

Be a Teacher PSA

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Lesson Length: 100 Minutes

Subjects: Career Technical Education

Grades: Grade 9, Grade 10, Grade 11, Grade 12

Lesson Overview

In this career study lesson, students make a public service announcement (PSA) to promote teaching careers. Learning activities introduce students to the purpose of PSAs and basic instruction for how to produce a simple PSA. Completed PSAs can be shared in class or broadcast through the school news. The learners read a fact sheet about the benefits of being an educator to determine the topic or message of their PSA. The lesson is written for San Mateo County, a career study lesson in any subject area, especially Career Technical Education, grades 9 through 12, and for Emerging and Expanding English Language Learners.

Objectives

- Students will be able to create a PSA by recounting benefits of a teaching profession after researching and discussing the benefits of a teaching career.
 - Student teams will engage in collaborative discussions of the the benefits of a teaching career using sentence structures and phrases to produce public service announcements.
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Lesson Segments

Be a Hero, Be a Teacher

Type: Hooks / Set

Teacher Notes

1. Explain that today's lesson will involve producing simple public service announcements (PSA) to send an important message.
2. Briefly explain that a PSA is a message shared with the general public to raise awareness about an important topic.
3. Give an example of a PSA: Show the PSA, "Be A Hero. Be A Teacher. Public Service Announcement", by the University of Hawaii, 28 seconds. Alert students to listen for the message about an important topic and be prepared to share it if called upon. Be sure to

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turn on the Closed Captions.

4. After the video ask the class, "What was the simple message of this PSA?" Call on someone. If they answer something close to "be a teacher," ask the class to raise their hands if they agree that this was the message. There is no need to continue a longer discussion.

Students are watching a video with closed captions (listening and reading) to acquire knowledge, specifically the important message of the PSA (*Be a teacher*).

Students engage in a collaborative discussion that the purpose of a public service announcement is to communicate an important message, and that today's lesson involves producing public service announcements.

Resources and Materials

- **Be A Hero. Be A Teacher. Public Service Announcement** - Video

A PSA from the University of Hawaii.

What is a public service announcement (PSA)?

Type: Lecture

Teacher Notes

1. Remind students that today's lesson involves making a simple public service announcement.
2. Explain that you're showing a slide show that gives some basic information about public service announcements. Inform students that they will get step-by-step guidance for making a PSA in the assignment instructions.
3. Show the Power Point slide show, "PSA", which introduces the process for producing a PSA. *Note: The teacher will provide the narration of the slide show.*
4. After the slide show, ask the students what might be accomplished by communicating an important issue in a PSA. Hopefully, discussion leads to the answer: *A PSA might inspire action or change.*
5. Ask students if they have clarifying questions about PSAs.

Students are watching a slide show (listening and reading) to acquire knowledge about public service announcements.

Students engage in a collaborative discussion of the purpose of public service announcements (*A PSA might inspire action or change*).

Resources and Materials

- **PSA slide show** - Presentation

Brief introduction to public service announcements.

Benefits of a Teaching Career

Type: Independent Practice

Teacher Notes

1. Pass out the fact sheet resource, "Why Consider Becoming a Teacher?" to each student. Explain that this is a resource teams will use later when working on the assignment.
2. Briefly explain that this fact sheet will provide the teams with a variety of possible topics (messages) for their public service announcements.
3. Briefly show two or three bullet-pointed examples of topics. Explain that teams will later read through the list on their own and pick **one** of the bullet-pointed topics for their PSA message.
4. Explain that after a team picks a topic, they need to register that topic with the teacher so that there will be a variety of messages in the PSAs. The teacher will keep a list of topics for each PSA.

Students engage in a collaborative discussion as they read the "Why Consider Becoming a Teacher?" fact sheet to determine a topic for the message in their PSA.

Resources and Materials

- **Why Consider Becoming a Teacher?** - Document

A fact sheet resource that lists the many benefits of a teaching career. Teams pick one topic from this list as the message of their PSA.

- **Why Consider Becoming a Teacher?pdf** - Document

A list of possible topics for PSA messages.

