

## PSA Presentations

### The **BIG** Idea

- How effective was my team's PSA?
- How did I contribute to the team?

## AGENDA

Approx. 45 minutes

- I. Warm Up (10 minutes)
- II. PSA Presentations & Evaluations (25 minutes)
- III. And the Finalists Are... (5 minutes)
- IV. Wrap Up (10 minutes)

## MATERIALS

### **PORTFOLIO PAGES:**

- Portfolio page 15, Proposal I: Identifying Information & Research (completed in previous lesson)
- Portfolio page 16, Proposal II: Description (completed in previous lesson)
- Portfolio page 17, Proposal III: Production Notes (completed in previous lesson)
- Portfolio pages 18–25, Proposal IV: Storyboard (completed in previous lesson)
- Portfolio page 26, Self Evaluation
- Portfolio page 27, Ad Apprentice Reflection
- Portfolio pages 31–33, Grade 9 Skills Checklist (Ad Apprentices skills only)

### **STUDENT HANDBOOK PAGES:**

- Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide
- Student Handbook page 55, Peer Evaluation

Enlarged Storyboards (see **PREPARATION**)

LCD or overhead projector

## OBJECTIVES

During this lesson, the student(s) will:

- Present PSAs clearly, in oral and visual form.
- Work as a class to evaluate other teams' PSAs.
- Demonstrate good listening skills.
- Self-evaluate personal contributions to a team effort.

## OVERVIEW

In this last lesson of the unit, teams present their 30-second public service announcement. Using criteria listed on a judge's rubric, students evaluate the other teams' PSAs. Based on the peer evaluations and facilitator input, the class will then select two PSAs to advance to a grade-wide competition. Finally, students reflect on the five-week experience, particularly on their ability to work as part of a team, by completing a self-evaluation.

## PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handout needs to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide**
- Copy the following handouts:
  - **Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide** (40 copies)
  - **Student Handbook page 55, Peer Evaluation** (12 copies per group)
- You may wish to have desks placed in groups before students arrive, and each team's folder may be placed at their group of desks.
- If you did not provide your students with posterboards, you may want to enlarge each team's storyboard to a size appropriate for the whole class to see (e.g., create an overhead transparency for each storyboard or scan them so they can be presented via your laptop and LCD projector).
- Decide on order of teams for PSA presentation and make a list.
- Ask school administrators or other teachers to serve as judges for the grade-wide competition.

## BACKGROUND INFORMATION .....

Teamwork and collaboration are keys to the success of an ad campaign, or any project. Throughout this five-week “job apprenticeship,” students experienced first-hand just how essential teamwork is to a successful outcome, an effective PSA. Following this final lesson, students will complete a self-evaluation asking them to reflect on their strengths and weaknesses as team members. Hopefully, students will carry this experience into their lives outside of school and into the world of work.

## VOCABULARY .....

**NOTE:** These terms were presented in previous lessons.

**Proposal:** A written description of the plan for the PSA, including rationale, storyline, target audience, persuasion techniques, and production elements.

**Public Service Announcement (PSA):** An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

**Rubric:** A scoring guide that describes the expected qualities are of the work being evaluated, (in this case, the PSA proposal and storyboard.)

**Storyboard:** A series of panels showing scenes and dialog for a commercial or PSA. The storyboard gives the client a good idea of the agency’s concept before production begins.

**Tag Line:** Brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

## IMPLEMENTATION OPTIONS .....

For **Activity II, PSA Presentations & Evaluations**, you may find that your students need more than the allocated time to present and evaluate the proposals. Feel free to determine the best pace for your classes, aiming for consistent expectations from team to team.

For **Activity IV, Wrap Up**, you may decide to wait to tally the votes at home and declare the winners next week. This could allow you time to review the completed proposals before deciding on the winners.

For **Activity IV, Wrap Up**, if you don't have time to finish the **Ad Apprentice Reflection**, please assign it as homework.

