

## Think Like an Advertiser

The **BIG** Idea

- How do advertising teams construct public service announcements (PSAs) to create awareness of an issue?

**AGENDA**

Approx. 45 minutes

- I. Warm Up: What's a PSA?  
(10 minutes)
- II. Introducing the PSA Contest  
(5 minutes)
- III. PSA Analysis (25 minutes)
- IV. Wrap Up (5 minutes)

**MATERIALS**
 **STUDENT HANDBOOK PAGES:**

- Student Handbook page 28, Do Tag Lines Work?
- Student Handbook pages 29–31, Ad Analysis Forms
- Student Handbook page 32, PSA Topics

 **FACILITATOR PAGES:**

- Facilitator Resource 1, Do Tag Lines Work? (Answer Key)
- Facilitator Resource 2, PSA Contest Basics
- Facilitator Resource 3, Ad Agency Flow Chart
- Facilitator Resource 4, Ad Analysis Summary

 Laptop, LCD projector, and speakers

 Ad Council PSAs (See **PREPARATION**)

 Overhead projector
**OBJECTIVES**

During this lesson, the student(s) will:

- Discuss the purpose of a public service announcement (PSA), and recognize the difference between a PSA and a commercial advertisement.
- Analyze and evaluate PSAs, identifying the client, the target audience, and how the message was conveyed.

## OVERVIEW

In this unit, students work in teams as ad apprentices challenged to develop a 30-second public service announcement (PSA) for which Roads to Success (RTS) is the client. In this first lesson, students work in teams to “think like advertisers” as they critically examine existing PSAs, evaluating what makes them effective. As part of their assessment of individual PSAs, students consider who created the message, who the target audience is, and what idea or action the ad is selling. If there is time, the lesson will wrap up with teams receiving a list of topics to consider for their own PSAs.

## PREPARATION

- Students will be assigned to teams of four who remain together throughout the unit. Students will get into their teams at the beginning of lesson 2, so if your students have not previously been assigned teams, you should be ready to make these assignments at the beginning of the next lesson.
- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- Video preparation:  
Go to the Ad Council’s website (<http://psacentral.adcouncil.org/psacentral/signon.do>) to preview and select three PSAs that will be of interest to your students. PSAs on educational themes are preferred over health themes, as these will be more helpful examples as students create their own PSAs. (Note: you will need a recent version of Windows Media Player to view the videos. Downloading instructions are provided on the Ad Council website.)

Make arrangements to view the videos in class:

- Via Internet
- By downloading to your computer prior to class.

Preview the “Sock Friend” PSA found on the Roads to Success website (<http://www.roadstosuccess.org/documents/psaYouthSockFriend.wmv>) and make arrangements to view it in class.

Review sample ad analysis summaries found in **Facilitator Resource 4**, and be prepared to discuss this information for the PSAs you’ve selected. See page 195 for an analysis of the “Sock Friend” PSA.

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 29–31, Ad Analysis Forms**
  - **Facilitator Resource 2, PSA Contest Basics**
  - **Facilitator Resource 3, Ad Agency Flow Chart**
  
- ❑ Check in with your school administrators to see if the winning PSA can be published on your school's website. If not, see if YouTube is an option, or consider presenting it at a school assembly. You want to create an opportunity for the winning group's PSA to be seen by others.

## BACKGROUND INFORMATION .....

In this series of five lessons, RTS invites students to work in teams as ad apprentices, and create a public service announcement, an ad that provides education and awareness of significant social issues in an effort to change the public's attitudes and behaviors and stimulate positive social change. (Ad Council definition)

### Experiential Learning

Each year, we hope to provide students with a real-world opportunity within the confines of the classroom. This is often referred to as experiential education or project-based learning. Through units like Ad Apprentices, we hope to connect work students do in school with real life and the work skills they will need as employees (for example, planning, organization, research, and time management).

Some of the hallmarks of the experiential learning process are:

- An authentic problem
- Academic rigor
- Learning applied to situations of consequence
- Active exploration
- Adult connections (This might include judging of entries and assistance with videotaping, as well as the usual facilitator support.)
- Assessment practices (At the project's conclusion, students will reflect on their roles as part of a team.)

## Media Literacy

In addition, we expect that students will learn something about media literacy: that the media they see is constructed by someone, for a particular audience, to convey a particular message. The Center for Media Literacy provides five key questions for analyzing media:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles, and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

In this series of lessons, we'll be focusing on **items 1, 2, and 5**.

