

# Power Up With PSAs

Using Public Service Announcements  
to Teach Media Literacy (VSTE 2012)



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Handouts and additional materials at –  
<http://www.lcps.org/Page/13463>

## Argument, Persuasion, or Propaganda?

	<b>Argument</b>	<b>Persuasion</b>	<b>Propaganda</b>
<b>Goal</b>	Discover the "truth"	Promote an opinion on a particular position that is rooted in truth	Offer "political advertising" for a particular position that may distort the truth or include false information
<b>General Technique</b>	Offers good reasoning and evidence to persuade an audience to accept a "truth"	Uses personal, emotional, or moral appeal to convince an audience to adopt a particular point of view	Relies on emotions and values to persuade an audience to accept a particular position
<b>Methods</b>	<p>Considers other perspectives on the issue</p> <p>Offers facts that support the reasons (in other words, provides evidence)</p> <p>Predicts and evaluates the consequences of accepting the argument</p>	<p>May consider other perspectives on the issue</p> <p>Blends facts and emotion to make its case, relying often on opinion</p> <p>May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion</p>	<p>Focuses on its own message, without considering other positions</p> <p>Relies on biases and assumptions and may distort or alter evidence to make the case</p> <p>Ignores the consequence of accepting a particular position</p>



# CML's Five Core Concepts & Five Key Questions

Handout 6A

	Keywords	Core Concepts	Key Questions
#1	Authorship	All media messages are "constructed."	Who created this message?
#2	Format	Media messages are constructed using a creative language with its own rules.	What techniques are used to attract my attention?
#3	Audience	Different people experience the same media message differently.	How might different people understand this message differently?
#4	Content	Media have embedded values and points of view.	What lifestyles, values and points of view are represented in, or omitted from, this message?
#5	Purpose	Most media are organized to gain profit and/or power.	Why was this message sent?

## A Brief History of Public Service Announcements

In the United States a public service announcement (PSA) is defined by the Federal Communications Commission (FCC) in a formal and detailed manner. A PSA is "any announcement (including network) for which no charge is made and which promotes programs, activities, or services of federal, state, or local governments (e.g., recruiting, sale of bonds, etc.) or the programs, activities or services of non-profit organizations (e.g., United Way, Red Cross blood donations, etc.) and other announcements regarded as serving community interests, excluding time signals, routine weather announcements and promotional announcements."

PSAs came into being with the entry of the United States into World War II. Radio broadcasters and advertising agencies offered their skills and facilities toward the war effort and established the War Advertising Council which became the official homefront propaganda arm of the Office of War Information. Print, outdoor advertising and especially radio became the carriers of such messages as "Loose lips sink ships," "Keep 'em Rolling" and a variety of exhortations to buy War Bonds.

By the end of the war, the practice of volunteering free air time had become institutionalized as had the renamed Advertising Council, which now served as a facilitating agency and clearing house for nationwide campaigns which soon became a familiar part of daily life. "Smokey the Bear" was invented by the Ad Council to personify its "Only You Can Prevent Forest Fires" campaign; "A Mind Is a Terrible Thing to Waste" raised millions for the United Negro College Fund; the American Cancer Society's "Fight Cancer with a Checkup and a Check" raised public awareness as well as funds for research and patient services.

The ultimate demonstration of the effectiveness of public service announcements came in 1969. Two years earlier, a federal court upheld the FCC's application of the Fairness Doctrine to cigarette advertising on radio and television, and ordered stations to broadcast "a significant amount of time" for anti-smoking messages.



U.S. Department of Transportation PSA  
Photo courtesy of the Advertising Council

This effectively meant one PSA for every three tobacco commercials. The PSAs proved so effective that smoking rates began to decline for the first time in history, the tobacco industry withdrew all cigarette advertising, and Congress made such advertising illegal after 1971. Paradoxically, yet in further support of the success of the PSAs, with the passage of that law the bulk of the anti-smoking messages disappeared and cigarette consumption rose again for a while. On balance, however, public health professionals credit the PSAs with having saved many millions of lives by initiating the decline in American smoking.

