their effectiveness in spreading a given message. | |
| **Assessments**  *(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)* | Formative   * Review student responses to the three (3) examples as a whole class discussion to determine levels of understanding. * Collect and evaluate each students ***Reflection*** questions and check for understanding of the potential strengths and weaknesses of different PSA formats. | |
| **Cognitive Engagement**  *(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)* | * Provide written feedback to student reflection questions when necessary. | |
| **Adjustments/Modifications**  *(Identify ways in which you may adjust the lesson if formative assessments warrant modification)* | * Students who have difficulty answering questions should receive more individualized mediation. * Provide written feedback to student reflection questions when necessary. * Create opportunities for students to complete activity before proceeding to the next step. | |
| **Groups**  *(How will students be grouped for each activity of the lesson)* | * This is designed as an individual homework assignment. | |
| **Resources**  *(Identify resources and materials needed for lesson)* | Materials for this lesson include:   * Pages 19,20 | |

**City School District of Albany**

**CITIZENSHIP THEME INTEGRATION LESSON PLAN**

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| --- | --- | --- |
| **Educator’s Name:**  Citizenship Academy 9th Grade Teacher | | |
| **School:**  Albany High Schools | | |
| **Unit:**  Creating Public Service Announcements | **Lesson:** Public Service Announcement Proposal | **Date:** |
| **Curriculum Standard(s)**  *(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* | Common Core   * 9.W.2 – Writing   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content | |
| **Student/Class Profile**  *(Identify any accommodations in instruction to meet student learning needs)* | * Incoming 9th Graders | |
| **Learning Outcomes**  *(Identify the important concepts and skills that students will be expected to learn)* | * Students will identify and discuss a plan of action necessary to create their public service announcement. | |
| **Assessments**  *(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)* | Formative   * Collect and evaluate each students’ proposal and check for appropriateness, relevance, and feasibility. | |
| **Cognitive Engagement**  *(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)* | * Provide written feedback to student proposals when necessary. | |
| **Adjustments/Modifications**  *(Identify ways in which you may adjust the lesson if formative assessments warrant modification)* | * Students who have difficulty answering questions should receive more individualized mediation. * Provide written feedback to student proposals when necessary. * Create opportunities for students to complete activity before proceeding to the next step. | |
| **Groups**  *(How will students be grouped for each activity of the lesson)* | * This is designed as an individual homework assignment. | |
| **Resources**  *(Identify resources and materials needed for lesson)* | Materials for this lesson include:   * Page 21 | |

**City School District of Albany**

**CITIZENSHIP THEME INTEGRATION LESSON PLAN**

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| --- | --- | --- |
| **Educator’s Name:**  Citizenship Academy 9th Grade Teacher | | |
| **School:**  Albany High Schools | | |
| **Unit:**  Creating Public Service Announcements | **Lesson:** Public Service Announcement Research | **Date:** |
| **Curriculum Standard(s)**  *(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* | Common Core   * 9.W.7 – Writing   Research to Build and Present Knowledge   * 9.L.2 – Language   Conventions of Standard English | |
| **Student/Class Profile**  *(Identify any accommodations in instruction to meet student learning needs)* | * Incoming 9th Graders | |
| **Learning Outcomes**  *(Identify the important concepts and skills that students will be expected to learn)* | * Students will research their topics in order to present accurate information in their public service announcement. | |
| **Assessments**  *(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)* | Summative   * Collect and indicate which elements of the rubric have and have not been satisfied. * Provide students with an initial grade, and if necessary provide opportunities for revisions and the development of proficiency. | |
| **Cognitive Engagement**  *(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)* | * Return research along with rubrics in a timely manner in order to allow for revisions. | |
| **Adjustments/Modifications**  *(Identify ways in which you may adjust the lesson if formative assessments warrant modification)* | * Students who have difficulty addressing the research tasks should receive more individualized mediation. * Return research along with rubrics in a timely manner in order to allow for revisions. * Create opportunities for students to complete activity before proceeding to the next step. | |
| **Groups**  *(How will students be grouped for each activity of the lesson)* | * This is designed as an individual homework assignment. | |
| **Resources**  *(Identify resources and materials needed for lesson)* | Materials for this lesson include:   * Page 22 (Research Questions) * Page 23 (Research Rubric) * Students will require outside resources in order to complete this assignment—class time could be allocated for this purpose. | |

THIS IS THE LAST LESSON ACTIVITY BEFORE THE PSA PROJECT.

