Public Service Announcement Task

Now that we’ve had the opportunity to participate in the “Human Impact” lesson in Nearpod, you will create a PSA (public service announcement) about some of the issues we encountered.

Topics to choose from:

* What is a carbon footprint?
* What is an ecological footprint?
* The issue with landfills becoming full.
* Living a zero-waste lifestyle.

Examples of PSAs

Please get permission from parent/guardian before going on YouTube

<https://www.youtube.com/watch?v=94Ve2vctL9c-> Water Conservation

<https://www.retrojunk.com/commercial/show/18/crash-test-dummies-> Seat Belt Awareness

Using Adobe Spark to create PSA tutorial- You use your Office 365 login to get into Adobe Spark

<https://www.youtube.com/watch?v=iWrx0SxTaBw>

Criteria

* Length of video should be somewhere between 30 and 60 seconds.
* Main points should be clear to viewer
* Back up points with statistics of facts- you can revisit the Nearpod for information if needed.
* Please see rubric (next page) for additional information.

**Public Service Announcement Rubric**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Category** | |  |  | **4** |  | **3.5** |  | **2.85** |  | **2** |
|  |  |  |  |  | The PSA is between 30-60 |  | The PSA is less than 25 |  | The PSA is less than 20 |  | The PSA is less than 15 |
|  | **1.** | **Timing** |  |  | seconds in length. |  | seconds or more than 1 |  | seconds or more than 1 |  | seconds or more than 1 |
|  |  |  |  |  |  |  | min 15 sec in length. |  | min 30 sec in length. |  | min 45 sec in length |
|  |  |  |  |  | Student demonstrates full |  | Student is at ease with |  | Student is uncomfortable |  | Student does not have |
|  |  |  |  |  | grasp of the topic, |  | topic and presents |  | with information, leaves |  | grasp of information. |
|  | **2.** | **Content** |  |  | presenting complete and |  | accurate information. |  | out important details |  | Many statements are |
|  |  |  |  |  | accurate information. |  |  |  | and/or presents inaccurate |  | incorrect and |
|  |  |  |  |  |  |  |  |  | information. |  | unsupported. |
|  |  |  |  |  | Script is appropriate and |  | Script is mostly |  | Script is somewhat |  | Script is incomplete and |
|  |  |  |  |  | detailed. Script shows |  | appropriate and detailed. |  | appropriate and detailed. |  | lacks detail. Script shows |
|  | **3.** | **Script** |  |  | clear and logical flow and |  | Script shows mostly clear |  | Script shows somewhat |  | little sense of direction, |
|  |  |  | includes detailed dialogue |  | and logical flow and |  | logical flow, but is |  | the flow is confusing and |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  | of the PSA. |  | includes most dialogue of |  | sometimes confusion or |  | missing much dialogue |
|  |  |  |  |  |  |  | the PSA. |  | missing dialogue from PSA. |  | from PSA. |
|  |  |  |  |  | A high degree of technical |  | Technical skill is evidence |  | Some technical skill is |  | Very little technical skill |
|  |  |  |  |  | skill is evident in the |  | in this PSA and adds to |  | evident in the creation of |  | is evident in the |
|  | **4.** | **Technical Quality** |  |  | production of this PSA. |  | the quality of the |  | this PSA, but it adds little to |  | production of this PSA. |
|  |  |  | The technical effects are |  | announcement. |  | the effectiveness of the |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | very powerful and add to |  |  |  | announcement. |  |  |
|  |  |  |  |  | the impact of the PSA.. |  |  |  |  |  |  |
|  | **5.** | **Originality/** |  |  | The PSA reflect an |  | The PSA reflects student |  | The PSA reflects some |  | The PSA reflects a lack of |
|  |  |  | exceptional degree of |  | creativity and the use of |  | creativity, but it lacks |  | creativity and originality. |
|  |  | **Creativity** |  |  | student creativity and use |  | some original ideas. |  | originality. |  |  |
|  |  |  |  |  | of original ideas. |  |  |  |  |  |  |
|  |  |  |  |  | The combination of |  | The combination of |  | The intent of the PSSA is |  | The message is not clear |
|  |  |  |  |  | creativity, technical skill, |  | creativity, technical skill, |  | understood, but it has little |  | in the PSA. PSA does not |
|  |  |  |  |  | and audience appeal are |  | and audience appeal |  | motivational value. PSA |  | engage audience. |
|  | **6.** | **Message** |  |  | very effective in delivering |  | deliver a clear message |  | engages audience for brief |  |  |
|  |  |  | a strong message about |  | about the selected topic. |  | moments. |  |  |
|  |  | **Effectiveness** |  |  | the selected topic. |  | PSA catches listener |  |  |  |  |
|  |  |  |  |  | Engages audience |  | attention early, but does |  |  |  |  |
|  |  |  |  |  | throughout entire |  | not engage audience |  |  |  |  |
|  |  |  |  |  | broadcast. |  | throughout entire |  |  |  |  |
|  |  |  |  |  |  |  | broadcast. |  |  |  |  |

**Total Score**

**\_\_\_\_\_\_\_\_\_\_\_/24**