During the 1960s and 1970s, as media access became an issue, the Advertising Council, and to some extent the very concept of public service announcements, came under criticism as being too narrow in focus. David Paletz points out in *Politics in Public Service Advertising on Television* that campaigns such as "Only You Can Stop Pollution" were seen as distracting attention from the role of industry in creating demands for excessive energy and in creating dangerous waste products. Other campaigns struck critics as too eager to build consensus around seemingly inconsequential but carefully non-partisan concerns. The networks sought to distance themselves from the Ad Council, and to set their own agenda by dealing directly with the organizations themselves. Local stations were under additional pressure from innumerable new community-based organizations seeking airtime; many stations created and produced announcements in an effort to meet local needs especially since the FCC had come to require that stations report how many PSAs they presented and at what hour.

In the 1980s, a number of stations long closely held by their founders' families, went public or changed hands. The resulting debt load, mounting costs, as well as increased competition from the new media, all resulted in demands for greater profitability. Most unsold airtime was devoted to promoting the station or network. Moreover, deregulation saw government relinquishing the model of trusteeship of a scarce national resource in favor of a marketplace model. To some extent offsetting this trend, were growing concerns about the illicit drug problem. The Advertising Media Partnership for a Drug-free America ("This is your brain..." over a shot of an egg: "This is your brain on drugs. Any questions?" over a shot of an egg frying), was set up by a group of media and advertising agency executives, spearheaded by Capital Cities Broadcasting Company, then completing the take-over of ABC.

Rallying unprecedented support, the organization mounted the largest public service campaign ever. Indeed, at its height, with more than \$365 million a year worth of print lineage and airtime, it rivaled the largest advertising campaign. Consistent with contemporary thinking about the nature of social marketing, the campaign was solidly grounded in McGuire's paradigm of behavioral change: awareness of a problem by a number of people will result in a smaller number who undergo a change of attitude toward the problem; an even smaller number from this second group will actually change their behavior. During the first years of the campaign, its research team documented considerable difference in attitudinal and behavioral change among young people. Later results were less hopeful as a number of societal factors changed and media time and space became less readily available.

Other recent developments included two distinctive strategies. The Entertainment Industries Council combined high-profile film, television and recording stars doing network PSAs with depiction efforts: producers, writers and directors incorporated seat belt use, designated drivers, and AIDS warnings and anti-drug references in story lines. The other major development, championed and often carried out by consultants, was the appearance of the Total Station Project. Stations would adopt a public service theme, and, often after months of planning and preparation, coordinate PSAs with station editorials, heavily promoted public affairs programs and features in the local news broadcasts. Total Station Projects most frequently are aired during sweep periods, the months when the station's ratings determine the next year's commercial time prices.

-George Dessart

#### FURTHER READING

Atkin, Charles, and Lawrence Wallack editors. *Mass Communication and Public Health: Complexities and Conflicts*. Newbury Park, California: Sage Publications, 1990.

Dessart, George. *More Than You Want to Know About PSA's: A Guide to Production and Placement of Effective Public Service Announcements on Radio and Television*. Boston, Massachusetts: National Broadcast Association for Public Affairs, 1982.

Fritschler, A. Lee. *Smoking and Politics: Policy Making and the Federal Bureaucracy*. Englewood Cliffs, New Jersey: Prentice Hall, 1969; 4th edition, 1989.

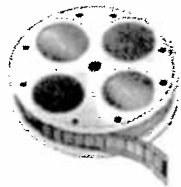
Ginsburg, Douglas H., Michael H. Botein and Mark K. Director. *Regulation of the Electronic Mass Media: Law and Policy for Radio, Television, Cable and the New Technologies*. 2nd ed. St. Paul, Minnesota: West Publishing, 1979; 2nd edition, 1991.

Gunther, Albert C. "Perceived Persuasive Effects of Product Commercials and Public Service Announcements: Third-person Effects in New Domains." *Communication Research* (Newbury Park, California), October 1992.

Lorch, Elizabeth Puzles. "Program Context, Sensation Seeking, and Attention to Televised Anti-drug Public Service Announcements." *Human Communication Research* (New Brunswick, New Jersey), March 1994.

Paletz, David L., Roberta E. Pearson, and Donald L. Willis. *Politics in Public Service Advertising on Television*. New York: Praeger, 1977.

This article from - <http://tinyurl.com/briefhistoryofPSAs>



Name: \_\_\_\_\_

## A Brief History of Public Service Announcements

Read the article located at -

<http://www.museum.tv/eotvsection.php?entrycode=publicservic>

Use the information from the article to answer the following....