**City School District of Albany**

**CITIZENSHIP THEME INTEGRATION LESSON PLAN**

|  |  |  |
| --- | --- | --- |
| **Educator’s Name:**  Citizenship Academy 9th Grade Teacher | | |
| **School:**  Albany High Schools | | |
| **Unit:**  Creating Public Service Announcements | **Lesson:** Public Service Announcement Project | **Date:** |
| **Curriculum Standard(s)**  *(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* | Common Core   * Comprehension & Collaboration: 9.SL.1; 9.SL.2 * Writing: 9.W.2; 9.W.7 * Language: 9.L.2   *(See previous standards)* | |
| **Student/Class Profile**  *(Identify any accommodations in instruction to meet student learning needs)* | * Incoming 9th Graders | |
| **Learning Outcomes**  *(Identify the important concepts and skills that students will be expected to learn)* | * Students will create a public service announcement using the skills and information learned in previous activities. | |
| **Assessments**  *(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)* | Summative   * *(Option 1)* Collect projects and indicate which elements of the rubric have been completed. * *(Options 2)* In addition to *Option 1*, have students orally present their projects to the class. * Provide students with an initial grade, and if necessary provide opportunities for revisions and the development of proficiency. | |
| **Cognitive Engagement**  *(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)* | * Return projects along with rubrics in a timely manner in order to allow for revisions. * Display student work where appropriate. * Encourage students to post or disseminate information. | |
| **Adjustments/Modifications**  *(Identify ways in which you may adjust the lesson if formative assessments warrant modification)* | * After assessment, students who fall at the level of “approaching” should receive more individualized mediation. * Return projects along with rubrics in a timely manner in order to allow for revisions. * Create opportunities for students to complete activity before proceeding to the next step. | |
| **Groups**  *(How will students be grouped for each activity of the lesson)* | * This is designed as an individual homework assignment. | |
| **Resources**  *(Identify resources and materials needed for lesson)* | Materials for this lesson include:   * Project Rubric, Page 24 * Additional class time could be allotted if necessary. | |

**City School District of Albany**

**CITIZENSHIP THEME INTEGRATION LESSON PLAN**

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| **Educator’s Name:**  Citizenship Academy 9th Grade Teacher | | |
| **School:**  Albany High Schools | | |
| **Unit:**  Creating Public Service Announcements | **Lesson:** Public Service Announcement Project *Reflection* | **Date:** |
| **Curriculum Standard(s)**  *(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* | Common Core   * 9.W.2 – Writing   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content | |
| **Student/Class Profile**  *(Identify any accommodations in instruction to meet student learning needs)* | * Incoming 9th Graders | |
| **Learning Outcomes**  *(Identify the important concepts and skills that students will be expected to learn)* | * Students will evaluate the potential effectiveness of their public service announcement based on the outcome of their final project. If students did present their projects in a real world setting, they will determine the effectives of their project and also critique their projects for possible opportunities for improvement or greater effectiveness | |
| **Assessments**  *(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)* | Formative   * The reflection will provide an opportunity for student self-reflection. * Teachers can collect the reflections and assess for authenticity in responses. *Authentic reflections can be added to Summative Project Rubric grade* *if desired. Students can achieve “Proficiency” with or without it.* | |
| **Cognitive Engagement**  *(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)* | * Return projects along with rubrics in a timely manner in order to allow for thoughtful reflections. * Create an on-going conversation to deepen student analysis and reflection. | |
| **Adjustments/Modifications**  *(Identify ways in which you may adjust the lesson if formative assessments warrant modification)* | * Students who have difficulty providing thoughtful reflections should be provided with direct prompting on the strengths and weaknesses of their project. | |
| **Groups**  *(How will students be grouped for each activity of the lesson)* | * This is designed as an individual homework assignment. | |
| **Resources**  *(Identify resources and materials needed for lesson)* | Materials for this lesson include:   * Page 25 * Additional class time could be allotted if necessary. | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Date:

