Our Reality:
Creating Powerful Media
Curriculum Guide

Our Reality Underage Drinking Campaign:
Choose Your Own ending!

Sponsored by
Alaska Injury and Prevention
Anchorage Safe and Drug Free Schools
Alaska Mental Trust Health Authority
Alcoholic Beverage Control Board
Alaska Highway Safety Office

Kigluait
Educational Adventures

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Our Reality, Our Stories

INTRODUCTION

STORIES IN OUR LIVES

What is a story?

Story (*according to Webster*:)
> 1. an account of incidents or events**:**
> 2 .a fictional narrative shorter than a novel:
> 3. a widely circulated rumor:
> 4. a news article or broadcast.

Stories in our lives

Stories have a part in defining where we came from, who we are and have the power to moderate who we will become, individually and socially. Stories are shared many different ways and for many different reasons. The path of a story from a parent to a young child can help the child understand his family history, create a sense of belonging, and assist with the development of morality and ethics. A story told between friends can set the tone for a relationship sealing a bond of shared values. A story told on the 6:00 news has a role in shaping our vision of what is as well as defining the moment for history. Stories are also told by advertisers to potential consumers. These serve to define what normal behavior, values and to create a sense of need for a particular product. All of these trails lead to creating shared visions; both of fact and fiction. Often separating one from the other is a complicated task. But it is important to learn to understand the impact stories have on who we are and whom we want to be.

Why Teach Media Literacy

The Kaiser Family Foundation (2005) states that, "There is ample evidence that the amount and nature of media exposure plays an important role in what children and adolescents know, believe, and value, thus on how they behave." According to the American Academy of Pediatrics (2006), media literacy education has been shown to mitigate some of the negative childhood and adolescent health risks posed by the pervasive influence of media (AAP 2006). Media literacy refers to the ability to "access, analyze, evaluate, and produce media products (AAP 1999)." It teaches youth to be critical and discriminating about the messages they receive from the media, helping them make better decisions when faced with health-compromising choices that may be promoted in the media.

The Office of Juvenile Justice and Delinquency Prevention (1998) reports that schools are in a position to play a critical role in providing opportunities for students to develop media literacy skills through counter-advertising campaigns. The American Academy of Pediatrics (2006) urged teachers to incorporate media literacy ideas and techniques into drug abuse prevention and sex education programs. Studies have shown that media education programs can have a positive effect in decreasing adolescent risk behaviors. Austin and Johnson (1997) demonstrated the immediate effects of media literacy education in decreasing desire to be like characters on television, decreasing expectation

of positive consequences of alcohol and decreasing likelihood to choose an alcohol related product.

McCannon 2002 described the results of media literacy pretest/posttest data analysis, which showed a marked decrease in favorable attitudes toward alcohol lifestyles, alcohol and tobacco companies, and tobacco use. Posttests of the comparison schools showed an increase in these attitudes, possibly reflecting the success of alcohol advertising. Slater et al (1996) found that exposure to media literacy programs predicted cognitive resistance to alcohol advertising months and even years after class exposure.

Evaluation data from the New Mexico Media Literacy Project (2007) indicates that middle school students participating in a six-session media literacy program showed improved understanding about the intent of alcohol companies and a greater awareness of how the movie industry incorporates subtle ads in its movies. In a follow-up survey, three-quarters of participants said that they had thought about not drinking since the presentation and 75% said they thought they were less likely to start smoking. Pre and post-test data from a one-session media literacy program for grades 9-12 indicated evidence of increasing negative attitudes to beer companies (NMMLP 2006). The skills include being critical consumers of advertising, which are skills necessary for analyzing literature, history, and other traditional subjects.

Brief overview of brain research

When we watch television, our brains enter a state of relaxation with Alpha brain waves. During this state, we become exceptionally receptive to suggestion, to receiving emotional messages, and our ability to use logic and critically analyze information hibernates. This is the same state we strive to achieve in other activities such as yoga. An environment of practicing yoga is a safe place, for quiet contemplation. Watching television provides the opposite experience. Messages promoting unhealthy social norms utilizing persuasive techniques such as fear garner category 5 hurricane strength as they infiltrate our brains unfiltered.

Having media literacy skills likely helps to activate our filters when we receive information on television. In this way it is protects us from absorbing messages, emotions and displays of normalcy that are undesirable. We can then take back control of our reality, rather than having it defined and believed based on those promoting commercial interests.