Discuss how various different pieces of informational writing can be organized. What is the organizational structure of this article?

Some pieces of nonfiction have titles for each new section or topic. This article does not have titles for each paragraph. Using the space below, write a title (in correct title format) for each section / paragraph.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

What are 5 questions which could be answered by this article? Avoid questions which would generate answers of one or two words. Include the answers

Question	Answer

Create a new title for the article, write it below.

In your opinion, what are the three to five most important pieces of information shared in the article?

Information	Reason it is MOST important

What are three PSA campaigns that the article identifies as being important?

- 
- 
- 

What are two PSA topics you have seen on TV

In the space below, create a timeline of the history of the PSA according to this article. Include at least 7 events.

## **Vocabulary -**

Recruiting - to seek out, especially to hire for employment.

Excluding - antonym of including

Promotional - materials or actions to advance the interests of a group, idea or product.

Facilities - abilities, power or capacity to act

Institutionalized - with an institution such as a school, hospital or business.

Decline - go down / decrease in frequency

Paradoxically - an opinion or statement contrary to commonly accepted opinion.

Consumption - (economics) the utilization of economic goods to satisfy needs or in  
manufacturing; "the consumption of energy has increased steadily"

Initially - at first

Excessive - extreme

Consensus - general agreement between parties

Inconsequential - without importance, causing little impact.

Partisan - one sided, biased in favor of one side

Agenda - goals

Innumerable - too many to count

## **Glossary**

Federal Communications Commission - an independent government agency that regulates

interstate and international communications by radio and television and wire and cable  
and satellite

Non-profit organization - An organization which exists for purposes other than making a profit (Heiffer  
International for example)

Broadcasters - People or companies which control the information on TV or the radio.

Propaganda - information in print, TV or radio which attempts to persuade the viewer, often by  
providing biased information.

Advertising agencies - Businesses which are paid to create advertisements for other companies.



Name: \_\_\_\_\_

A Public Service Announcement (PSA) is a short film clip of about 2-3 minutes which provides the viewer with information about a topic. The purpose of a PSA is to inform the viewer, and in some cases to get the viewer to respond or take action in some way. An advertisement is different in that it is intended to motivate the viewer to make a purchase rather than change behaviors.

As you watch each of the video clips, fill in the chart below.

Name of Clip	Purpose / Audience	PSA or AD?	What was effective? Technique Used



# Project Daily Log Sheet

Name: \_\_\_\_\_

Briefly meet with your group at the beginning of class. Discuss what needs to be done today, and divide this into tasks which can be completed by each group member. Be sure you **fully understand** what your tasks / goals are for today.

My goals / tasks for today

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If I complete my task early I will

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Self assessment - complete this chart as accurately as possible at the end of the period

Target Behaviors	4	3	2	1
I remained <b>on task</b> and away from other groups (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher needed to remind me)				
I <b>worked effectively</b> with my group (listened to others, offered ideas respectfully, took responsibility without dominating) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				
My efforts today represent the <b>best I can do</b> in terms of quality and quantity of work produced. (4=completely, 3=mostly, 2=I could have done better/more, 1= I rushed to complete my task/didn't budget time effectively)				
I was able to <b>problem-solve and self-advocate</b> when I experienced difficulty (4=yes/does not apply, 3=yes, but not immediately, 2=I got stuck and didn't know what to do, 1=I got stuck and was unable to complete my tasks)				
I was <b>respectful</b> of the needs of others (used a quiet voice & appropriate behavior) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				

I experienced technical difficulty today (explain what you did promptly to resolve the problem)

What are you most proud of from your efforts today?



Target Behaviors (Group Evaluation) Write names in boxes to right.				
He / she remained <b>on task</b> and away from other groups (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher needed to remind him / her)				
He/she <b>worked effectively</b> with our group (listened to others, offered ideas respectfully, took responsibility without dominating) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind him/her)				
His/her efforts today represent the <b>best he/she can do</b> in terms of quality and quantity of work produced. (4=completely, 3=mostly, 2= could have done better/more, 1= rushed to complete task/didn't budget time effectively)				
He/she was able to <b>problem-solve and self-advocate</b> when experiencing difficulty (4=yes/does not apply, 3=yes, but not immediately, 2= got stuck and didn't know what to do, 1= got stuck and was unable to complete his/her tasks)				
He/she was <b>respectful</b> of the needs of others (used a quiet voice & appropriate behavior) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind him/her)				

What would improve your group's efforts for next time?

