

Facilitation Guide



Public Service Announcement Springboard Lesson 3.5

EXPERIENCE OVERVIEW

Students have read Ben Sasse’s essay, “What to Do with the Kids This Summer? Put ‘Em to Work.” They are tasked with rereading nine paragraphs on Sasse’s call to action for parents. They are then tasked with making a minute long public service announcement to answer the question “what to do with the kids this summer?” and need to include a call to action, reasons to support their call to action, and language to appeal to their audience. The incorporation of Brain Targeted Teaching and Arts Integration deals with using social media applications popular among young teenagers especially, including TikTok and its Instagram derivative, Instagram reels. Students will use textual evidence to make a short compelling argument that will appeal not only to fellow peers, but a wider audience.

Standards

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

NATIONAL ARTS STANDARDS

MA:Cr1.1.I – Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Getting Ready

LEARNING OBJECTIVE

Students will use textual evidence to make a short compelling argument that will appeal not only to fellow peers, but also to a wider audience using TikTok or Instagram.

RATIONALE

The Springboard curriculum currently asks students to script their public service announcement and give a one minute presentation to the class. With students who may be academically below grade level in reading and writing, this activity which uses BT5’s Teaching for Application of Knowledge allows students to apply their tech-savvy skills and gained content knowledge in a much more engaging manner. Students will gain much greater long-term retention of Sasse’s argument, as well as skills in making and analyzing effective arguments that appeal to audiences.

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ARTS INTEGRATION MATERIALS



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TEACH

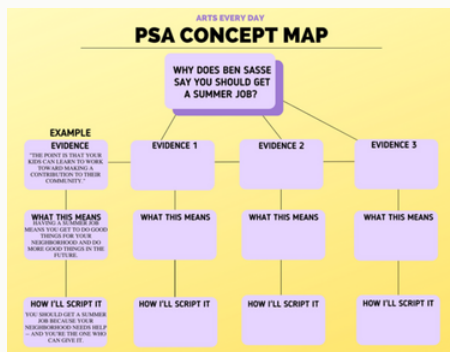
Engage

- Students will have the choice of whether they want to write out the script or not. Start the assignment with differentiation by choice based on access to technology: do students want to use TikTok, Instagram Reels, or deliver the public service announcement traditionally in front of the class?



Idea Mapping

- If students need additional supports with reading and writing, consider incorporating a **concept map** to map out the merits of getting a summer job, incorporating both textual evidence from Ben Sasse's piece and prior knowledge. Teachers may provide extra supports of sentence starters and quote catchers. Make a concept map available to all students to assist with scripting. Here is a sample:



Voice Over

- Students will then do a minute-long voiceover of their argument for why you should get a summer job. Students without technology access will practice and revise scripts prior to performance, with teacher and peer assistance.
- Students with technology will use their voiceover to use either the TikTok or Instagram Reels app, incorporating images, visuals, and other mixed media to supplement their voiceover. Teacher will show a tutorial on how to make a TikTok video, and students will collaborate on technical aspects.
- Students can watch this video for additional [support on how to make a TikTok video](#)
- After making the video, students will send the video to the teacher through e-mail and students will deliver their arts-integrated public service announcement.