***Directions****:*  *Thoughtfully answer the following questions*.

1. In your opinion, what are some problems with society?
2. What are some changes that you would like to make? These changes could be focused on improving your school, your local community, the city, the country or even effect change internationally.
3. What are some issues that you care about?
4. What mark will you have left when you leave AHS?

**👓 WATCH the video**.

**Introduction to the Task**

🕮 Your task is to create a prototype for a public service announcement (PSA). You will indicate why this issue is important, what people should know about the issue and the steps that you plan to take to inform your audience. You must decide who your audience is (i.e. students in your class, the entire AHS community, the city of Albany, etc. etc.) Your proposal and prototype should be realistic in the event that you really want to create a public awareness campaign. With that being said, you should pick an issue you really care about and are truly passionate about. Your PSA can take many forms such as a PowerPoint presentation, a Glog, an Animoto Video, a YouTube Video, a poster hung some place with high traffic, or bookmarks—the possibilities are really endless. Remember, **the future depends on what we do today.**

***NEXT STEPS →Get ideas about public awareness campaigns by watching the following YouTube videos. Use the “Public Service Announcement Analysis Worksheet” to jot down information about each video.***

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Date:

***Directions****:*  *Answer the following questions as you watch the following videos.*

**Video 1**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?
2. What creative methods or “hooks” did the PSA use to get your attention? (There are plenty of hooks but some include visual appeal or “eye candy”, star power, fear, amazement, humor, promise of a great deal, health, or a combination of several methods)
3. Circle the purpose of this PSA. to inform to persuade both
4. Who is intended audience of this PSA?
5. Where can you go to get more information about this topic?

**Video 2**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?
2. What creative methods or “hooks” did the PSA use to get your attention? (There are plenty of hooks but some include visual appeal or “eye candy”, star power, fear, amazement, humor, promise of a great deal, health, or a combination of several methods)
3. Circle the purpose of this PSA. to inform to persuade both
4. Who is intended audience of this PSA?
5. Where can you go to get more information about this topic?

**Video 3**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?
2. What creative methods or “hooks” did the PSA use to get your attention? (There are plenty of hooks but some include visual appeal or “eye candy”, star power, fear, amazement, humor, promise of a great deal, health, or a combination of several methods)
3. Circle the purpose of this PSA. to inform to persuade both
4. Who is intended audience of this PSA?
5. Where can you go to get more information about this topic?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Date:

***Directions****:*  *Answer the following questions as you watch the following videos.*

**Video 4**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?
2. What creative methods or “hooks” did the PSA use to get your attention? (There are plenty of hooks but some include visual appeal or “eye candy”, star power, fear, amazement, humor, promise of a great deal, health, or a combination of several methods)
3. Circle the purpose of this PSA. to inform to persuade both
4. Who is intended audience of this PSA?
5. Where can you go to get more information about this topic?

**Video 5**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?
2. What creative methods or “hooks” did the PSA use to get your attention? (There are plenty of hooks but some include visual appeal or “eye candy”, star power, fear, amazement, humor, promise of a great deal, health, or a combination of several methods)
3. Circle the purpose of this PSA. to inform to persuade both
4. Who is intended audience of this PSA?
5. Where can you go to get more information about this topic?