## Advertising & TV Production

Finally, students will learn something about advertising techniques and the language of television production. This knowledge is necessary for an authentic, academically rigorous experience. But teamwork, leadership, and full participation in creating their own media messages come first.

NOTE: Each school will produce its own video with the participation of the winning team.

Technical requirements for local productions follow:

## Video Parameters

### Planning:

At the conclusion of the Ad Apprentices unit, the winning team will shoot and edit their 30-second PSA. If you've not already done so, please survey your school/district to make sure you have the equipment and personnel needed to make this happen.

For those unfamiliar with video equipment and editing software, it will be helpful to find someone who can provide advice or hands-on assistance in both the videotaping and editing phases of this project. A student filmmaker or school media specialist might be such a person.

### Time Requirements:

- Allow at least two to three hours of editing to create the 30-second PSA.
- Allow about two weeks for filming and editing.
- All of the recommended equipment and software is consumer quality and fairly user-friendly. Please check to see what's available (and in working order) at your school.

**Editing Software:**

Both PCs and Macs have software for video editing. Check with your school to see what's available. You'll need at least two audio tracks and a basic menu of transitions. The amount of video you can download is contingent on the memory available on your hard drive. Thirty minutes of footage will require 10–15 GB of memory.

**Camera Requirements:**

- Mini digital video. (All companies make these, including Canon, Sony, and Panasonic.)
- Jack for an external microphone (optional; provides best sound quality.)
- Cable that connects the video camera to the computer. Make sure that the computer has the input jack that is compatible. If not, you would need to install a separate interface card.
- Tripod.
- Image stabilization (for handheld shots; not absolutely necessary, but helpful.)
- NOTE: You do not need in-camera editing features.

**Microphone:**

- You could use a lapel microphone (\$20; long cord with battery pack) or a handheld microphone; (optional.)

**Additional Tips:**

- Pay attention to the audio quality. An in-camera microphone may not be adequate if you're any distance from the subject, so plan accordingly.
- Make sure you're including only what's needed in the frame. Closer is generally better.
- If you're planning on doing multiple takes of a single scene, "slate" each so you can find it again. Press record, then have your subject hold a piece of paper that identifies the scene (e.g., "First lady greets students, take 1") before beginning the actual taping.

## VOCABULARY

**Brand:** A name for a product, like Kleenex tissue or Xbox video games. In modern advertising language, brand can also mean a company image, like the Nickelodeon brand or the Disney Channel brand. It can also be used as a verb, “to brand” something means to associate it with the company image.

**Emotional Appeal:** A technique advertisers use to hook into viewers’ emotions as a way to persuade them to do or buy something.

**Public Service Announcement (PSA):** An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

**Tag Line:** A brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

**Target Audience:** Specific groups of people that advertisers want to reach.

## IMPLEMENTATION OPTIONS

**In general, please note the following:**

- During this five-week lesson plan, you can make time adjustments as needed. If a lesson is finished more quickly, move on, or if you need more time to complete it, carry it over to the next week. Just keep an eye on the overall picture so every class finishes its PSAs on time. If time allows, you may wish to split Lesson 5, PSA Presentations into two classes, adding an extra week for completion of this unit.
- It’s fine if more than one team wants to address the same topic for their PSA.

**For this lesson in particular:**

For **Activity III: PSA Analysis** feel free to put your students in either pairs or small groups, whichever works best for your class.

If you are running short on time, you may choose to review only two PSAs in **Activity III, PSA Analysis**. Review the first PSA as a class and have students review the second PSA in pairs.

## ACTIVITY STEPS

### I. Warm Up: What's a PSA? (10 minutes)

1. [As students enter the class, instruct them to turn to **Student Handbook page 28, Do Tag Lines Work?** Give students a few minutes to match the products listed with their corresponding tag lines.]
2. **SAY SOMETHING LIKE:** Which tag lines did people think were most effective and why? Who here has been persuaded to buy a product because of its tag line? [Allow students to respond.] It sounds like some commercial advertisements can be very persuasive. We're going to watch a special kind of advertisement now and think about whether or not we find it persuasive and why.
3. [Direct students' attention to the television, where you've cued up the first PSA. Click to play the PSA titled "Sock Friend," a PSA aimed at encouraging students to join afterschool programs.]
4. [When the clip is over, prompt a very quick discussion about students' impressions of the ad.
  - Who is this ad aimed at?
  - According to this ad, what's the advantage of after-school programs?
  - Does anyone know what kind of an ad this is?