Be A Teacher PSA Team Project

Type: Group Work

Teacher Notes

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1. Pass out the "Be A Teacher PSA Team Project - Assignment Instructions" sheet to each student.
2. Help students form teams of three. Instruct them to fill out each team member's name on their sheet. It's always good to have each student spell their name aloud for the other team members.
3. Get the individuals/teams started on this project: Read the title of this assignment, "Be A Teacher PSA Team Project". Explain that students will work in teams of three to produce very simple, short (less than 30 seconds) public service announcements with a message **about the benefits of being a teacher**. To help them understand the purpose of the public service announcements, explain that **there is a teacher shortage** and their PSA messages can **inspire people to take action, such as considering a career in teaching**.
4. Read aloud the introduction to the assignment:

"The goal of this project is to produce a brief public service announcement (PSA) to the general public. The purpose of this PSA is to address the teacher shortage by raising awareness of the benefits of a teaching career. The hope is that the PSA might inspire individuals to consider a teaching career."

Ask if there are clarifying questions.
5. Read the questions in bold text. The purpose of these questions is to raise awareness of what the students already know about the teacher shortage. Quickly read through the bullet points. Get them started by asking individuals to "take a minute to think about the questions and then write your ideas in the sections of the honeycomb." Maybe give about three minutes for this task. Then announce: "As a team, share your thoughts and add new ideas from your teammates to your honeycombs." Finish with an all-class discussion of thoughts from the groups to fill in more sections of the honeycomb. You can add ideas that the class might not think of.

Honeycomb notes, the existing student knowledge about the teacher shortage might include: I have heard a lot about the teacher shortage-many teachers retired recently-some teachers quit during or after the Covid pandemic-teaching is a hard job-teachers don't get paid enough-there is too much student misbehavior-takes an extra year of college to get a teaching credential-there is a critical shortage of science and math teachers-our school doesn't have enough substitute teachers-there is a lot of criticism of public schools and teachers-other jobs pay better-online teaching is difficult, etc.
6. Quickly preview the steps (steps 1 - 5) teams will take to produce a PSA. Assure the teams that they have all the resources they need to make a PSA. **Give instructions on the type of device to be used to video the PSA.**
7. Let the teams get started on their own. Give the students 50 to 60 minutes to complete their PSA. Announce that you are available to give further support if needed during the process (just raise your hand).
8. **Give the students instructions for turning in their PSAs, such as email them as an attachment to the teacher. Whatever works for the situation.**

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Students are listening, speaking, reading and writing as they form teams, follow the introduction to the project, and work collaboratively to complete a PSA.

Students engage in a collaborative discussion to raise awareness of their existing knowledge of the teacher shortage.

Resources and Materials

- **Be A Teacher PSA Team Project - Assignment Instructions**pdf - Document

Worksheet teams will follow to plan for their PSA.

- **Be A Teacher PSA Team Project - Assignment Instructions** - Document

The worksheet the students will use to plan their PSA.

Assessment

Assessment Type(s): Presentation

The teacher will need to set up a screen to show the PSAs.

One at a time, each team comes forward to play their PSA for the rest of the class. After each PSA, the team briefly confirms their message and why they chose that topic. Each team member turns in the Be A Teacher PSA Team Project assignment sheet.

The teacher fills out the Be A Teacher Assessment form (maybe paper clip it to the team's stack of assignment sheets). The teacher can alter this form to suit their needs, such as assigning point values and a grading scale.

Resources and Materials

- **Be A Teacher Assessment Form**pdf - Document

Provided for teacher feedback and grading.

- **Be A Teacher Assessment Form** - Document

Provided for teacher feedback and grading.

Standards

Career Technical Education Framework for California Public Schools

- **ECDFS.KP.3.0.3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

English Language Development Standards

- **I.A.1.ELD.PI.9-10.1.Em** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.
- **I.A.1.ELD.PI.9-10.1.Ex** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.
- **I.A.1.ELD.PI.11-12.1.Em** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.
- **I.A.1.ELD.PI.11-12.1.Ex** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.