Project 4
Public Service Announcements

Timing: 9 to 12 hours

Project overview

Public service announcements (PSA) bring public awareness to particular issues. They are short, concise videos that make a point quickly and clearly. PSAs can be an effective way to teach students how to focus content on a specific topic and goal while learning the video production process.

In this project, students plan, shoot, edit, and produce a PSA. They analyze how a particular shot will impact the mood and intention in a video. They learn how to create motion effects for both video and audio. For this project, you might decide to work with school groups or local community organizations so students create a PSA for a particular issue or group.

Student product: Public service announcement

Note: Portions of the Public service announcements project align to the Adobe Certified Associate, Video Communication objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam are referenced with the following format: [1.1]

Project objectives

At the completion of the project, students will have developed the following skills:

Project management skills

- Selecting and planning a PSA theme
- Creating and managing a project proposal
- Developing a shot list
- Developing a script
- Identifying assets
- Collaborating, organizing and tracking reviews by using Clip Notes
- Using naming conventions for organizing clips

Design skills

- Identifying audience, purpose, and goals
- Understanding design elements for various types of films
- Understanding production plan phases for various types of films
- Learning video shooting techniques:
  - Closing shots
  - Establishing shots
- Planning integration of still imagery and video
- Understanding audio file types

Research and communication skills

- Analyzing and evaluating PSAs
- Planning strategies to guide inquiry
- Researching topics for PSAs
- Writing scripts
- Applying copyright and fair use
- Conducting peer reviews
- Demonstrating personal responsibility by incorporating feedback

Technical skills

Adobe Premiere Pro

- Using compositing to incorporate imagery
- Adding titles by using the Titler
- Using basic motion effects

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- Enhancing text by using sheen, shadows, fills, and shapes
- How to work with audio
- Syncing audio to video
- Exporting to web-ready video

Adobe Story

- Writing a script for a public service announcement

Audition

- Understanding the Audition interface
- Recording narration
- Mixing music, natural sound, narration, and sound bites
- Editing audio

Project materials

- Adobe Premiere Pro CS6 installed on all machines
- Adobe Story CS6 installed on all machines
- Adobe Audition CS6 installed on all machines
- Worksheet: Student project proposal
- Guide: Script-to-screen video production workflow
- Guide: Story creation tips
- Adobe Story guide: How to use Adobe Story to write scripts
- Worksheet: Shot list
- Guide: Writing tips
- Guide: Peer review
- Guide: Selecting and connecting microphones
- Guide: Voicing narrations
- Adobe Premiere Pro guide: How to record a narration in the Audio Mixer
- Adobe Premiere Pro guide: How to add text effects
- Adobe Premiere Pro guide: How to use the Motion effect
- Adobe Premiere Pro guide: How to apply and adjust video effects
- Adobe Premiere Pro guide: How to work with alpha channel transparencies
- Audition guide: Overview of Adobe Audition CS6 workspace
- Adobe Premiere Pro and Audition guide: How to work with audio
- Audition guide: How to record narration
- Audition guide: How to compose multiple-track recordings
- Audition guide: How to edit audio tracks
- Adobe Premiere Pro guide: How to use the Adobe Media Encoder

Background preparation resources

- Technical and content information
- Key terms
- ISTE NETS*S Standard for Students
- Adobe Certified Associate, Video Communication objectives

Project steps

Planning a public service announcement

(Suggested time: 100–150 minutes)

1. Introduce students to the goals of the project:

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- Identify audience, purpose, and perspective of public service announcements.
- Write a script.
- Record narration.
- Edit audio clips and text.
- Create motion effects.
- Edit and produce a public service announcement for the web.

2. Show students some public service announcements and help them identify and analyze the audience, purpose, and perspective.[1.1, 1.2] Discuss uses of each shot and audio or blended audio to create impact.[2.2, 2.3, 2.4] Also, discuss the elements included in the PSA. Discussion might include:

- How to grab the viewer's attention early and hold it
- How to make your point clearly and concisely
- How to offer and propose specific actions your audience can take
- The importance of giving your contact information
- The importance of using and offering accurate facts
- How to propose behavioral change

Note: You might gather some clips of PSAs prior to this activity.

3. Assign the class to small groups and explain the guidelines for the PSAs. Guidelines might include:

- Length should be 30–60 seconds or less.
- PSA should cover a specific topic.
- PSA should include voiceover narration.
- PSA should employ video, text, or graphic effects.
- PSA should be finalized in web-ready file format.
- Copyright citation and fair use guidelines should be applied where applicable.[1.3]
- Journalistic code of ethics should used and followed.

Note: You might want to review the journalistic code of ethics from Project 2.