Then encourage the students to describe how this ad is different from ads for things like clothing and food. Follow up by defining a PSA and comparing it to a commercial ad, as follows.]

**SAY SOMETHING LIKE:** This commercial is a specific kind of ad called a public service announcement, or PSA. PSAs are persuasive like the ads you see for things like jeans, movies, etc., but they are also very different. Rather than trying to get you to buy something, PSAs make you aware of an issue or a problem and encourage you to take action. You've probably seen PSAs on topics such as the dangers of smoking, the need for recycling, and the importance of staying in school.

5. [Display the following chart on an overhead or chart paper. Call on a few volunteers to identify PSAs they've seen on TV, who they're aimed at, and what their message is. Record the students' answers on the chart.]

PSA	Target Audience (Who is the PSA aimed at?)	Message

## II. PSA Contest Introduction (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you have seen Donald Trump's show, *The Apprentice*? [Show of hands.] In the show, contestants work in teams to complete different tasks. In almost every season, teams create ad campaigns to promote items ranging from a new cereal brand to a cutting-edge video game. Like Trump's apprentices, your challenge is to work with a team as "ad apprentices" to develop a PSA. Today we are going to analyze three different PSAs to learn what they are all about. Next week, we'll talk about the different jobs and tasks for this project. Each of you will work in a team of four students, where each student has a different job. In a month each team will get to present their PSA to the class. The winning team gets to videotape their ad and have it appear on the school's website!
2. [Display **Facilitator Resource 2, PSA Contest Basics** on either an overhead or chart paper. Pick different student volunteers to read each of the following points aloud:
  - Student teams (of four) will develop a 30-second public service announcement with a Roads to Success message.
  - Each class will select two finished PSA proposals to advance to a ninth grade competition.
  - A winner will be selected from each school to be submitted to RTS for approval.
  - The winning video(s) will be produced and edited by the students.
  - Completed PSAs will be shared with the public. (Explain to students how their PSA will be shared. Do this on your school website or through another option you've decided for your students.)

Answer any big questions students have, but let them know that you will go over the rules of the PSA contest in more detail next class.]



### III. PSA Analysis (25 minutes)

1. **SAY SOMETHING LIKE:** All ads, whether the goal is to sell a product or an idea, are created by someone (the client), for someone (the target audience), and for a particular reason, the client wants the viewers to buy something (example: a certain brand of soda), take an action (example: recycle), or be aware of something (example: smoking causes cancer).

So, for example, if Nike wants to create an advertisement for basketball sneakers, who do you think their target audience would be? [Allow students to respond, with the answer being something like teenage/adult males who play basketball.]

[Display **Facilitator Resource 3, Ad Agency Flow Chart** on an overhead or chart paper. Place an additional piece of paper over the flow chart. You will reveal the chart one piece at a time.]

**SAY SOMETHING LIKE:** Great. So, who was the client in the situation we just discussed? [Allow students to respond that the client was Nike. Display the first bubble of the flow chart (the one that says CLIENT: Nike).] Great! And does Nike create the advertisement themselves, or do they hire someone to create it for them? [Allow students to respond that Nike hires someone to create it for them. Display the second bubble of the flow chart (the one that says AD AGENCY: Ogilvy).] The name of the advertising agency in this case is called Ogilvy. And Ogilvy creates an advertisement that it thinks will appeal to the target audience. And again, who was the target audience in this case? [Allow students to respond that the target audience was teenage or adult men who play basketball. Display the whole flow chart.] What are some things you think Ogilvy might include in an advertisement that would get these boys and men to buy the basketball shoes? [Allow students to respond.]

[Then ask the students the following three questions and write the correct answers on the overhead.

- Who is the client for your PSA?
  - Who is the ad agency?
  - Who do you want your PSA to influence?]
2. [Explain to students that in preparation for creating their own PSAs they're going to look at some created by professionals, figure out whether they're convincing, and why. Explain that they're going to analyze the first ad as a whole class, then they

will analyze a second ad in pairs, and finally each student will analyze a third ad on his/her own. Let students know that you will go over the answers for each PSA as a class. Draw their attention to the television or display panel to watch the first PSA you selected (See **Preparation**). Display the topic, client, and title for the PSA on the board or chart paper and have a student read them aloud before viewing the PSA.]