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Concerns or questions / need for assistance from teacher?

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Which group member do you believe deserves the MVP today, and **why**?

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Group \_\_\_\_\_

Block \_\_\_\_\_

### PSA Planning Guide

In 15 words or less, what idea do you want your viewer understand after viewing your PSA?

A sound bite is a catchy phrase or statement that a viewer or listener would remember. They are usually short, and memorable. What are three 'catchy' or creative ways you could express this idea in as few words as possible?

Complete the table below to explain three different ways to share your ideas. Use 3 different settings and three different situations. **One must not include actors.**

Location & Story Outline	Reason this would work / Why?	Music, visual effects, text

Which do you like best and why?

Using your best idea from the table above, begin planning for your production.

1. Make a story board

This will be a draft, and can change.

Drawings on your draft should be quick & simple - do not spend too much time on the draft of your story board - the purpose of the board is to help you begin to visualize and revise your ideas

2. What materials will you need? Make a list below

3. Will you need additional people / help from adults? What is your plan for these if needed?

4. You will need to get a media release from everyone in your video. These may be printed from the website.

5. If you use a public location, you must have a release signed by anyone who appears in your video & must have written permission of the property owner to use their site.





Page #: \_\_\_\_\_

Group \_\_\_\_\_

# Storyboard

Shot:	Shot:	Shot:
Audio:	Audio:	Audio:
Shot:	Shot:	Shot:
Audio:	Audio:	Audio:
Shot:	Shot:	Shot:
Audio:	Audio:	Audio:

Your sketches must match your shot descriptions. Under 'Shot' identify the shot, any camera movements and screen directions left-right. Note transitions such as 'cut' 'fade' 'dissolve' and any important details. Under Audio include narrative and/or sound track.

## PSA Score Sheet

50 points	Outstanding final product. Demonstrates outstanding understanding of how effective persuasive media is produced (careful and effective planning, filming, consideration of best technique for purpose, effective employment of techniques, applies strategies from class analysis of PSAs) Nearly professional product in terms of production. Effective use of classroom time.
43	Excellent final product. Demonstrates understanding of how effective persuasive media is produced (careful and effective planning, filming, consideration of best technique for purpose, effective employment of techniques, applies strategies from class analysis of PSAs). Product effectively produced and edited. Effective use of class time.
40	Good final product. Product demonstrates understanding of concepts learned through classroom analysis of PSAs, but might be improved through more careful attention to detail, additional editing, more careful planning.
35	Final product completed. Product was completed on time, and includes an effort towards the application of strategies explored in class. Product may be in need of editing, concept may need reconsidering, product may not reflect time provided in class for execution.

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## Propaganda Techniques

Assertion is commonly used in advertising and modern propaganda. An assertion is an enthusiastic or energetic statement presented as a fact, although it is not necessarily true. They often imply that the statement requires no explanation or back up, but that it should merely be accepted without question. Examples of assertion, although somewhat scarce in wartime propaganda, can be found often in modern advertising propaganda. Any time an advertiser states that their product is the best without providing evidence for this, they are using an assertion. The subject, ideally, should simply agree to the statement without searching for additional information or reasoning. Assertions, although usually simple to spot, are often dangerous forms of propaganda because they often include falsehoods or lies.

**Bandwagon** is one of the most common techniques in both wartime and peacetime and plays an important part in modern advertising. Bandwagon is also one of the seven main propaganda techniques identified by the Institute for Propaganda Analysis in 1938. Bandwagon is an appeal to the subject to follow the crowd, to join in because others are doing so as well. Bandwagon propaganda is, essentially, trying to convince the subject that one side is the winning side, because more people have joined it. The subject is meant to believe that since so many people have joined, that victory is inevitable and defeat impossible. Since the average person always wants to be on the winning side, he or she is compelled to join in. However, in modern propaganda, bandwagon has taken a new twist. The subject is to be convinced by the propaganda that since everyone else is doing it, they will be left out if they do not. This is, effectively, the opposite of the other type of bandwagon, but usually provokes the same results. Subjects of bandwagon are compelled to join in because everyone else is doing so as well. When confronted with bandwagon propaganda, we should weigh the pros and cons of joining in independently from the amount of people who have already joined, and, as with most types of propaganda, we should seek more information.