4. Ask students to, in groups, identify the topic and point of view of their PSA. Using what they learned in previous projects, have them plan how they will use lighting, shot selection, b-roll footage, and shot sequence to impact the mood and intention of their chosen PSA. Allow students time to research their PSA topic. Explain that if necessary they should contact (via e-mail, phone, web conferencing, and so on) any individuals or organizations that will help them gather information for their PSA.

5. Explain that a PSA is a different type of film than the fils students created in Projects 1-3. Discuss the ways that the production plan may vary depending on the type of film.[1.4, 2.2] Ask students to complete the student project proposal to help them pre-plan the production then submit their topics and production plans for instructor approval.

Worksheet: Student project proposal [1.4]

Note: Adobe CS6 Production Premium contains new tools to more efficiently manage the script-to-screen video production workflow. Based on your equipment capabilities, consider how you can integrate Adobe Prelude to log and ingest footage, add metadata, and create rough cuts to speed up the production, post-production, and publishing workflow.

Guide: Script-to-screen video production workflow [1.4]

6. Explain that while students created a simple script in Project 3, scripts vary depending on the type of film and their script for the PSA will be more complex and require additional elements.[2.1] Students need to consider the premise, story synopsis or log line, character bios, and the use of extras in their film. Explain that the script writing process is the time to consider all the elements of the design of a film.[1.4, 2.2] Introduce students to the interface and functions of Adobe Story as a tool for writing a script, character bios, log line, summary, synopsis, and schedule. Instruct students to write an outline of a script for their PSA that includes voiceover narration.

   Guide: Story creation tips [2.1]

   Adobe Story guide: How to use Adobe Story to write scripts [2.1]

7. Have each group review their script outline, make revisions, and submit the outline for instructor approval.

8. Instruct students to create a shot list and identify additional assets (such as audio, images, interviews, and narration) for their PSA. If students wish to use images in their PSA discuss the appropriate image formats for use in video.[2.5]

   Note: Ask students to properly apply copyright citation and fair use guidelines to any visual or audio assets they use in their PSA. If necessary, review copyright and fair use guidelines from Project 1.[1.3]

   Worksheet: Shot list [1.4]

Developing and selecting content for a PSA

(Suggested time: 150–200 minutes)

9. Provide each group time to shoot footage according to their shot list. Explain that as they shoot, they should continually assess whether they have the necessary footage and rework their shot list as necessary to capture any additional footage.

10. Have each group view their footage and select sound clips, shots, and assets that meet the goals in their project proposals. Inform students whether there is time available to gather any further sound clips, shots or assets they feel are missing or if they need to change and resubmit their original project proposals to accommodate what they have gathered.

    Note: You might want to determine how much in- and out-of-class time to provide so students are aware of how much they can change or add after their initial shoot(s).

11. Using the approved outlines, allow student groups time to write their voiceover narration script based on the clips, shots, and assets they have collected and reviewed.

    Note: Some groups may need to revise and submit their script outline again for approval.

    Guide: Writing tips

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12. Pair two groups so they can conduct a peer review with their final scripts and improve them before submitting them to the instructor again for final approval.

    Guide: Peer review

13. Using the approved script, have each group record their voiceover narration.

    Note: If your school has quiet, sound-absorbing rooms, have the groups record their narrations there. If the rooms are not quiet enough, create a temporary recording area by doing some of the following:

    - Hang some thick blankets or fiberglass insulation on two adjoining corner walls.
    - Create a four-sided blanketed cubicle.
    - Avoid egg cartons, foam, or carpeting as insulation because they do not absorb sound well.
    - If you hang blankets in only one corner, point the mic toward that corner and have the narrator stand between the mic and the corner.

    Guide: Selecting and connecting a microphone

    Guide: Voicing narrations

    Adobe Premiere Pro guide: How to record a narration in the Audio Mixer [4.4]

Building a PSA

(Suggested time: 25–50 minutes)

14. Explain that effects can add interest to static images and text such as logos (as an example, you can ask student to think about the opening of movies and how production companies create interest in their logo by using effects).[2.3] Using the "I do, we do, you do" method, demonstrate how to create effects for video, text, and graphics in Adobe Premiere Pro.

    Note: Because students will be working with text effects, you may want to review the impact of text as discussed in Project 2 and discuss the importance of readability.

    Adobe Premiere Pro guide: How to add text effects [4.5]

    Adobe Premiere Pro guide: How to use the Motion effect [4.6]

    Adobe Premiere Pro guide: How to apply and adjust video effects [4.6]

    Adobe Premiere Pro guide: How to work with alpha channel transparencies [2.3, 4.6]

15. Explain that although they have learned to record audio narration in Adobe Premiere Pro, Audition is a stand-alone audio-editing and sound-mixing program that will enable them to be more creative with their audio. Introduce students to the Audition interface. Using the "I do, we do, you do" method, demonstrate the round trip audio editing process between Adobe Premiere Pro and Audition. Demonstrate the methods for recording narration, editing and blending audio tracks; and syncing audio and video in Adobe Audition.

