



act-out for health

High School Lesson Plan PSA Contest

Lesson title

Editing your Act-Out for Health PSA

Estimated lesson time

Approximately 60-70 minutes

Learning objectives

- Students will utilize a storyboard to plan and edit their PSA.
- Students will map out a plan for their project and identify the challenges that come with the editing process.
- Students will edit their story to fit in a 30-second time frame.

Materials

- Computers with Movie Maker, iMovie, or other technology software installed
- Storyboard and Planning Guides (found on the Act-Out for Health website, www.actout4health.org)
- Act-Out for Health rules and guidelines (found on the Act-Out for Health website, www.actout4health.org)

Resources

For information on how to get your students started on their Act-Out for Health project, see our High School Lesson Plan found on the Act-Out for Health website, www.actout4health.org. Look at the Teacher site under Materials.

Vocabulary Lesson

Film editing: the process of selecting and joining together shots, connecting the resulting sequences, and creating a finished product.

Post production: stage at which editing, scoring and effects are executed on a TV production; typically takes longer than filming.



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Procedures and discussion (5-10 minutes)

- Ask students what has been the most difficult part about shooting their commercial. Time constraints? Deadlines? Actors who don't show up?
- Open the question for discussion. Allow students to share experiences with the class.
- Ask students what they have learned about film-making. Did the Act-Out for Health project change any thoughts they had about film-making previous to the project?
- Ask students to share the premise of their commercials with the class. Encourage them to use their storyboards to share.
- Allow students to provide feedback and suggestions to each other.
- Ask the students to raise their hands if they had ever thought about health insurance prior to the start of the contest.
- Ask students to list what they have learned about health insurance since beginning the project.
- Ask students if it was important to know about health insurance prior to beginning the development of their commercials. Why or why not?
- Ask students if they thought it was important to eat healthy and exercise before the project. Why or why not? How do they feel about healthy living now?

Activity: Planning session (optional, 10 minutes)

- Explain the important role planning plays in the film-making process.
- Have students meet in their project groups.
- Pass out the Planning Guide (found at www.actout4health.org) to each group.
- Have the students create a timeline for the remaining days/weeks/months left until their commercial is due (January 6, 2012).



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Activity: Post-production (15-20 minutes)

- Discuss with students the post-production process. Including, but not limited to, sound and scene editing, music, and the 5-second “countdown” required for the contest.
- Make sure each student in each group has been given a post-production task.
- Give students time at their computers/work stations to begin post-production.
- Tell them they have 15-20 minutes to work together to bring their PSA closer to completion.
- Walk around to each group and mark their progress.
- Tell the students to use their planning timeline as a guide to help them reach completion. Remind students of the importance of planning.

Presentation and Discussion (10 minutes)

- Give students a 5-minute warning to save their progress.
- Have them list (either on paper or out loud) what aspect of post-production they are utilizing as they complete their entries.
- Ask students what portion of post-production they anticipate to be the most difficult. Why?
- Ask students what portion of post-production they anticipate to be the easiest. Why?
- Have students discuss in class the editing process. Ask them to take out their original storyboards (if they still have them).
- What portions had to be “scrapped” in favor of other scenes or slides?



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Group Activity: Storyboard development (5-10 minutes)

- Have students get back into their groups.
- Pass out a new storyboard guide (found on the Act-Out for Health website, www.actout4health.org on the Teacher site under Materials.)
- Have them fill out the storyboard guide to match the most recent version of their advertisement.
- Have them list what ways their ad has changed and morphed through the entire process.

Review discussion (5-10 minutes)

- If time permits, have students come back together at the end of class to discuss their progress.
- What has changed their original concept the most? Rules and guidelines? Time constraints? Bad ideas?
- Remind them that the contest due date is approaching.
- Discuss rules and guidelines with the students, especially those that might affect the editing process.
- Encourage students to meet together in their groups before the next class period to finish up their commercial.

Post contest discussion (optional, to be completed in February)

- After students have submitted their entries and received the contest results, meet together to discuss the contest.
- Ask students what worked and what didn't work for their entry.

Note: This is a suggested lesson plan that can be adapted to align with Sunshine State Standards.