Media Savvy

In this assignment, you will apply your learning to evaluate a piece of media messaging in the area of youth

This assignment has two parts:

* Part A: You will write an essay responding to and analysing a public service announcement (PSA) video of your choice.
* Part B: Develop a storyboard for your own video PSA on an issue for youth prevention in your own community.

Technology, social media marketing, and the media play a dominant role in the lives of youth in the 21st Century. When completing the assignment reflect on whether the PSA you respond to, and the one you create:

* Develop positive and culturally relevant content for media platforms.
* Advocates for activities that educate youth on the influence of media messaging.
* Creates forums with other agencies to encourage critical thinking about effective use of media to convey constructive messages to youth.
* Collaborates with community partners to share or leverage media-related resources and develop positive and appealing promotional materials for youth using a variety of media.
* Develops and shares approaches designed to engage youth to develop their own media message based on issues of interest and importance to them.
* Explains the influence of media as a contributor to ideas, experiences, knowledge, and perceptions.
* Emphasizes the value of assessing the validity and credibility of any information they access online.
* Provides examples of how media can be used to convey to youth positive and negative messages.

Part A: Review Public Service [Announcements](https://moodle.tru.ca/mod/forum/view.php?id=697944)

In this segment of the assignment, you will review several public service announcements, and evaluate them.

1. **Choose a Video**

Select a video of your own choosing or use any of the following resources:

* + CanaLife MD. (2014, November 12). *The Canadian governments drug prevention - marijuana use - TV ad* (0:30) [Video].

Retrieved from <https://youtu.be/1lVpBO_WJCE>.

* + LoveWired Toronto. (2011, June 10). *Health Canada – drug prevention* (6:31) [Video]. Retrieved from <https://youtu.be/6nP9GMZBiWU>
  + Several recent public service announcement videos can be found on [The Partnership for a Drug Free Canada's (PDFC) YouTube channel](https://www.youtube.com/user/DrugFreeCanada).

1. **Video Description**
   * Describe the following in the first part of your essay:
   * What were the key messages in the video? (Please provide link and citation for the video.)
   * What was the intent of the video message?
   * What audience was this message intended to appeal to?
2. **Analysis**
   * What strategies were used in the video messages?
   * Do you believe this would appeal to the intended audience? Why or why not?
   * Were the strategies developmentally and/or culturally relevant? Why or why not?

Part B: The PSA Storyboard

Develop a storyboard for your own PSA on an issue for youth prevention in your community. Upload it to your Open Learning Faculty Member for grading along with the following written portion:

* What elements were important to you and why?
* Discuss your ideas in terms of developmental relevance and cultural relevance?
* What is your intention for this PSA and why do you believe it would have a positive impact?
* How is this different from the video PSA’s that you reviewed in Part A?
* What is important for you to remember when working in partnerships to develop prevention messaging?

The following website will give you some ideas on how to create your own storyboard.

* Bell, J. (2010, March 2). [How to create the perfect public service announcement](http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html).

Have fun!

Grading Rubric

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| --- | --- | --- | --- |
| **Grade** | **Ability to Apply Evidence-based Evaluation** | **Comprehension of the Elements of Effective Messaging** | **Creative Rationale and Application for a “Youth” Appeal (Storyboard PSA)** |
| Excellent  14–15 | Demonstrates the use of current and accurate research that goes beyond what was presented in the assigned readings.  Clearly articulates the influence of media messaging on substance use.  Clearly links analysis to evidence-based strategies and messages for youth.  Incorporates the use of critical thinking in evaluation of current messaging around prevention. | Clearly articulates the influence of media as a contributor to ideas, experiences, knowledge, and perceptions of youth about the acceptability of substance use.  Develops developmentally appropriate messages for use on social media. | Provides a solid evidence-based rationale with regards to the use of both positive and negative messaging for youth regarding substance use.  Develops and shares approaches designed to engage youth on issues of interest and importance to them.  Incorporates positive messages that are culturally relevant. |
| Good  11–13 | Demonstrates the use of current and accurate research.  Articulates the influence of media messaging on substance use.  Links analysis to evidence-based strategies and messages for youth.  Provides evidence of critical thinking in evaluation of current messaging around prevention. | Articulates the influence of media as a contributor to ideas, experiences, knowledge, and perceptions of youth about the acceptability of substance use.  Evidence of developmentally appropriate messages for use on social media. | Provides an evidence-based rationale with regards to the use of both positive and negative messaging for youth regarding substance use.  Develops and shares approaches designed to engage youth on issues of interest and importance to them.  Incorporates positive messages that are culturally relevant. |
| Needs Work  < 11 | Limited demonstration around the use of current and accurate research that goes beyond what was presented in the assigned readings.  Notes the influence of media messaging on substance use.  Minimal links in analysis to evidence-based strategies and messages for youth.  Limited use of critical thinking in evaluation of current messaging around prevention. | References the influence of media as a contributor to ideas, experiences, knowledge, and perceptions of youth about the acceptability of substance use.  Development of appropriate messages for use on social media is minimal. | Provides a limited evidence-based rationale with regards to the use of both positive and negative messaging for youth regarding substance use.  Develops and shares limited approaches designed to engage youth on issues of interest and importance to them.  Incorporates a few positive messages that are culturally relevant. |