Putting it all together

We have the ability to use the same strategies as commercial marketers to promote the change we want to see. Powerful storytelling comes from stories that articulate change and transformation. This curriculum guide is designed to assist students as they create powerful stories, teaching diverse view points, helping to shape culture, while allowing students to actively share knowledge using today's media.

CURRICULUM OVERVIEW

The following pages contain a 12 lesson project-based unit for introducing media literacy skills, information about underage drinking, and technology skills for creating media. However the curriculum has been designed in such a way that it is more of a framework in which any issue and content area can be applied. Thus, if you are working on such issues as Global Warming for Science, Body Image for Health, or Political Campaigns for History, you can insert your issue in the place of Underage Drinking and still create the media, while learning about media literacy within context of the subject content area being taught.

OVERALL FRAMEWORK:

The first section of this unit contains the overview of the entire project, while the following pages contain detailed lesson plans for the teacher to provide direct instruction and independent student activities for the students to explore and practice content and skills. In addition, each section contains background information about underage drinking, media literacy skills, and basic technology skills.

FINAL PRODUCTS:

Final products for the unit can be found in three possible media forms based on classroom resources, time and interest. These include: video, audio and print media forms. Direct instruction lesson plans and student practice pages can be found for each media form in the Appendix.

ASSESSMENTS, STANDARDS AND GOALS:

In addition, formative and summative assessments are provided in the form of rubrics and portfolio checklists. The rubrics are based on Alaska State Standards and they build in order to reach the summative rubric. It is recommended that teachers review the rubrics prior to each section with their students to be sure they understand the quality of work to be completed in order to reach the summative project. The portfolio checklist will also help to keep students on track for completing individual tasks. It is highly recommended that students either maintain digital portfolios or paper portfolios for reviewing during summative assessment.

BEST TEACHING PRACTICES:

Best teaching practices suggests teaching lessons in such a way that standards and section goals are posted and discussed in order to make a connection to subject content and skill acquisition and determine what is already learned and what needs to be learned. This is the followed by direct instruction from the teacher providing new skills and content which is lead by an anticipatory set to peak student interest. This is then followed by guided practice from the teacher and independent practice by the student. In such a schedule, it is recommended that teachers a lot 1-2 hours for direct instruction, 1-2 hours for independent practice and 2 or more hours for direct project work on the final product,

in which they apply their skills to the authentic outcome. It should also be noted that students will feel more value and validation in their product if they know it will be placed in the public eye. Suggestions and recommendations for this can be found in the appendix.

RESOURCES AND SUPPORT:

Please keep in mind that this curriculum was initially created and used in conjunction with the Internet based classroom, Moodle, located at
http://www.kigluaitadventures.com/Moodle
In using this curriculum you will find many references to this site, which contains a great deal of media examples, final product examples, and PowerPoint's that go with the lessons provided. It also provides opportunities in the form of forums or discussion boards for students to share in the process of media creation and topics. The CD that accompanies this curriculum also contains a portion of these resources, but not the invaluable interactive student capability that can only be found on Moodle.

Please feel free to modify the curriculum to best fit your needs, as it is simply a starting point for learning about media and exploring the creation of media.
Good luck and have fun!! And as we always recommend, Learn and Share!

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ENDURING UNDERSTANDING:

Evaluating our environment through our experiences allows us to define our own reality and consciously make decisions based on the information we collect through our senses and emotions.

ESSENTIAL QUESTIONS:

- What is reality? Who gets to decide?
- How do we know what is harmful to us emotionally and physically? Who decides this?
- What is responsibility and who should be responsible for our emotional and physical wellbeing?
- What are you willing to buy, regardless of it's affects on your well-being, others or your environment?
- When you want something badly, how far are you willing to go and at what cost? What is the true definition of need?

UNIT QUESTIONS:

- Does media affect us? If so how?
- What do we use to understand our environment?
- Does every author or creator have a purpose for creating?
- What is considered reality? Who decides?
- How do we decide what is harmful to us emotionally and physically?
- Who should decide what is harmful to us emotionally and physically?
- Why do we make connections to ourselves from new information?
- Why do our families, or communities, traditionally tell stories to one another?
- How and why do we tell stories to our friends?
- How do we (society and cultures) tell stories? Which of these methods affect us more?
- How do we tell powerful stories?
- What makes a story a story?
- Why do some images and sounds move us more that others?
- How do we create a powerful and persuasive piece of media?

