

Lesson Skill: Research product with embedded media literacy

Strand Media Literacy, Research

SOL 9.2, 9.8
10.2, 10.8
11.2, 11.8

Materials

- Computer access for students
- Video camera
- Video production software
- Chart paper
- Markers
- Index cards/cue cards
- *Public Service Announcement (PSA) Guidelines* handout
- *Web Source Evaluation* handout

Lesson

DAY 1

1. Review previously discussed terminology: author's purpose, fact vs. opinion, author's intent, audience, persuasion, and counter argument.
2. Discuss persuasive media messages (commercials) with students. What are the characteristics of a persuasive message? Discuss what makes an effective television advertisement and what makes an ineffective one. How can one tell if a message is effective or ineffective? Also discuss persuasive techniques in political campaign ads.
3. Divide the students into cooperative groups of 3-4. Give each group a marker and chart paper. Students make a list of five rules within the school that they would like to see changed.
4. For each of the five items, they list three pros and three cons for the implementation of their change. When each group has finished, they present their prospective changes to the class.
5. Each group chooses one item from the list to research. This research is used for the production of a public service announcement (PSA) promoting their proposed change.

DAYS 2-3

1. Discuss what is involved in the making of a PSA.
2. Show clips of PSA's and analyze the persuasive techniques used. How did the creator handle the counter arguments? Did he/she use only words or were there animations or graphics to help with the persuasion? What is the point of the PSA? What is the PSA supposed to do? Make note that a PSA gives a POSITIVE message – it isn't trying to sell anything, but it offers advice, brings attention to issues, offers assistance, and/or teaches a lesson.

3. Divide the class into groups once more. Explain to students the guidelines for creating a PSA for their selected topic. Students write scripts, make cue cards, arrange a time and place for filming, collect statistical data to prove the validity of their assertion, and produce a video. Each video must contain one embedded video clip from the Internet to support their assertion. (A Web source evaluation should be conducted prior to embedding the video clip to insure reliability of the source.) Run time-two minutes.

DAY 4

1. Presentation of PSAs to the class.
2. *Peer evaluations of the effectiveness of the message optional.*

DAY 5

1. **Extension Activity**

Each student uses the information gathered to write a mini-research reflection essay. Students reflect on how data and information were analyzed and how the group synthesized the information in order to produce the PSA. Students complete a self-evaluation.

Strategies for Differentiation

- Vocabulary — Word Wall
- Discussion guide for Day 1 is completed via group discussion
- Chart paper template
- Storyboard for the movie maker

PSA Guidelines Check Sheet

Directions: Each of the following elements is required in the completion of this PSA project. Use the check sheet below to insure that all components are covered and all requirements are met.

- _____ actors and message appear sincere
- _____ message is clear and concise
- _____ no longer than two (2) minutes total time
- _____ only important information included
- _____ information is accurate and can be verified
- _____ statistical data is current and appropriate for the message
- _____ embedded video clip supports PSA assertions
- _____ actors deliver their parts with credibility
- _____ costumes are appropriate
- _____ all members of the group participate in video

Web Source Evaluation Organizer

Web Source _____

Date Accessed _____

Location of Access _____

Authority

Who is the author/editor? _____

What qualifications does he/she have to be an expert? _____

Can I verify the credibility of the author? Where? How? _____

Accuracy

Are the facts accurate? _____

Is there an editor, blog, discussion board, or peer review process? _____

Are there links to known authorities? What are they? _____

Is the information primary or secondary? _____

Objectivity

Does the author show bias? If so, how? _____

Is there an affiliation with an educational institution? _____

Who sponsors the site? _____

Is it a government site (.gov)? _____

Timeliness

When was the site last updated? _____

Was its inaugural post in the last year? _____