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Public Service Announcement (PSA)

WHAT: Students will be working on creating a Public Service Announcement style commercial over the next few weeks. The PSA should deliver a healthy message about tobacco (grade 4) or alcohol use (grade 5). Students should be able to explain what their specific message is and who their target audience is.

WHO: Students may work alone, or in groups of 2 or 3.

WHERE: This project will be completed at school, during Health classes. Only the filming of the final product (if applicable) may take place at home

WHEN: This project will be due on Friday February 12.

HOW: The PSA will be presented as a filmed commercial using a smartphone or tablet.

WHY: This project combines curriculum expectations for Health and Media.

| Health | C1. Demonstrate an understanding of factors that contribute to healthy development | | | | |
|----------|--|--|--|--|--|
| | C2. Demonstrate an ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being C3. Demonstrate an ability to make connections that relate to health and well-being – how factors in the world affect our own and others' health and well-being | | | | |
| Media | 3. create a variety of media texts for different purposes and audiences | | | | |
| Literacy | 4. reflect on and identify strengths as media interpreters and creators, | | | | |
| | areas for improvement and the strategies most helpful in understanding and creating media texts. | | | | |

Critères de succès

| | Niveau 1 | Niveau 2 | Niveau 3 | Niveau 4 |
|-------------------------------------|----------|----------|----------|----------|
| Message: Je peux expliquer le | | | | |
| message de mon 'PSA' et | | | | |
| pourquoi c'est important | | | | |
| Audience: Je peux expliquer qui | | | | |
| est l'audience cible et pourquoi je | | | | |
| l'ai choisi | | | | |
| Media Conventions: J'ai inclut les | | | | |
| parties appropriés d'un « PSA », | | | | |
| comme on a discuté en classe. | | | | |