



Planning a Public Service Announcement

Grade 9 Applied English

A Message for Educators

Planning a Public Service Announcement Unit



Media Literacy Lesson

Grade 9 Applied English

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Media Literacy

Media literacy involves the skills required to understand, create, and critically interpret print, screen-based, and electronic texts.

Media literacy examines how images (both moving and still), sound, and words are used, independently and in combination, to create meaning. It explores the use and significance of media conventions and techniques and considers the roles of the viewer and the producer in constructing meaning in media texts.

To learn more about media literacy, see the **Media Literacy Guide**.

Media Literacy Lesson

Although written for Grade 9 Applied English, this lesson is easily adaptable to Language/English, Grades 7-10. This resource was developed collaboratively by Ontario teachers and instructional leaders in cooperation with Ministry of Education representatives.

The intent is to use a problem-solving approach to instructional design:

- How do we unpack expectations?
- How do we incorporate assessment *for* learning?
- How do we align learning expectations, assessment, and instruction strategies?
- How do we integrate effective literacy instruction?
- What does the gradual release model look like in in this grade?
- What does critical literacy look like?

Like all models, this lesson is a draft that captures the best of the writers' thinking at a particular moment in their professional learning. It is intended to show the "muscle" of a lesson, how parts are coordinated to strengthen instruction and learning. It is shared neither as an ideal instructional model nor as prescription for instruction, but rather as a support, and as an invitation to engage professional learning and rich conversation.

Educators are encouraged to:

- implement the lesson, adjusting context, as necessary
- use the lesson as a source of instructional ideas and approaches for the development of similar lessons
- use the lesson as a springboard for collaborative discussion and planning
- use the lesson as a platform for professional conversation and study, e.g., teacher inquiry, lesson study, coaching, professional learning teams, demonstration/host classrooms
- develop records of practice connected to this lesson, e.g., samples of student work,
- examples of teacher-created resources such as interactive whiteboard notebooks, video of classrooms-in-action.
- modify the lesson to integrate various initiatives, e.g., differentiated instruction and
- assessment, critical thinking, questioning, strategy instruction
- focus on design and instructional components, e.g., three-part lesson structure,
- assessment *for* learning, big ideas, unpacking expectations to identify learning goals, and alignment of expectations, learning goals, assessment and instructional strategies.

<h2>Planning a Public Service Announcement</h2>		English, Grade 9 Applied
<h3>Critical Learning</h3> <ul style="list-style-type: none"> • All media are constructions, and media (as with any form of text) demonstrate the relationship between purpose, audience, and form. • Public Service Announcements (PSAs) incorporate techniques and conventions to communicate messages to specific audiences. • Planning a media text (e.g., PSA) leads to a deeper understanding of how the text communicates meaning. • Reflecting on the planning of a media text leads to deeper understanding of the strategies and skills used to create it. 	<h3>Guiding Questions</h3> <ul style="list-style-type: none"> • How does a PSA demonstrate the relationship between purpose, audience and form? • How do the PSAs I've looked at use techniques and conventions to communicate messages? • How will planning a PSA lead me to a deeper understanding of this form of media? • When I reflect on my plan for a PSA, what am I learning about the media, and about the strategies and skills I use to create a media text? Am I using these strategies and skills effectively? 	
<h3>Curriculum Expectations</h3>		
<h4>Understanding Media Texts</h4> <p>D1. demonstrate an understanding of a variety of media texts</p> <p>1.1 explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences</p> <h4>Creating Media Texts</h4> <p>D3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques</p> <p>3.1 describe the topic, purpose, and audience for media texts they plan to create and identify challenges they may face in achieving their purpose</p> <p>3.3 identify a few different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning</p> <h4>Reflecting on Media Literacy Skills and Strategies</h4> <p>D4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and strategies they found most helpful in understanding and creating media</p> <p>4.1 describe a few different strategies they used in interpreting and creating media texts and explain how these and other strategies can help them improve as media interpreters and producers</p>	<h4>Learning Goals (Unpacked Expectations)</h4> <ul style="list-style-type: none"> • analyze how a sample PSA uses sound, colour, and setting to create mood for adult and adolescent audiences • plan a PSA for two different target audiences by <ul style="list-style-type: none"> - identifying an appropriate topic, purpose, audience - selecting techniques of sound, setting and colour to create mood • describe strategies they used in creating a PSA and explain how these strategies helped them as media producers 	
<h3>Instructional Components</h3>		
<h4>Readiness</h4> <ul style="list-style-type: none"> • Group work norms and skills, e.g., taking roles, taking turns, disagreeing agreeably, coming to consensus • Using graphic organizers (e.g., T-chart, mind map, table), for organizing and communicating ideas • Incorporating peer feedback to revise plans 	<h4>Terminology</h4> <ul style="list-style-type: none"> • form • purpose • mood • audience/target audience • advertisement • public service announcement (PSA) • sponsor • concept • technique 	<h4>Materials</h4> <ul style="list-style-type: none"> • PSA Samples

