

Name: \_\_\_\_\_



Lights! Camera! Action!

Public-Service Announcements: Violence Awareness

### **Background for the Project**

One of the reasons William Shakespeare's work has stood the test of time is that it deals with the enduring human condition. We find ourselves, our personal stories, and the stories of our society in his work, and so we feel a connection to all the people who have come before us. Sophomores at Central York High School study Shakespeare's *Romeo and Juliet*, and they understand it is a love story about a pair of young people who cannot communicate with their parents and who live in a community where violence is rampant, on the street and in the home.

### **Objective**

Students will take action to help stop the violence in today's society by creating public-service announcements (PSAs) that other students will be able to view on the school's internal Web site.

### **Assignment**

Create a thirty- to sixty-second video PSA about violence in our society and what we can do to prevent that type of violence. This video should be suitable for viewing by an audience of your peers. There is a good chance that we will post it on the Central York School District internal Web site. Of course, this assignment will include both audio and visual elements.

### **Topic**

Pick one of the types of violence we have discussed in our study of *Romeo and Juliet* and develop a plan or strategy to prevent that violence in our society. Then create a PSA to convey the plan to others.

### **Types of Violence**

Sample types of violence include

- bullying.
- spousal, child, or dating abuse.
- weapon-related violence.
- gang violence.
- violence caused by prejudice.
- violence caused by a struggle for power.
- violence caused by religious differences.

You can also come up with your own ideas.

**Initial Proposal** (You must turn this in by the end of the period on April 24.)

- Group roles and PSA topic
  - Group roles: List your group members and their roles. Everyone will have multiple roles.
    - Possible roles: researcher, scriptwriter, script editor, movie editor, sound editor, videographer. (The teacher must approve of your roles after you submit your storyboard and prior to finalizing your script.)

- PSA topic
  - In a brief summary, explain the topic of your PSA. Also, explain the plan or strategy that you will use to prevent the type of violence you've selected to stop. Additionally, you must indicate in your proposal whether you will need the use of a still or video camera.
- Storyboard (You must turn this in by the end of the period on April 25.)
  - Prior to beginning your iMovie, you must storyboard your entire film.
  - Storyboarding is the plan that you will follow as you put together your PSA. Your storyboard should contain the following information:
    - Script and printed text
      - Your script should contain both your spoken words and any printed text that will appear in your PSA. Your script should be part of your storyboard.
    - Camera angles
      - Your storyboard should contain any camera angles you plan to use in filming your PSA.
    - Stage directions
      - Your storyboard should contain all stage directions. The stage directions should detail the placement of actors and props as well as any lighting or location changes you may use.
    - Images
      - You may use original videotaped footage or freeware images. However, you must cite all images and music in the credits of your PSA. See Mrs. Goodrich's Web site for links to freeware images. If you plan to use original footage, you may not act out any acts of violence.
    - Sounds
      - Sound selection is instrumental to the success of your PSA. You must follow copyright laws with any music you choose to use. Failure to follow copyright laws will result in a lowered grade. See Mrs. Goodrich's Web site for links to freeware music.
- iMovie
  - You will have Monday, April 21 and Wednesday, April 23 to put together your iMovie. We will debut your PSAs on Monday, April 28. See Mrs. Goodrich's Web site for tips on using iMovie.
- Exit-Pass Log
  - You will keep, on a daily basis, a record of what each individual in your group has accomplished and what you plan to do in your next session. You will also record the information you need so you can correctly cite all the sources of the images, programs, and sounds you've used in your project. This information will go in the credits section of your video.

## PSA: Oral Presentation Rubric

<b>Speech Rubric</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Score</b>
<b>Delivery</b>	No eye contact and poor posture. No confidence or poise. Audience was unable to understand speech.	Little eye contact and posture need improvement. Some confidence and poise. Some fluctuation in volume and able to be understood.	Maintained good eye contact and posture most of the time. Confident and poised. Demonstrated a good variety of volume, rate and inflection. Clearly spoken.	
<b>Word Choice and Diction</b>	Poor word choice and many “um's,” “er's,” and “like's” of other verbal pauses.	The audience seemed to get lost and uninterested, some words should be replaced, contained a few filler words.	Word choice was excellent and appropriate for the audience, no filler words.	
<b>Use of Time</b>	Time frame was ignored.	Did not meet time frame well.	Maintained time frame.	
<b>Content and Coverage and Organization</b>	Did not explain the process used. Did not explain why the topic was chosen and how it was presented in the PSA.	Explained some of the process used. Explained a little of the topic and how it was presented.	Full coverage of the process and topic choice. Full coverage of how the topic and PSA was chosen.	
<b>Group Interaction</b>	Group did not transition well to the next person, seemed more like several individuals and not a group.	Group had some difficulty with transitions and did not fully function as a group.	Group worked well together and had good transitions.	

## PSA Production Rubric

<b>Product Rubric</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Advanced 3</b>	<b>Score</b>
<b>Storyboard</b>	There is little to no storyboarding. The sketches are limited and in no logical sequence. They do not provide complete descriptions of the video.	The sketches are slim and in some logical order. They cover most of the scenes and most of the details.	The storyboard illustrates the video presentation with clear sketches of each scene. Notes with each sketch detail every scene.	
<b>Content/Organization</b>	The content lacks a central theme and point-of-view. Little to no logical sequence is evident.	Content is clear, but not complete. The order and sequence of scenes is almost logical.	Content is clear and complete. Message is clearly conveyed. Sequence of scenes is logical and fluent.	
<b>Script</b>	Script is poorly written and has many errors. It is disjointed and does not cover topic well.	Script has content or organization, but lacks full potential of both.	Script clearly and completely covers topic and is well organized with very few errors.	
<b>Video/Audio</b>	Poor use of graphics and sound effects. Visuals do not convey a clear meaning.	Some use of graphics and sound effects. Meaning is not clearly conveyed.	Graphics and sound effects work well together to clearly convey the meaning.	
<b>Technology</b>	Group used minimal technology.	Group used some technology, but limited it to a few programs. Some attempt was made to use creativity with techniques in each program.	Group used a wide variety of programs to convey multiple meanings. Good use of creative techniques within each program.	

## PSA: Technology Use Checklist

<b>Technology</b>	<b>Yes</b>	<b>No</b>
Made effort to learn new technology		
Used technology to solve a problem		
Resolved software issues within group		
Used a variety of programs		
iMovie		
iPhoto		
Comic Life		
Internet		
Photoshop		
Still camera		
Video camera		
Inspirations		
iDVD		
Wiki		
Other:		

<b>Collaborative Participation/ Life skills</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Advanced 3</b>	<b>Score</b>
Use of online communication	No online or outside of class communication.	Limited use of the online communication.	Good use of online tools to communicate outside of class.	
Contributions	Does not contribute to group.	Contributes to group when it benefits self.	Contributes to group in a positive manner.	
Problem-solving	Does not try to solve any problems within group.	Some of the time works to solve problems within group peacefully.	Works well with group members to solve problems peacefully.	
Attitude	Publicly mocks group members. Does not work towards common goals. Has a negative attitude about the project.	Occasionally criticizes group members. Participates towards some goals. Has a fluctuating attitude about project.	Does not publicly humiliate other group members. Works towards common goals and tries to stay positive about the project.	
Work within group	Does not work with group at all. Distances self from members and the project.	Occasionally works with group members to accomplish the project.	Works well with group members to maximize skills, talents, and knowledge of programs and project guidelines.	