    Audition guide: Overview of the Adobe Audition CS6 workspace

    Adobe Premiere Pro and Audition guide: How to work with audio [4.4]

    Audition guide: How to record narration

    Audition guide: How to compose multiple-track recordings

    Audition guide: How to edit audio tracks

16. Allow groups time to edit their PSAs. Explain that they should create effects and blend audio, using the skills they have learned in previous projects, such as adding appropriate transitions and creating supers.[4.5, 4.6]

    Note: Remind students of the discussion in Project 2 about the ethical responsibility of editors as they prepare their PSAs.

17. Explain the terminology used to describe different stages of video sequence development, including ingest, dailies, rough cut, first cut, picture lock, send to post house, director's cut, and final cut. Ask students to create rough cuts of their videos. Explain that they do not have to be perfect but should be complete enough so they can share their concept with others and solicit their feedback. Pair groups and have them review their videos with each other and brainstorm areas for improvement. Some possible items for review include:
    - Does the video meet the initial topic, purpose, and audience?[1.1]
    - Does the PSA include specific actions the audience can take?[1.2]
    - Does the video include contact information?
    - Is the voiceover narration clear? Does it enhance the PSA? Is it distracting?[2.4]
    - Does the video flow? Are there abrupt jumps in the story? Do the clips match? Does the sound match the video?
    - Can visual interest in the video be improved?[2.3]
    - Do the motion, text, or graphic effects create interest or distract from the video?[2.3]
    - Are all of the titles and words on the screen spelled correctly?

18. Allow students time to make any necessary editing and audio changes based on their review to make the final cut of their PSA.

19. Review the topics and formats of serving video over the web from Project 2 and instruct students to create their final PSA to be delivered over the web.[5.1]

    Adobe Premiere Pro guide: How to use the Adobe Media Encoder [5.2]

Presenting a PSA

(Suggested time: 100–150 minutes)

20. Have each group create a presentation to show their PSA and discuss their pre-production, production, and post-production process, shot decisions, and editing decisions.[2.6]

21. Each group should also document these things in a one-page reflection paper to be handed in to the instructor. Ask students to include evidence of proper copyright citation and fair use guidelines for assets in their paper and evidence of how they applied the journalistic code of ethics. Ask students to add a reflection on team process and identify ways that process could be improved.

Extension activities

You can extend the project in the following ways:

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- *Research:* Ask students to search online and write a paper or create a presentation on the history of public service announcements.
- *Copyright and fair use:* To reinforce these concepts, ask students to create PSAs that cover important topics of copyright and fair use. For ideas, view the lesson from the National Council on Teaching English (NCTE): www.readwritethink.org/lessons/lesson_view.asp?id=939.
- *PSA evaluation:* Ask students to take some of the PSAs they previewed at the beginning of the activity and deconstruct them, tying the shots and audio to the goals and behavioral changes the PSA is advocating. Students can then keep a reference document of these techniques to use in other videos they create.
- *Public service website:* Create a website around the PSA topic, including calls to action, background resources, and advocacy plans. You might cover basics of web design and development, using the resources from the Digital Design curriculum.

Assessment

- Project rubric

Background preparation resources

- Review the student step-by-step guides referenced in this project.
- For more advanced video production resources, including sample projects with multimedia assets and video tutorials, visit the Video Production Resource Center: www.adobe.com/go/hedvideoresources
- To view video tutorials aligned with the skills required to complete this project, visit the Digital Video CS6 show on Adobe TV: http://tv.adobe.com/show/digital-video-cs6/
- For more teaching and learning resources on PSAs, video production, and other topics in this project, search for resources from the community on the Adobe Education Exchange: http://edexchange.adobe.com
- For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Adobe Premiere Pro Help.
- For an overview of the interface and for more information on the technical aspects of Adobe Story, see Adobe Story Help.
- For an overview of the interface and for more information on the technical aspects of Audition, see Audition Help.
- You might supplement this project with the following video production books:
  - Aronson, I. (2006). *DV Filmmaking from Start to Finish.* Sebastopol: O'Reilly Media, Inc.
  - Millerson, G. (2008). *Video Production Handbook, Fourth Edition.* Burlington, MA: Focal Press.
  - Douglas, P. (2005) *Writing the TV Drama Series: How to Succeed as a Professional Writer in TV*. Studio City, CA: Michael Wiese Productions.