**Glittering generalities** was one of the seven main propaganda techniques identified by the Institute for Propaganda Analysis in 1938. It also occurs very often in politics and political propaganda. Glittering generalities are words that have different positive meaning for individual subjects, but are linked to highly valued concepts. When these words are used, they demand approval without thinking, simply because such an important concept is involved. For example, when a person is asked to do something in "defense of democracy" they are more likely to agree. The concept of democracy has a positive connotation to them because it is linked to a concept that they value. Words often used as glittering generalities are honor, glory, love of country, and especially in the United States, freedom. When coming across with glittering generalities, we should especially consider the merits of the idea itself when separated from specific words.

The "**lesser of two evils**" technique tries to convince us of an idea or proposal by presenting it as the least offensive option. This technique is often implemented during wartime to convince people of the need for sacrifices or to justify difficult decisions. This technique is often accompanied by adding blame on an enemy country or political group. One idea or proposal is often depicted as one of the only options or paths. When confronted with this technique, the subject should consider the value of any proposal independently of those it is being compared with.

**Name calling** occurs often in politics and wartime scenarios, but very seldom in advertising. It is another of the seven main techniques designated by the Institute for Propaganda Analysis. It is the use of derogatory language or words that carry a negative connotation when describing an enemy. The propaganda attempts to arouse prejudice among the public by labeling the target something that the public dislikes. Often, name calling is employed using sarcasm and ridicule, and shows up often in political cartoons or writings. When examining name calling propaganda, we should attempt to separate our feelings about the name and our feelings about the actual idea or proposal.

**Pinpointing** the enemy is used extremely often during wartime, and also in political campaigns and debates. This is an attempt to simplify a complex situation by presenting one specific group or person as the enemy. Although there may be other factors involved the subject is urged to simply view the situation in terms of clear-cut right and wrong. When coming in contact with this technique, the subject should attempt to consider all other factors tied into the situation. As with almost all propaganda techniques, the subject should attempt to find more information on the topic. An informed person is much less susceptible to this sort of propaganda.

The **plain folks** propaganda technique was another of the seven main techniques identified by the IPA, or Institute for Propaganda Analysis. The plain folks device is an attempt by the propagandist to convince the public that his views reflect those of the common person and that they are also working for the benefit of the common person. The propagandist will often attempt to use the accent of a specific audience as well as using specific idioms or jokes. Also, the propagandist, especially during speeches, may attempt to increase the illusion through imperfect pronunciation, stuttering, and a more limited vocabulary. Errors such as these help add to the impression of sincerity and spontaneity. This technique is usually most effective when used with glittering generalities, in an attempt to convince the public that the propagandist views about highly valued ideas are similar to their own and therefore more valid. When confronted by this type of propaganda, the subject should consider the proposals and ideas separately from the personality of the presenter.

**Simplification** is extremely similar to pinpointing the enemy, in that it often reduces a complex situation to a clear-cut choice involving good and evil. This technique is often useful in swaying uneducated audiences. When faced with simplification, it is often useful to examine other factors and pieces of the proposal or idea, and, as with all other forms of propaganda, it is essential to get more information.

**Testimonials** are another of the seven main forms of propaganda identified by the Institute for Propaganda Analysis. Testimonials are quotations or endorsements, in or out of context, which attempt to connect a famous or respectable person with a product or item. Testimonials are very closely connected to the transfer technique, in that an attempt is made to connect an agreeable person to another item. Testimonials are often used in advertising and political campaigns. When coming across testimonials, the subject should consider the merits of the item or proposal independently of the person or organization giving the testimonial.

**Transfer** is another of the seven main propaganda terms first used by the Institute for Propaganda Analysis in 1938. Transfer is often used in politics and during wartime. It is an attempt to make the subject view a certain item in the same way as they view another item, to link the two in the subject's mind. Although this technique is often used to transfer negative feelings for one object to another, it can also be used in positive ways. By linking an item to something the subject respects or enjoys, positive feelings can be generated for it. However, in politics, transfer is most often used to transfer blame or bad feelings from one politician to another of his friends or party members, or even to the party itself. When confronted with propaganda using the transfer technique, we should question the merits or problems of the proposal or idea independently of convictions about other objects or proposals.

