

Lights, Camera, Literacy!
High School Edition
Lesson Plan #5

Topics:

Journal Writing
Audio's Impact
PSA Anti-Bullying Project
Two-Column Script Writing

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will identify the two column script.
Students will begin pre-production on their PSA productions.

Materials:

Journals
LCD projector or Promethean Board
Chart paper and Post-its or Promethean Board
Large pieces of bulletin board paper and markers

HANDOUTS:

PSA SAMPLE Two Column Script
Two Column Script Template
Storyboards
AFI Glossary of Film Shots (in folders)

New Vocabulary: PSA, Two-Column Script, Brainstorming

Sequence of Events:

I. Journal Writing (15)

Prompt: How did adding Creative Commons licensed sound effects and music make a difference in your conflict scene productions?

II. Anti-Bullying PSA Project (35)

1. Discuss bullying being a theme in *The Shopping Bag Lady*. Ask students their reaction as they watched the beginning of *The Shopping Bag Lady* when the three teenage girls were being mean to Annie, the elderly homeless woman. Ask students if they have ever witnessed someone being bullied?

Students will be creating short anti-bullying PSA'S for a national contest for their next film project.

The following sites sponsor national anti-bullying PSA contests students can enter:

<http://www.nobullchallenge.org>

http://www.thebullyproject.com/share_a_video

<http://www.stopbullying.gov>

Project the sites listed above on the overhead and explore with your students. (If you find other anti-bullying PSA film contest please share with us!)

2. Tell students that before they start planning their own PSA's they are first going to watch and analyze a short 40-second anti-bullying PSA. Show students the following award winning anti-bullying PSA: [Bully Bystander: You Can Make a Difference](#)
3. After viewing the short PSA, ask students to identify the different types of audio they heard. You may want to play the PSA again for students.

The PSA includes the following types of audio:

- **sound effects:** subtle sounds layered over the music. also, a sound effect at the end when the title slide comes in.
- **music:** instrumental
- **VO's:** voiceovers of character's inner thoughts

Point out that there is **NO** dialogue in this PSA. Explain to students that they are going to follow this same format for their PSA productions. They must create an original anti-bullying PSA that does **NOT** include dialogue.

Instead, they must include Creative Commons licensed sound effects and music, as well as voiceovers. Depending on the contest you and your students wish to enter, the PSA's will be either 30 or 60 seconds in length.

III. Introduce the TWO-COLUMN SCRIPT (25)

1. Project this two column script **TEMPLATE** on a large screen and review. Explain that everything the audience sees should be listed in the left column under video. This includes every shot they plan to use, all title slides and even the credits. **ANYTHING** the audience sees must be listed under the video column.

In the right column, write down all corresponding audio you plan to use for every scene. This includes dialogue, **VO's**, sound effects and music. **ANYTHING** the audience hears must be listed under the audio column.

2. Hand out copies of the **PSA SAMPLE** two column script. Rewatch the anti-bullying PSA and have students follow each shot on the script. Afterward, point out that there are only eleven total shots in the PSA, including the final text slide.
3. Next, play the PSA again and have students fill in the right column, writing down what they hear in **EVERY SHOT**. You may

have to play the PSA a few times. Afterward, review the different pieces of audio students wrote down. Ask if they think this is an effective soundtrack? Do they think the soundtrack enhances the action and helps tell the story?

(If time allows you can also have students storyboard every shot in this short PSA as you start and stop the video for them. This will help emphasize the importance of planning their shot sequences.)

IV. Focused Brainstorming Session (30)

1. Explain to students that **BRAINSTORMING** in groups can be a powerful way to generate ideas for their film projects. Review the following rules and procedures for effective brainstorming:
 - Everyone **MUST** participate
 - **ALL IDEAS** should be considered
 - Use all the time to actually generate ideas. Try not to get hung up on any one idea and then stop. The point is to generate **AS MANY IDEAS** as possible in the allotted time.
2. If possible, provide groups with large pieces of bulletin board paper and markers. They should scribble down their group ideas during the brainstorming session. Give students **TWENTY MINUTES** to brainstorm ideas for their anti-bullying PSA's.
3. Have students look over all the ideas they brainstormed and decide which one to choose for a group production.

V. PSA Pre-Production (90)

1. Tell students it's very important to carefully plan out their PSA's during the Pre-Production process. Film-making is about executing a plan. The more developed their plan, the more successful they will be!

2. In their groups, students plan and write their scripts using the Two Column Script TEMPLATE. Ideally, they would be able to complete this digitally and then print it out.
3. Once students have completed their two column scripts, they create their storyboards.
4. Students search for Creative Commons licensed music and sound effects using freesound.org or the Free Music Archives.

(Teachers can grade each group's two column scripts before or after they film. Time permitting, you can sit with each group before they film and do a read aloud of their scripts to get a sense of their plan and to grade them.)

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What have you learned about the importance of pre-production?
2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.