**Video 6**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?
2. What creative methods or “hooks” did the PSA use to get your attention? (There are plenty of hooks but some include visual appeal or “eye candy”, star power, fear, amazement, humor, promise of a great deal, health, or a combination of several methods)
3. Circle the purpose of this PSA. to inform to persuade both
4. Who is intended audience of this PSA?
5. Where can you go to get more information about this topic?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Due Date:

🕮**Not all Public Service Announcements are in the form of a commercial. There are many other ways of getting your message out. This activity will show you some other formats you could use to inform the public of your issue. Answer the questions that follow each image and then reflect on your work at the end.**

**Example 1**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?

1. 2. In what format is this PSA presented?
2. 3. Circle the purpose of this PSA. to inform to persuade both
3. 4. Who is intended audience of this PSA?

5. Where can you go to get more information about this topic?

**Example 2**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?

1. 2. In what format is this PSA presented?
2. 3. Circle the purpose of this PSA. to inform to persuade both
3. 4. Who is intended audience of this PSA?

5. Where can you go to get more information about this topic?

**Example 3**

1. What issue, topic or concern is being addressed in the Public Service Announcement (PSA)?

1. 2. In what format is this PSA presented?
2. 3. Circle the purpose of this PSA. to inform to persuade both
3. 4. Who is intended audience of this PSA?

5. Where can you go to get more information about this topic?

**Reflection**

* Are all PSAs created equally? Do some PSAs present information better than others? How? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_**
* Which PSA formats do you think you could re-create to inform your audience about your topic?

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* Which PSA formats are more effective? Why do you think so?

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* What role could social media (Facebook, Twitter, text messaging, etc. etc.) play in spreading the messages of PSAs?

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Due Date:

***Directions****:*  *Answer the following questions on the lines provided.*

1. What will be the topic of your public service announcement33?

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1. Why is this issue important to you?

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|  |  |
| --- | --- |
| 1. What do you already know about this issue? | What do you need to know about this issue? |
|  |  |

1. Who is your audience and what do you want to tell them? Is the purpose of your campaign simply to inform, or do you want to persuade them to take some sort of action (i.e as a result of seeing this campaign I want people to stop smoking, or as a result of learning about abused animals I want people to volunteer at the Humane Society)

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1. What type of presentation will you create to make the public aware of your issue? Or what format will you use for your prototype?

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Due Date:

***Directions****:*  *Answer the following question using at least three sources. Be sure to list your sources. Add additional sheets of paper if necessary.*

* What is the history of your issue?
* What are some statistics around this issue? (How many people are affected? How long has this issue been going on? Is one group of people affected more by this issue than another group of people? Include any relevant statistics you can find.)
* What are some solutions to your problem or issue?
* What action can people take to address this concern or issue?
* What business or organizations are also working to tackle this problem? What is their approach?
* How will knowledge about this campaign benefit your audience?
* If your audience requested more information—what are some reliable websites they could visit?

**Sources**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**List additional sources if necessary.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Due Date:

***Directions: Before submitting your research, check that all of the items below are completed.***

**Content:** Your research includes….

□ …the history of your issue.

□ …statistics and data about your issue.

□ …solutions and alternatives to your issue.

□ …actions that people can take to help tackle your issue.

□ …businesses and organizations that are working to fight against the problem.

□ …how knowledge about this campaign benefit your audience.

□ …resources for people if they have additional questions or want to contribute.

**Organization & Presentation:** Your research is/has

□ …indented paragraphs.

□ …capital letters for the beginning of each new sentence.

□ …been checked for spelling and punctuation errors.

□ …at least three (3) reliable sources listed.

□ …a clear and logical flow.

□ …thoughtful and provocative.

|  |  |  |
| --- | --- | --- |
|  | # of Points Earned | Project Status |
| □ | 13-12 | Proficient |
| □ | 11-8 | Developing |
| □ | 7-0 | Approaching |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Due Date:

***Directions: After you have picked an issue, you will create a prototype or a model for your PSA. Although it is only a model, you want it to look its best. Follow the guidelines below to earn maximum credit.***

PSA Format: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ The topic, issue, or concern of the PSA is clear.