#### **A General Summary of Aristotle's Appeals . . .**

The goal of argumentative writing is to persuade your audience that your ideas are valid, or more valid than someone else's. The **Greek philosopher Aristotle** divided the means of persuasion, appeals, into three categories--**Ethos, Pathos, Logos**.

**Ethos (Credibility)**, or **ethical appeal**, means convincing by the character of the author. We tend to believe people whom we respect. One of the central problems of argumentation is to project an impression to the reader that you are someone worth listening to, in other words making yourself as author into an authority on the subject of the paper, as well as someone who is likable and worthy of respect.

**Pathos (Emotional)** means persuading by appealing to the reader's emotions. We can look at texts ranging from classic essays to contemporary advertisements to see how pathos, emotional appeals, are used to persuade. Language choice affects the audience's emotional response, and emotional appeal can effectively be used to enhance an argument.

**Logos (Logical)** means persuading by the use of reasoning. Giving reasons is the heart of argumentation, and cannot be emphasized enough.

Name(s) : \_\_\_\_\_

### Propaganda Techniques

Read about each technique, then fill out the chart below

- Summarize / list each technique's key features
- Identify it as Ethos, Pathos, or Logos
- Identify a real world example or slogan

Technique	Key Features	Ethos, Pathos, or Logos	Example

Technique	Key Features	Ethos, Pathos, or Logos	Example

Which of Aristotle's appeals (Ethos, Pathos, or Logos ) is used in the largest number of the above techniques?

Why do you think it is used so often, and what does that mean for you as a 'consumer' of information and media?

**<http://tinyurl.com/freyja-website>**

## **Website for resources**

**<http://tinyurl.com/briefhistoryofPSAs> Article / reading passage**

**<http://tinyurl.com/psahousehippo> 1:02**

**<http://tinyurl.com/eggdrugpsa> 15 sec**

**<http://tinyurl.com/petescouchpsa> 38 sec**

**<http://tinyurl.com/antidrugdogchat> 31 sec**

**<http://tinyurl.com/projectilemaddpsa> 31 sec**

**<http://tinyurl.com/aloneveteran> 1:05**

**<http://tinyurl.com/globalwarmingtrain> 31 sec**

**<http://tinyurl.com/princessfeedthepig> 31 sec**

**<http://tinyurl.com/dadcheerpsa> 35 sec**

**<http://tinyurl.com/IndiaPakistanLetters> 31 sec**

**<http://tinyurl.com/realinEthiopiaUNICEF> 40 sec**

**<http://tinyurl.com/girlbullywordshurt> 32 sec**

**<http://tinyurl.com/every6secondsHIV> 31 sec**

**<http://tinyurl.com/SpanishBornlearning> 31 sec**

**About 8 min – plus time to load**

**Student PSAs 8 min – plus loading**

**<http://tinyurl.com/psaOnpsas> 1:05**

**<http://tinyurl.com/harrassmentpsa> 31 sec**

**<http://tinyurl.com/darthvaderpsa> 1:06**

**<http://tinyurl.com/puppetanimalabuse> 2:02**

**<http://tinyurl.com/prezdontdrinkanddrive> 2:26**

**<http://tinyurl.com/IndianTreePSA> 2:07**

**<http://tinyurl.com/maddhowwillyourememberprom> 1:00**

**<http://tinyurl.com/2a7p5p3> invincible 30 sec**

**<http://tinyurl.com/tickglobalwarming> 30 sec**

**<http://tinyurl.com/mentalhealthfriends> 31 sec**

**<http://tinyurl.com/IamanAmerican> 1:01**

**<http://tinyurl.com/2guv8r> Obama girl 3:19**

**<http://tinyurl.com/lipsealer> 46 sec**

**<http://tinyurl.com/Momyellingatkidabuse> 31 sec Hero**

**<http://tinyurl.com/bullyredhead> 50 sec**

**<http://tinyurl.com/girlbullywordshurt> 32 sec**

**<http://tinyurl.com/every6secondsHIV> 31 sec**

**<http://tinyurl.com/Thaimoretime> 134**

**Media literacy = propaganda resistance**

**<http://www.youtube.com/watch?v=8zLepU2N84A&playnext=1&list=PL6B16B9EF2B9D9F7B&index=2>**

**Media literacy is learning to raise the right questions about what you are watching, reading, or listening to. – Len Masterman**

**Five Key Questions**

**Who created this message?**

**What techniques are used to attract my attention?**

**How might different people understand this message differently from me?**