[After the PSA, ask students to turn to **Student Handbook page 29, Ad Analysis Forms (form 1)** and display this page on an overhead projector or chart paper. Prompt students to discuss the ad.]

**SAY SOMETHING LIKE:** The first question we need to think about is who is the client behind the creation of the PSA. So in this advertisement, who was the client?

[Allow students to respond, and as you record their answers on the overhead, ask them to record their answers in their handbooks.]

**SAY SOMETHING LIKE:** Now that we know who the client is, who do you think they are trying to convince? Who is the target audience?

[Allow students to respond and record their answers on the overhead as they record them in their handbooks.]

[Then ask the students, “What is the message?” Record responses.]

3. **SAY SOMETHING LIKE:** To persuade viewers, advertisers use strategies such as heartwarming or inspiring stories or alarming statistics. One example of an alarming statistic could be the high percentage of high school kids who drop out of school each year. Some PSAs try to scare viewers with real-life examples, such as showing someone who is paralyzed from a drinking and driving accident. What technique was used in the first ad we saw, “Sock Friend?” (Humor) What technique did this ad use to persuade you? [Allow students to respond.]

[Assist students in completing questions 4 through 7 in the “Did It Work?” box. Review the different persuasive techniques, giving an example of each:

- **Real-life examples:** A commercial that shows a man who has a hole in his throat because of lung cancer.
- **Statistics/fact & figures:** Smoking commercials that say X number of people die from tobacco use every day.
- **Heart-warming or inspiring story:** A commercial where you see a young person who was able to go to college and become a doctor because someone gave him money to achieve his dream.]

- [Review definition of a tag line. Then ask students what the tag line was for the PSA “Sock Friend” (*Tag line: Things can get pretty ugly when you’re bored. In an after-school program, you can find something way better to do.*)]
4. [Once the class has completed **Student Handbook page 29, Ad Analysis Forms (form 1)**, divide the class into pairs. Explain that they will analyze the second PSA in pairs. Draw their attention to the television or display panel to watch the second PSA you selected. Display the topic, client, and title on the board or chart paper and have a student read them aloud before viewing the PSA.]
  5. [Have students turn to **Student Handbook page 30, Ad Analysis Forms (form 2)**, and give them five minutes to try to answer the questions. After five minutes, call the class back together to discuss. Review the form, calling on different pairs/groups to contribute.
  6. After **Student Handbook page 30, Ad Analysis Forms (form 2)** has been reviewed, explain to the students that they are now going to analyze the third PSA individually. Again, draw their attention to the television or display panel to watch the third PSA you selected. Display the topic, client, and title on the board or chart paper and have a student read them aloud before viewing the PSA.]
  7. Have students turn to **Student Handbook page 31, Ad Analysis Forms (form 3)**, and give them five minutes to try to answer the questions. Encourage them to circle anything they didn’t understand. After five minutes bring the whole class back together. Review the third PSA as a class.]

**SAY SOMETHING LIKE:** What sections did people highlight? [Review any concepts that students had trouble understanding. Then go on to lead a discussion, using the following questions:

- Which PSA did you find most effective? Why?
- Did any of the PSAs inspire you to action?
- Which of these do you think you will remember best next week? Why?
- Which persuasive techniques do you think are most effective in convincing you and your peers? Why?

#### IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today you had a chance to analyze the elements of a persuasive PSA. Next week, as you and your team start to think about your own ads, remember what you found particularly moving, interesting, and attention-grabbing in the PSAs you've seen. And, between now and then, keep your eyes and ears open for other ads, TV, radio, billboards, etc. Inspiration is all around you!
2. [Before students leave, invite them to take a look at **Student Handbook page 32, PSA Topics**. Explain that when they arrive next week, they'll begin brainstorming with their teams about topics for their PSA. By reviewing the list right now, or between now and next week, they can take the time to consider which topics interest them the most.]