□ The overall appearance of the PSA is attractive, creative, thoughtfully planned and reflects time and effort.

□ The information presented is clear and easy to read or understand without any distracting misspellings or mistakes.

□ The PSA offers at least three (3) facts about the issue.

□ The information presented is based on facts and research and not on opinions.

□ The PSA offers solutions to the problem.

□ The PSA provides people with resources if they have additional questions or want to contribute.

□ **BONUS**: Reflection is thoughtfully completed.

|  |  |  |
| --- | --- | --- |
|  | # of Points Earned | Project Status |
| □ | 8-7 | Proficient |
| □ | 6-4 | Developing |
| □ | 3-0 | Approaching |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Theme Integration Due Date:

***Directions****:*  *Thoughtfully the following questions. Add additional sheets of paper if necessary.*

* What did you learn as a result of completing this project?
* If your project were to become part of an awareness campaign, what could people learn from looking at it?
* Do you think this project was effective in informing people about your issue? Why or why not?
* If you had to re-do this project what is one thing that you would change? Why would you make this change?
* At this point, are there any additional steps that you would like to take to bring awareness to your issue; or, are you satisfied with the status of your project as it is?

**Unit Resources**

**Power Point Web Links**

* **Beyoncé, “I Was Here” performed at the 2012 United Nations World Humanitarian Day**

<http://www.youtube.com/watch?v=i41qWJ6QjPI>

* **YouTube PSAs.**

<http://www.youtube.com/watch?v=ub_a2t0ZfTs> – Brain on drugs (1987 Original)

<http://www.youtube.com/watch?v=qyXFN4ocN_o> – Brain on drugs (1998 Rachel Leigh Cook version)

<http://www.youtube.com/watch?v=87LyzUXFARE> – Anti-smoking ad

<http://www.youtube.com/watch?v=8D_XLCmY0D8> - NBA, GLSEN & Ad Council's Think B4 You Speak

<http://www.youtube.com/watch?v=hJ8x3KR75fA> – Gardasil “One Less” Commercial

<http://www.youtube.com/watch?v=nnlmy4xh4Mo> – BET “Rap It Up” Campaign

<http://www.youtube.com/watch?v=xiber7na2dA> – Christina Aguilera – Rock the Vote Campaign

<http://www.youtube.com/watch?v=Zi3_iVHPkoU> – More Birthdays American Cancer Society Campaign

* **Additional Videos**

<http://www.youtube.com/watch?v=ub_a2t0ZfTs> – Brain on drugs (1987 Original)

<http://www.youtube.com/watch?v=xiber7na2dA> – Christina Aguilera – Rock the Vote Campaign

* **Commemorative Months**

<http://en.wikipedia.org/wiki/List_of_commemorative_months>

<http://healthfinder.gov/nho/nho.asp>

**Credits & References**

"This Is Your Brain on Drugs." *Wikipedia*. Wikimedia Foundation, 21 July 2012. Web. 27 Aug. 2012. <http://en.wikipedia.org/wiki/This\_Is\_Your\_Brain\_on\_Drugs>.

**Project Resources**

In addition to software installed on our computers here are some ready to use presentation formats.

|  |  |  |
| --- | --- | --- |
| **Resource** | **Description** | **website** |
| Animoto | Its powerful features can be used to create stunning presentations incorporating images, video clips, music and text. | <http://animoto.com/education> |
| Glogster | Glogster is a social network that allows users to create free interactive posters, or Glogs. A "Glog", short for "graphics blog", is an interactive multimedia image. It looks like a poster, but readers can interact with the content. | <http://edu.glogster.com/> |
| Xtranormal | Animated videos | <http://www.xtranormal.com/> |
| Prezi | Prezi is a cloud-based presentation software and storytelling tool for exploring and sharing ideas on a virtual canvas. | <http://prezi.com/> |
| Educreations | Educreations is a community where anyone can teach what they know and learn what they don't. | <http://www.educreations.com/> |