**Depending on how much time you have available during the school year, you may want to split this lesson into two weeks. This will provide each team with more time to present and will give students more time to complete their self and peer reflections.**

## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today is the big day! You've been working hard on developing a concept for your PSA. Now it's time to present your proposal to your peers. You will have just two minutes to present your PSA concept to the other teams. Your classmates will listen and watch your presentation carefully. As a class, we'll evaluate each PSA using the judge's rubric, or scoring guide. I will comment on the first PSA to show you how to respond to your classmates' work with positive feedback and constructive criticism.

Let's review a few guidelines for providing positive and constructive criticism:

- **Make your comments detailed.** Rather than saying, "The storyboard was good," you could say, "The drawings in the storyboard were really neat and easy to understand."
  - **Frame your comments in a productive way—no put downs.** You wouldn't want to say, "Your presentation was awful." Instead explain how they could have improved their proposal. "It would have been easier to follow your storyboard if your pictures better matched your dialogue."
  - **Make your comments to the whole group.** Your comments should not target any one student, such as "I couldn't hear Johnny at all." Instead make general comments to the entire group, such as "I had trouble hearing some of the presenters."
2. **SAY SOMETHING LIKE:** After everyone has presented, we'll vote by secret ballot to select two teams to move on to the finalist round. I will also weigh in, with an opportunity to select a "Teacher's Choice" different from the two proposals chosen by the class.

### II. PSA Presentations & Evaluations (25 minutes)

1. [Display **Student Handbook page 54, Judges' Rubric: PSA Evaluation Guide** on the overhead projector, referring students to their own individual copies. Explain that the class will complete an evaluation after each presentation. You will designate a recorder to make a paper copy of each team's evaluation.]

2. [Tell the class that you've decided on the order of presentations in advance. Explain that when you call a team, they should come right up to the front of the class and begin to present. Remind them that they have just two minutes, and that you will give them a 30-second warning before their time is up. Meanwhile, remind the rest of the class that they are to give the presenting team their complete attention. Ask them how they could demonstrate that they are paying complete attention and allow students to respond. If students' desks are in groups, make sure students face forward for the presentations.]
3. [Invite the first team on your list to come up to the front of the classroom and present their PSA. Help them display their storyboard. Time their presentation with a stopwatch, and alert them when their time is almost up. When the team is finished presenting, have them take their seats.]
4. [Remind students of the class guidelines regarding respect for others, and model a critique of the first PSA, first stating what the team did well, followed by a constructive criticism or two. Following each question, assign a number to describe the team's performance.]
5. [Repeat the process as described above with each team, allowing class members to give feedback. You'll complete the judge's rubric for each team on the overhead projector, with a designated student making a copy for each team.]

### III. And the Finalists Are... (5 minutes)

1. **SAY SOMETHING LIKE:** Great job, ad apprentices! Now it's time to determine which teams you are going to send to the finalists' round. Remember, two teams from your class will be selected by you to go on to a grade-wide competition. The judges will review the finalists and decide which agency they want to hire. The winning team will launch their ad on our school website (or whatever venue you've decided) for all to see!
2. [Write the name of each proposal on the board, and have students vote by writing their top three choices on a slip of paper. Explain that the top two vote-getters will move on, with an additional third PSA (Teacher's Choice) added at your discretion. After two minutes, designate a student to collect the votes for you.]
3. **SAY SOMETHNG LIKE:** Congratulations to all the ad teams for your hard work. Not only did you learn how to develop and present an ad proposal, you learned how to work together and make decisions—skills you'll need in any career.

#### IV. Wrap Up: Reflection (10 minutes)

1. [While you tally the votes, have students take a moment to evaluate their roles in this project by completing **Portfolio page 26, Self-Evaluation; Student Handbook page 55, Peer Evaluation;** and **Portfolio page 27, Ad Apprentice Reflection.**

Tell the class that they are going to have a chance to think about all they accomplished during this unit as well as how they worked together as a team. First, they'll evaluate their own performance, and then rate how well their teammates did. Direct students to **Portfolio page 26, Self Evaluation,** and give them a few minutes to complete it.]