## Do Tag Lines Work? (Answer Key)

**McDonald's:** I'm lovin' it.

**Skittles:** Taste the rainbow.

**Burger King:** Have it your way.

**Subway:** Eat fresh.

**Sprite:** Obey your thirst.

**Nike:** Just do it.

**Allstate:** Are you in good hands?

**Verizon:** Can you hear me now?

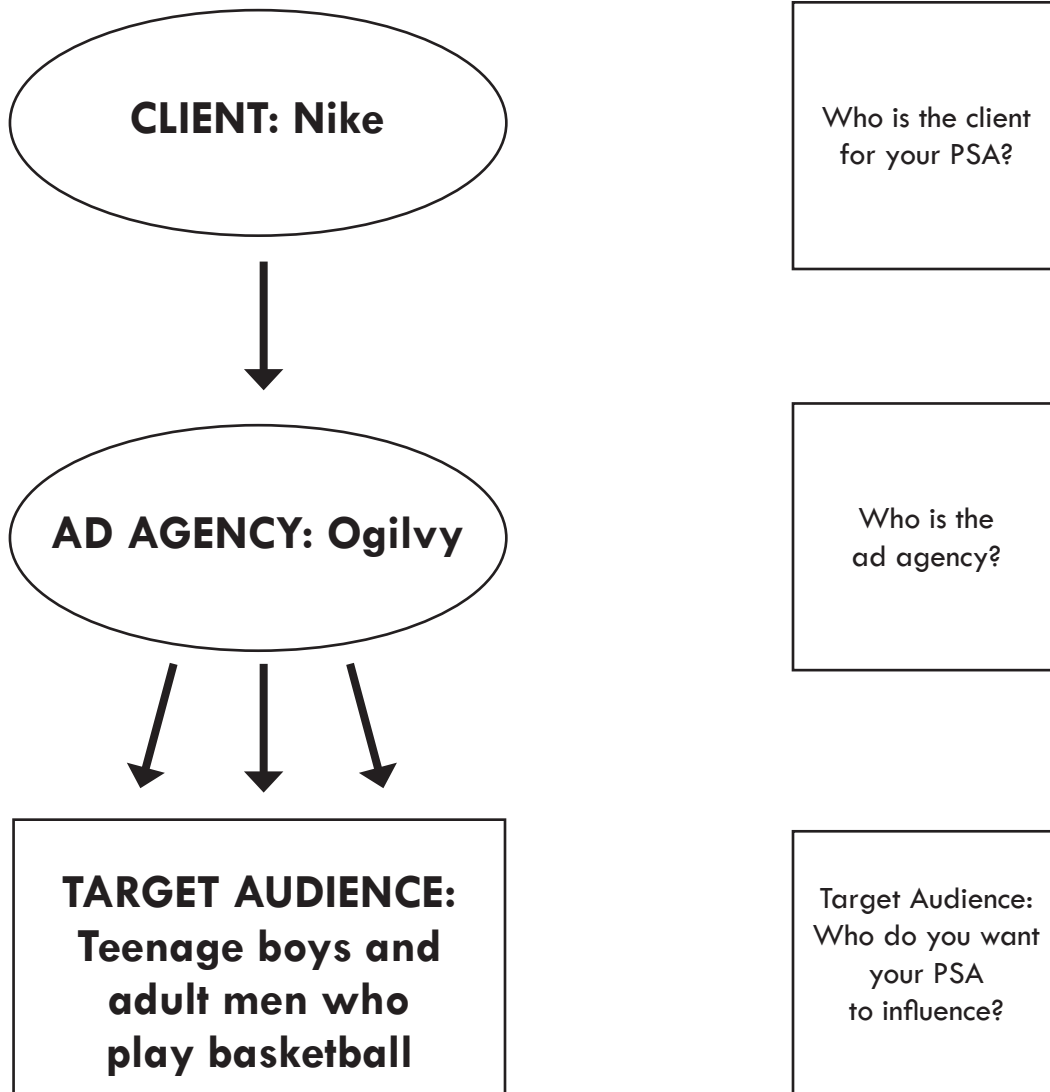
**Gatorade:** Is it in you?

**Geico:** So easy a caveman could do it.

## PSA CONTEST BASICS

- Student teams (of four) will develop a 30-second public service announcement with a Roads to Success message.
- Each class will select two finished PSA proposals to advance to a ninth grade competition.
- A winner will be selected from each school.
- The winning video(s) will be produced and edited by the students.
- Completed PSAs will be shared with the public.