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<h3>Minds On</h3>	<h3>Pause and Ponder</h3>	
<p>Pairs/Whole Class → Activating Prior Knowledge In pairs, students explore aspects of various issues by completing Issues Scenarios. Debrief Issues Scenarios, using a think-aloud to highlight relationship between audience, purpose, and form.</p> <p>Individual/Pairs/Whole Class → Assessing Prior Knowledge Students individually complete the 'Know' and 'Want to Know' columns of a K-W-L on the topic of Public Service Announcements. Students share in pairs. Debrief by recording responses from their K-W columns.</p> <p>Whole Class → Previewing Action Share lesson learning goals, overview, long-range media-creation goal, and success criteria. Where possible, link to the K-W-L chart.</p>	<p>A_{for}L Observe work-in-progress to assess readiness and prior knowledge.</p> <p>QuickTip Review the structure and purpose of the KWL chart, noting the relationships between the columns. If necessary, model for students the thinking involved in completing the graphic organizer. See Strategy Implementation Continuum.</p>	
<h3>Action!</h3>	<p>QuickTip Post collective K-W and refer to prior learning and questions in future lessons as a way for students to monitor their learning.</p>	
<p>Pairs → Structuring and Focusing Brainstorm Distribute Issue Identification and Selection and review instructions. Conference informally with pairs of students as they complete the task to confirm understanding and to monitor appropriateness of issues for a PSA.</p> <p>Students view a sample PSA video using a guiding question "What is a public service announcement?" Prior to viewing the PSA, cue students to watch with a purpose. If necessary, assist students in using the PSA Viewing Guide to focus their viewing. In pairs, students complete a concept map for "public service announcement". If necessary, brainstorm categories first: definition, examples, topics, what it's not. Observe students to monitor and provide feedback on work-in-process.</p> <p>Debrief with whole class, recording key information (e.g., on chart paper). Students modify their concept maps, as necessary.</p> <p>Distribute and preview PSA Viewing Guide.</p> <p>Whole Class/Pairs → Planning a PSA Students view the PSA a second time and complete PSA Viewing Guide. Debrief by recording students' responses. Use questioning to confirm student understanding.</p> <p>Preview the planning process and the template and establish success criteria for completing it. Using the issue identified on Issue Identification and Selection, pairs complete Planning Outline in preparation for storyboarding of the PSA (in a subsequent lesson).</p> <p>Conference informally with students as they work, encouraging effective techniques for their specified audiences.</p>	<p>A_{for}L Use K-W responses to assess prior knowledge, misconceptions, and interests.</p> <p>DI Assign pairs of students based on readiness and/or interest.</p> <p>QuickTip Post the success criteria, e.g., on an anchor chart, and encourage students to refer to it as they complete their plans and when they provide and use feedback.</p> <p>A_{for}L Assess and monitor students' completion of the Planning Outline to check if students 1) understand purpose and audience, 2) are using techniques which target specific purpose and audience, 3) are developing a concept for their own PSA.</p>	
<h3>Consolidation</h3>		
<p>Small Group → Using Peer Feedback Combine pairs to form small groups. Pairs share their outlines for feedback with each other based on criteria. Model appropriate constructive feedback, as needed.</p> <p>Individual → Reflecting on Learning Students complete Explore Your Mind and submit for teacher feedback. The completed task sets the stage for the formal student-teacher conferencing that occurs in a subsequent lesson (creating the storyboard for the PSA video).</p>	<p>A_{for}L Collect reflections to provide feedback to students and to inform instructional decisions.</p> <p>A_{as}L Students reflect on their learning. See Metacognition Guide.</p>	

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Instructional Components and Context

PSA Samples

Sample PSAs, e.g., **Canadian Association of Broadcasters**, **Canadian Mental Health Association**, **Concerned Children's Advertisers**, **Media Awareness Network**, **Stephen Lewis Foundation**, **Work Safety and Insurance Board (WSIB) – Health and Safety Awareness Campaign**, **Learning the Rules of the Road** – Hoffman and Hoffman Worldwide, Global Media and Public Awareness, **Florida Department of Agriculture and Consumer Services**, **Down the Drain** and **Evel Knievel - Won't You Help Us Breathe?** – Public Media Productions

Minds On ...

