



Going Public: Public Service Announcements

Objectives

1. Introduce the “Challenge Cycle” as a framework for working out solutions for the specific challenge, with “Go Public” as a Public Service Announcement.
2. Map out what IT Girls already know about PSAs.
3. Review examples of successful PSAs in terms of how they communicate a challenge, clarify solutions, and show YOU (the viewer) how to be a solution.
4. Teams refine their challenge into a specific challenge to research and solve, knowing they will produce a PSA in July during the Summer Academy.

Preparation

- IT check: laptop, computers, video projector, digital camera, play with <http://www.digitalfilms.com>
- Check news and IT news for events you think may interest IT Girls: Google Health, Google Sci/Tech, ZDNet (<http://news.zdnet.com/>), <http://slashdot.org/>
- Select several PSAs from the References section to show IT Girls. Pick some excellent examples, and some examples of what NOT to produce.
- Open a blank PowerPoint file, or log on to Google Docs to record IT Girls’ ideas about PSAs.

Activity

Welcome: greet IT Girls as they arrive. Make sure they pick up and wear their name tags.

Review progress: review accomplishments from lesson 2, “What’s Your Problem?”

Continue the decision making process if teams haven’t picked a specific challenge yet.

Lead ahead: summarize the objectives for today’s session.

Icebreakers

This Saturday session is the first time the girls will be together for a long period of time and you’ll have some time for non-challenge related activities. Do some icebreakers and get-to-know-you games to let the girls become closer and more comfortable with each other. Try to break down barriers between girls from different high school and different cliques.

Challenge Legacy Cycle

The Legacy Cycle uses challenges as anchors for learning. The challenges are designed to create an increasing depth of knowledge in a specific subject, with each challenge presented as one cycle of the Legacy shell. The combination of well-designed challenges and meaningful learning activities provides a rich environment for both the students and the instructor. The six steps constituting each cycle of Legacy are:

- **Look Ahead and Reflect Back**, which allows students to see where they are going and to reflect back on where they have been
- **Generate Ideas** allows students to explore, within a group setting, their initial thoughts and ideas about the challenge at hand



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- **Multiple Perspectives** gives students the opportunity to listen to experts in the field describe their own hypotheses and ideas about the same problem
- **Research and Revise** allows students to test their own hypotheses concerning a challenge; for example, through advanced computer-based simulations, students are able to vary parameters of a model and study the effects that these changes have on model performance
- **Test Your Mettle** provides a means of formative assessment, allowing students to reflect on what they have learned thus far, and to identify any weaknesses or misconceptions they still may have
- **Go Public** encourages students to share their thoughts and ideas with their peers and provides a summative assessment

Display the Challenge Cycle diagram on the projector: <https://repo.vanith.org/portal/public-content/star-legacy-cycle/star-legacy-cycle>. Explain each of the stages of the cycle. Ask the girls which stage they think that they are in.

Explain where the girls are (Generating Ideas), where they are going (Consider Multiple Perspectives), and where they will do during the summer academy (Go Public via PSAs).

Public Service Announcements

Open with asking the whole group to share what they know about Public Service Announcements:

- Have you seen a public service announcement?
- What is the purpose of a PSA?
- What are some characteristics of good a PSA?
- How do you think PSAs affect people's behavior?
- Do PSAs tend to be low-tech (Truth PSAs) or high-tech (animations, computer graphics)?

Record IT Girls' responses on a blank PowerPoint slide, on Google Documents, or on giant post-it paper. Project the document for everyone to see.

Work with the girls to consolidate their PSA criteria into a single rubric. Keep the PSA criteria document window open. (Assistant can save the criteria on Google Documents while the group watches PSAs)

Show the girls examples of PSAs. See a list of URLs in the supplemental spreadsheet for this lesson.

Set up contrasts between good PSAs and poor PSAs. After girls view each PSA, tell them to evaluate it based on their criteria.

Tell the girls that each of their teams will produce a PSA about their challenge and solutions.

Create your first PSA

Direct all the girls to <http://www.digitalfilms.com>, an online Flash movie maker.

Show the Sample Movie on the front page on the projector.

Have the girls create a PSA with several characters, actions, and text lines. Each group can show their video to the whole group.

Continue Refining the Specific Challenge

Regroup the teams.



IT Girl Lesson Plan 3



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With the remaining time, groups will map out what they think they need to do in the remaining cycles and share any new information about their topic. If necessary, help the teams to further refine their specific challenge, knowing that they will progress through the Challenge Cycle to produce a PSA.

News Flashes

At the end of every lesson, encourage girls to check technology news sources on their own time and come in with “news flashes” about cool tech news. Give girls the opportunity at this point in the lesson.

Looking Forward

Let the girls know what you’ll be doing in the next lesson.

SAMPLE