## Ad Agency Flow Chart



## Ad Analysis Summary

### Friends

<b>Client</b>	Boostup.org
<b>Background</b> (from Ad Council website):	<p><b>Each day, more than 1,200 young men and women give up on their high school education, and, in many cases, on themselves.</b> Once students make the decision to drop out, they lack the tools to compete in today's society and diminish their chances for greater success in the future. But the decision to drop out of school does not happen overnight; it comes after years of frustration and failure. Often, those that drop out have run out of motivation and have no source of support or encouragement in school or at home.</p> <p>This new campaign, Boost, is intended to help create support and encouragement for those who may be at risk of dropping out. It encourages teens and parents to give these struggling kids a Boost, to help them stay in school and graduate.</p>
<b>Locations</b>	<p>Exterior: in school, in the neighborhood</p> <p>Interior: interviews, school shots</p>
<b>Characters</b>	Real people, telling their stories
<b>Sound</b>	Interviews
<b>Persuasive Techniques</b>	Real-life or personal examples
<b>Tag Line</b>	None, really; final interview line is "Cause if you don't have anybody while you're in school, there's really not a way to get through it"

### Airplane

<b>Client</b>	KnowHow2GO.org
<b>Background</b> (from Ad Council website):	<p><b>Research shows that regardless of income level, America's young people want to go to college and recognize that postsecondary education is a key to their future.</b></p> <p>However, despite these high aspirations, low-income and first-generation students are underrepresented on college campuses. The reasons vary, but key barriers include affordability, a lack of college-going knowledge and preparation, low expectations, and a need for guidance and encouragement.</p> <p>This campaign encourages more low-income students and their families to take the necessary steps toward postsecondary education, with effective support from parents and adult influences (teachers, counselors, coaches).</p>
<b>Locations</b>	<p>Exterior: city streets (school bus in one shot), urban garden</p> <p>Interior: classroom</p>



<b>Characters</b>	Students folding paper airplanes, adults picking them up (couple in garden, older woman on street)
<b>Sound</b>	Voice-over only
<b>Persuasive Techniques</b>	Heart-warming or inspiring story
<b>Tag Line</b>	For the next steps, go to KnowHow2GO.org

### Anthem

<b>Client</b>	United Negro College Fund
<b>Background</b> (from Ad Council website):	<p><b>The United Negro College Fund has had a profoundly positive impact on the lives of millions of minority students.</b> The organization has helped more than 350,000 minority students graduate from college. However, despite their gains, a persistent gap in education remains between African Americans and other students and between low-income students and their more affluent peers. According to UNCF, the high cost of college and the lack of financial assistance are the major reasons that students don't enter or complete college.</p> <p>By highlighting the leadership and accomplishments of important African Americans and their inventions and innovations, the new PSA campaign asks potential donors to consider the impact of minority education on their own lives and, "Support minority education today, so we don't miss out on the next big idea tomorrow."</p>
<b>Locations</b>	Exterior: city street, suburban yard Interior: hospital hallway, rec room
<b>Characters</b>	Cab driver, pretty girl, hospital patient and doctors, TV viewer, lawn-mowing kid, hopeful African-American kid
<b>Sound</b>	Horn honking, hopeful music, voice-over
<b>Persuasive Techniques</b>	Emotional appeal
<b>Tag Line</b>	The United Negro College Fund: A mind is a terrible thing to waste.

### Schedule (alternate)

<b>Client</b>	United Negro College Fund
<b>Background</b> (from Ad Council website):	(See above)
<b>Locations</b>	Exterior: college campus shots Interior: bathroom, classrooms, library, science lab, dining room/restaurant
<b>Characters</b>	Perky female college student, guy sitting beside her while she's eating
<b>Sound</b>	Classroom sounds, thoughts while studying, dialog with guy, voice-over
<b>Persuasive Techniques</b>	Heart-warming or inspiring story, humor
<b>Tag Line</b>	Please support the United Negro College Fund. Because a mind is a terrible thing to waste.