K-W-L (Know-Want to Know-Learned)

The **Know-Want to Know-Learned (KWL)** strategy (Ogle, 1986) is linked to the before, during, and after framework. The "Know" column prompts students to activate and inventory prior knowledge. The "Want to know" column prompts students to generate inquiry questions that provide a purpose for reading and thinking. The "Learned" column prompts students to summarize and consolidate their learning. K-W-L's can be completed individually or collaboratively.

Variations include:

- reconfiguring the usual 3-column organizer as a 3-part square, with "Know" across the top and "Want to Know" and "Learned" juxtaposed beneath
- adding columns, e.g., "Future" ("How I will apply this learning in the future").

Whatever the format, it's important to recognize that the three parts are dynamically related. "Want to Know" questions arise out of what is known (implies what is yet to become known) and "Learned" summaries represent what has been discovered and understood in response to those questions.

The K-W-L strategy reflects key Literacy GAINS principles, e.g., exposing and evoking students' thinking in order to respond with appropriate levels of challenge and support. The strategy also supports an inclusive classroom environment and differentiated instruction by permitting a range of access or entry points for students along a continuum of difficulty, depending on the questions asked.

Strategy Implementation Continuum

It is important that the teacher model each strategy or skill with a think-aloud before engaging students in shared and guided practice. See the **Strategy Implementation Continuum**. (gradual release model).

Success Criteria

Success criteria provide students with a clear description of what successful attainment of learning goals looks like. When students know and understand the success criteria, they have a clearer picture of the targeted learning and what they need to do in order to be successful. Developing success criteria early in a unit or task, encourages students to actively monitor and self-regulate their own learning.

When developing criteria:

- Describe observable behaviours in clear, detailed, student friendly language
- Create descriptions which allow for a range of performance
- Ensure that the list of criteria is manageable
- Engage students in the development process – this encourages a shared understanding of the criteria, gives students a greater sense of control, and initiates students in the use of specific language which describes their learning.

When using success criteria:

- post the criteria (e.g., on an anchor chart), and refer to it when discussing learning goals and providing feedback
- provide students opportunities to communicate about their learning and performance, making specific references to the success criteria
- develop other assessment tools (e.g., checklists, rubrics) that are based on the assessment criteria, and make explicit for students the connections
- use anonymous samples of work, and engage students in analyzing and critiquing the samples, using the one of more of the success criteria
- provide multiple opportunities for students to analyze and critique their own work, and set goals and next steps, if adjustments are needed

See **DI Assessment Guide** and **DI Assessment Cards**.



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Minds On ...

Anchor charts

An anchor chart is a strategy for capturing students' voices and thinking. Anchor charts are co-constructed. By making students' thinking visible and public, they "anchor," or stabilize and scaffold classroom learning. Anchor charts should be developmentally appropriate and clearly focused, accessible, and organized.

Action!

Concept Map

A concept map is a visual representation of relationships among concepts, ideas, or words.

Unlike mind maps, which usually radiate out from a single, central concept, concept maps are hierarchical, branching downwards from the central concept. Unlike mind maps, which include images and colour, concept maps are limited to words and lines (branches). Unlike mind maps, which use curved lines, concept maps are linear.

See Bennett, Barrie and Rolheiser, C. (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Ajax, ON: Bookation. For an explanation and examples of concept maps and distinctions between concept and mind maps.

This wall is distinct from the Word Wall of key vocabulary and terminology.

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Issues Scenarios

Name: _____

Date: _____

With your partner, read each scenario and respond to the prompts in the space provided.