2. [Direct your students to **Student Handbook page 55, Peer Evaluation,** and distribute additional copies so that each student can complete one evaluation for each team member.]

**SAY SOMETHING LIKE:** Each of you should have \_\_\_\_ [Insert #] **Peer Evaluation** sheets in front of you. You'll notice these are very similar to the **Self Evaluation** sheet. You are going to use these sheets to let your teammates know how they helped your committee. If someone worked really hard, this is the place to show your appreciation. If they didn't participate, or actually kept the group from getting things done, this is also the place to let them know. You will not sign these papers. Please remember to be as thoughtful and honest with your teammates as you want them to be with you.

You will have a few minutes to complete this work. Once everyone has finished their peer evaluations, I will walk around and collect them. Next week you will have a chance to read your teammates, comments.

[Once the students have had a chance to complete all of their peer evaluations, ask them to open to **Portfolio page 27, Ad Apprentice Reflection.** Tell students that they will have five minutes to complete this portion of their portfolio.]

4. [If time permits, you may want to ask volunteers to share some of their thoughts about their ad apprentice experience. Then give the class some positive feedback about what you've noticed during the last five weeks.]
5. [**NOTE:** Once you have collected student portfolios and the judging has been completed, make copies of the proposal for each group member. Replace the blank Portfolio pages (x-x) with a copy of the class's completed proposal.]

6. If you choose to tally the votes during class, announce the winners at the end of class and congratulate them. (See **IMPLEMENTATION OPTIONS** for suggestions.)

### SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 31–33, Grade 9 Skills Checklist**. Have students complete the skills checklist questions for Ad Apprentices skills.

### AD APPRENTICES

I can ...

Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Creatively solve problems with other members of my team.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Take responsibility for my portion of a project and see it through to completion.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

## Judge's Rubric: PSA Evaluation Guide

For each question, check one score. 1 is lowest and 4 is highest.

	<b>1</b> Not really	<b>2</b> Somewhat	<b>3</b> Well	<b>4</b> Couldn't be better
Will the PSA grab the viewers' attention?				
Is the storyboard easy to follow, and does it make sense?				
Does the tag line communicate the message of the PSA?				
Can this story be told in 30 seconds?				
Can this PSA be realistically videotaped by high school students?				

One Thing They Did Well:

One Thing That Needs Improvement:

## Peer Evaluation

Group member's name: \_\_\_\_\_

Below each sentence, circle the number that best describes the group member's performance on the ad apprentice proposal.

**He/She completed his/her share of the work on the project.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**He/She put a lot of effort into the work we did on this project.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**He/She cooperated with the members of the team.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**He/She respectfully listened to our team members without interrupting.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**He/She asked for assistance when he/she needed it.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**He/She offered help to our team members when they needed it.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**He/She shared in the planning of the project with our team.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**He/She showed leadership when working on this project.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

How did you contribute  
to your team?



## Self Evaluation

Below each sentence, circle the number that best describes your performance on the ad apprentice proposal.

**I completed my share of the work on the project.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**I put a lot of effort into the work I did on this project.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**I cooperated with the people on my team.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**I respectfully listened to my team members without interrupting them.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**I asked for assistance when I needed it.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**I offered help and suggestions to my team members when they needed it.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**I shared in the planning of the project with my team.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

**I showed leadership when working on this project.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not really	Somewhat	Well	Couldn't be better

How did you contribute  
to your team?



## AD APPRENTICE REFLECTION

Take a moment to reflect on your experience during the ad apprentice project by answering the questions below.

1. The best thing about the ad apprentice project was

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2. The most difficult part of the ad apprentice project was

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3. One thing I learned about myself in the process of participating in the ad apprentice project was

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4. One thing I learned about team work by participating in the ad apprentice project was

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5. I am proud/not proud of my performance in the ad apprentice project because

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