### TV Store

<b>Client</b>	FeedthePig.org
<b>Background</b> (from Ad Council website):	<p><b>1.5 million Americans filed for bankruptcy in 2010.</b> In fact, according to the U.S. Department of Commerce, Bureau of Economic Analysis, Americans spend \$1.22 for every \$1.00 they earn.</p> <p>The Financial Literacy campaign aims to reverse this trend by teaching Americans how to take control of their finances and make saving a part of their lifestyle.</p> <p>The “Feed the Pig” campaign specifically targets those between 25 and 34. Statistics indicate that this group’s financial behaviors, while less established, tend toward debt accumulation. More working time before retirement means that their current financial decisions have a greater impact (positive or negative) on their long-term financial security.</p>
<b>Locations</b>	Exterior: establishing shot, TV sign Interior: TV store
<b>Characters</b>	Customer, TV salesman, pig
<b>Sound</b>	Dialog, music with graphics, sound FX when money deposited
<b>Persuasive Techniques</b>	Humor
<b>Tag Line</b>	Skip the Toys. FeedthePig.org. Find the benefits of saving for every stage of life.

**Sock Friend**

<b>Client</b>	<a href="http://www.afterschoolalliance.org/index.cfm">http://www.afterschoolalliance.org/index.cfm</a>
<b>Background</b> (from Ad Council website):	<p>It is estimated that almost 15 million children have no supervised place to go after school. Most of these children are between the ages of 9 and 14, and are starting to take advantage of these hours of freedom.</p> <p>Unfortunately, this freedom has proven dangerous for many; as juvenile crimes triple between 3 p.m. and 8 p.m. However, these same hours have proven to be a positive experience for others. Young people who participate in organized after-school programs are 50 percent less likely to use drugs or alcohol. They also do better in school. Kids in after-school programs get to explore things like art, music, and sports in a safe environment with their friends. Having the opportunity to experience these things is becoming even more critical as schools are increasingly forced to cut these types of programs from the school day. One goal of the After-school Participation campaign is to make the after-school hours a positive and exciting experience for as many kids as possible.</p>
<b>Locations</b>	<p>Exterior: none</p> <p>Interior: Living room (notice how dingy lighting makes hanging out at home as unattractive as possible)</p>
<b>Characters</b>	Lonely guy, talking sock
<b>Sound</b>	TV in background, dialog, voice-over for tag line
<b>Persuasive Techniques</b>	Humor
<b>Tag Line</b>	Things can get pretty ugly when you're bored. In an after-school program, you can find something way better to do.

## Do Tag Lines Work?

Below you will see a list of 10 companies and 10 famous slogans they use in their commercials. Match the tag lines with the brands they belong to.

### Brand

### Tag Line

McDonalds	Taste the rainbow.
Skittles	Obey your thirst.
Burger King	Is it in you?
Subway	Just do it.
Sprite	I'm lovin' it.
Nike	Are you in good hands?
Allstate	Can you hear me now?
Verizon	Have it your way.
Gatorade	So easy a caveman could do it.
Geico	Eat fresh.

Write down the two slogans that you think are most effective. Why?

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Would you buy any of these products because of their slogans? Why?

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## Ad Analysis Forms: Form 1

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

**PSA Title:** \_\_\_\_\_

### WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

### DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
  - real-life examples
  - statistics/facts & figures
  - heart-warming or inspiring story
  - humor
  - other \_\_\_\_\_
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

## Ad Analysis Form: Form 2

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

**PSA Title:** \_\_\_\_\_

### WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

### DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
  - real-life examples
  - statistics/facts & figures
  - heart-warming or inspiring story
  - humor
  - other \_\_\_\_\_
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

## Ad Analysis Form: Form 3

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

**PSA Title:** \_\_\_\_\_

### WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

### DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
  - real-life examples
  - statistics/facts & figures
  - heart-warming or inspiring story
  - humor
  - other \_\_\_\_\_
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

## PSA Topics

The following topics are addressed in the Roads to Success program. Review this list with your team to help you decide on a PSA subject.

**Establishing Good Study Habits:** The more good study habits you make part of your life, the better you'll do in school. Guaranteed.

**Staying in School:** A high school degree, and education after high school, increases your earning power, increases job advancement opportunities, and lowers the risk of unemployment.

**Saving and Spending:** Knowing how to budget gives you the power to make decisions about what you need and want to spend your money on.

**Setting Goals:** Reaching your goals is easier when you have a plan and people to help you along the way.

**Avoiding Stereotypes:** Stereotypes negatively affect how we communicate with others, and can damage relationships. Avoid pre-judging people, and take time to get to know them.

**Building Credentials:** Volunteer work, a part-time job, and after-school activities demonstrate to a college or future employer that you have what it takes to succeed.