Situation 1		
Your community's environmental group has a goal to reduce the amount of garbage sent to landfill sites by 50% over the next two years.		
What questions or concerns would each of the following groups have?		
TEENAGERS	PARENTS	BUSINESS OWNERS
Situation 2		
Your local Health Unit wants to provide new information on the negative effects of smoking.		
What qualities of each of these groups will the Health Unit have to consider when they are designing their information?		
Teenagers	Parents	Store Owners
Situation 3		
Your community centre has just opened a new skate park. The management wants to inform the public about skateboarding safety.		
Identify three ways that management can provide this information to the public.		
First Way	Second Way	Third Way
What in your opinion is the best way to provide information to the public? Justify your choice.		



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Issue Identification and Selection

(page 1 of 2)

Name: _____

Date: _____

These steps are one way to determine which issue is most appropriate for you to create a Public Service Announcement.

1. Identify three issues that are important to you in the spaces provided. This is the brainstorming step.
2. For each issue,
 - a. circle the multiple-choice option that best describes your response to the four questions. Each question focuses on one criterion important to PSAs.
 - b. repeat for each of the questions.
 Note: The number of each of your choices is its point value. For example, the choice "3. my community" is worth 3 points. You would write 3 in the 'Score' column.
3. Total the Score column for each of the issues. The maximum score you can have is 25. Write the total score in the space provided at the bottom of the Score column.
4. Use the score as a guide for your issue selection. For example, the issue with the highest score may be the most appropriate of the three for a PSA according to the four criteria.
5. Identify your choice and your reason for it below.

Issue #1:		Issue #2:		Issue #3:	
Evaluate	Score	Evaluate	Score	Evaluate	Score
A. How many people are affected by this issue? 1. just me 2. a small group 3. my community 4. my country 5. the world		A. How many people are affected by this issue? 1. just me 2. a small group 3. my community 4. my country 5. the world		A. How many people are affected by this issue? 1. just me 2. a small group 3. my community 4. my country 5. the world	
B. How often does this issue affect people? 1. no noticeable effect 2. affects people every few months 3. affects people every few weeks 4. affects people every day 5. always affects people		B. How often does this issue affect people? 1. no noticeable effect 2. affects people every few months 3. affects people every few weeks 4. affects people every day 5. always affects people		B. How often does this issue affect people? 1. no noticeable effect 2. affects people every few months 3. affects people every few weeks 4. affects people every day 5. always affects people	
C. How much do you know about this topic? 1. nothing 2. a little bit 3. enough to talk about it 4. more than most people in my class 5. more than most people I know		C. How much do you know about this topic? 1. nothing 2. a little bit 3. enough to talk about it 4. more than most people in my class 5. more than most people I know		C. How much do you know about this topic? 1. nothing 2. a little bit 3. enough to talk about it 4. more than most people in my class 5. more than most people I know	



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Issue Identification and Selection

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D. How important is this topic to you? 1. not at all 2. a little 3. somewhat 4. really 5. extremely		D. How important is this topic to you? 1. not at all 2. a little 3. somewhat 4. really 5. extremely		D. How important is this topic to you? 1. not at all 2. a little 3. somewhat 4. really 5. extremely	
Total score	/25	Total score	/25	Total score	/25
Issue Selection					
The issue that I am going to focus on is...					
I selected this issue because...					

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PSA Viewing Guide

Name: _____

Date: _____

By Whom?	For Whom?	Strategy (How?)	Goal (What? and Why?)
SPONSOR	AUDIENCE	TECHNIQUE	CONCEPT
<p>Who is the sponsor?</p> <p>How do you know?</p> <p>Why is this important to think about?</p>	<p>Who is the target audience?</p>	<p>How do the following help create that mood in the audience?</p> <ul style="list-style-type: none"> • Setting • Colour • Sound 	<p>What issue is being addressed?</p> <p>What is the central message of the PSA?</p> <p>What happens in the PSA?</p> <p>What mood will you create?</p>

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Explore Your Mind

Name: _____

Date: _____

Complete this chart by answering each prompt in the space provided. Give this to your teacher when you are finished.

Reflect on your learning so far by answering the following prompts.

1. Using the PSA Outline helped me create a plan for a PSA by...

2. The peer assessment feedback helped me improve my PSA plan by...

3. One thing I would do differently next time is...

Prepare for your storyboard conference with your teacher by identifying:

1. One skill or understanding I am developing through the PSA project is...

2. One thing that would help me be successful on this project is ...

3. One question I have is...