Public service announcements

- A presentation on using PSAs in the classroom: http://kathyschrock.net/psa.
- Viewable PSAs, resources, and a PSA Producers Guide: www.listenup.org/index.php.
- A leading producer of PSAs: www.adcouncil.org.
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Scriptwriting

- Study guides and activities for screenwriting: www.oscars.org/education-outreach/teachersguide/screenwriting/index.html.
- Techniques for writing PSA narration: http://understandingmedia.com/media-production/106-writing-public-service-announcements.

Video for the web

- A variety of primers for producing audio and video; specifically read the primer for compressing video for the web: www.adobe.com/motion/primers.html.
- Tips and techniques for shooting video for the web: www.mssvision.com/MSSV/Artists/WebVideo.htm.

Audio clips

- Soundzabound.com provides cutting-edge, copyright-safe audio for podcasts, videos and all forms of media. To learn more about obtaining a Soundzabound license of your own, visit www.soundzabound.com.

Key terms

- alpha channel transparencies
- audio mixer
- final cut
- motion effects
- public service announcement
- rough cut
- scriptwriting
- voiceover narration

ISTE NETS*S Standard for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Retrieval

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Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. collect and analyze data to identify solutions and/or make informed decisions.

4. Critical Thinking and Problem Solving

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts

   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

   a. understand and use technology systems.
   b. select and use applications effectively and productively.

Adobe Certified Associate, Video Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing video.

1.2 Identify video content that is relevant to the project purpose and appropriate for the target audience.

1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).

1.4 Demonstrate knowledge of the production planning and management process.

2.1 Demonstrate knowledge of how to organize and plan a video sequence.

2.2 Identify general principles for video shooting.

2.3 Demonstrate knowledge of visual techniques for enhancing video content.

2.4 Demonstrate knowledge of using audio to enhance video content.

2.5 Demonstrate knowledge of using still images to enhance video content.

2.6 Communicate with others (such as peers and clients) about design and content plans.

4.4 Manage sound in a video sequence.

4.5 Manage superimposed text and shapes in a video sequence.

4.6 Add and manage effects and transitions in a video sequence.

5.1 Demonstrate knowledge of export options for video.

5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Shot list	Absent or incomplete.	Provides a shot list with documentation of any new shots taken in the moment of filming.	Provides a complete shot list with documentation and explanation of any new shots taken in the moment of filming.
Student project proposal	Absent or incomplete.	Project proposal identifies purpose, audience, genre, elements, needed equipment, locations, distribution format, crew, and schedule of deliverables.	Project proposal clearly details purpose, audience, genre, elements, needed equipment, locations, distribution format, crew, and schedule of deliverables. Adjustments to the project proposal are determined early and clearly explained.
Rough cut	Absent or incomplete.	Rough cut includes edited footage and one text, video, or graphic effect.	Rough cut begins to create a story structure. Rough cut includes edited footage and use of text, video, and graphic effects.
Public Service Announcement – content	Absent, incomplete, or unfocused rationale.	PSA is 30–60 seconds long and covers a specific topic. PSA includes appropriate voiceover narration.	PSA is 30–60 seconds long and covers a specific topic concisely and clearly. The PSA grabs attention and offers specific action items related to the topic. PSA includes clear and well-written voiceover narration.
Public Service Announcement – technical	Absent, incomplete, or unfocused.	PSA employs at least one text, graphic, video, or motion effect. PSA utilizes appropriately blended audio. PSA is in a web file format and can be streamed on the web.	PSA employs two or more video, text, graphic, and motion effects. PSA's audio is seamlessly blended and adds interest to the story. PSA is in a web format and can be streamed on the web.

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	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Reflection paper	Absent, incomplete, or unfocused.	Reflection paper includes information and analysis on the pre-production, production, and post-production process, shot and editing selection, and web delivery formatting decisions. Reflection paper identifies copyright attribution for assets and explains how student applied the journalistic code of ethics.	Reflection paper clearly analyzes the group's pre-production, production, and post-production process, shot and editing selection, and web delivery formatting decisions, using examples from their review process. Reflection paper offers insights on how group can improve their PSA. Reflection paper identifies copyright attribution for assets and explains how they applied the journalistic code of ethics, citing specific examples.
Peer review	Absent or incomplete.	Students offer clear critiques and suggestions for improvements.	Students offer clear critiques that identify discrepancies between the goals and project proposal and propose solutions to remedy the discrepancies.
Time management	Absent or incomplete.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.
Teamwork	Absent or incomplete.	Teams collaborate and interact with peers, experts, or others to create a public service announcement. Teams create, plan, and manage the project proposal to ensure delivery and approval of the final PSA.	Teams clearly and efficiently collaborate and interact with peers, experts, or others to create a public service announcement. Teams expertly create, plan, and manage the project proposal to ensure delivery and approval of the final PSA.

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