ANTICIPATORY HOOK:

Students are told a multimedia and interactive story in which many youth are introduced to a fake product (similar to alcohol) and they have the option to buy the product based on its positive affects on the person. Once students purchase the product they see the reality of the product and the devastation it can cause. Students are then given an opportunity to buy a product such as a cell phone, in which they must make a choice

based on the information they are provided. If students request more info, then they are given a fact sheet.

FINAL PRODUCT:

Stories of underage drinking told with a variety of media and versions.
- Final Product: Student created media depicting peer-to-peer message designed to prevent underage dinking.
- Moodle or PortfolioProducts:
  - o Journal Entries: Expressing the emotional process of sharing and making choices about underage drinking.
  - o Discussions or Discussion Board: Posting of the evolution of underage drinking story as they involve.
  - o Additional Activity: Varied Activities, See Moodle

OPTIONAL TECHNOLOGY:

Communication:
- Moodle: Web Based Classroom with Chats, Discussion Boards, activities etc.

Media Creation Tools:
- Computer with Internet Connection
- Digital Video Camera (with Firewire Data transfer chord)
- Digital Still Camera (with USB data transfer chord)
- Microphone (optional)
-
Media Creation Software:
- IMovie/ Windows Media Maker
- Iphoto/ Windows Photo Folder and/ or GIMP
- GarageBand (Optional)

ASSESSMENTS:

Assessments are included at the end of each lesson. Some are self-assessments to be completed by the students and some are teacher assessments.

Performance Task (each individual activity)	Scoring Guides: Final Product, and Participation (Communication)	Quizzes, Tests, Academic Prompts	Marketing Strategies Fun Quiz Alcohol Pre and Post Survey
Journals	Qualitative Assessment, Used for checking for general comprehension, misunderstandings and emotional trauma.	Self Assessment	Pre and Post Survey Final Product Scoring Guide

Planning the Learning Experiences to Reach the Final Product:

What do the students need to know?	What skills do the students need to be able to do?
• What is media? • What is subtext? • What are marketing strategies? • What are the main elements of a story? • What is a decision? A choice? • What is meant by reality? • What is author's purpose? • What is assertion? • What is Distance communication? Moodle? Elluminate? Video-Conference?	• How do you record quality video? • How do you record quality audio? • How do you take quality pictures? • How do you edit photos, video, and sound? • How do you deconstruct a commercial? • How do you make a storyboard? • How do you use the decision making process? • How do you use Moodle or Elluminate to communicate?

LESSON PLANS AND STUDENT ACTIVITY PAGES:

OVERVIEW OF LESSON PLANS

Each lesson contains two parts, 1 teacher lesson with handouts and 1student activity page. The classroom activity portion is a live lesson followed by the individual activity portion, which is a lesson and activity that is done independently and posted in Moodle. NOTE: Additional lesson plan schedule versions for 4 Lesson or 5 day can be located at http://www.ourreality.org

	Topic	Goals/ Standards	Product and Assessment Tool	Activities
Chapter 1	Pre-Lesson Training and Overview of Program	Review all Major Goals *Student is able to understand and use the communication tools. All Alaska State Standards	Products: • Pre-Survey • Media Release Forms • Moodle Enrollment Assessment Tool: Final Product Assessment Tool	Classroom activity: Technology Communication Training, Project Goals Individual activity: Moodle Tour and Technology Practice
Chapter 1	Lesson 1 Media Awareness	*Student is able to identify media's intent or purpose. *Student is able to identify the emotions elicited from the media. Info Literacy: 4) Evaluate information representing diverse views in order to make informed decisions.	Products: • Lesson 1 Student Activity • Moodle Forum Posting for individual activity Worksheet • Moodle Journal	Classroom activity: Media and Our Senses: Identify the senses used when viewing media. Individual activity: Media in Our Environment: Identify the media in your

	Topic	Goals/ Standards	Product and Assessment Tool	Activities
		Health: 5. Evaluate what is viewed, read, and heard for its effect on personal well-being Reading: 3.8 Analyze Author's purpose. (all elements)	Assessment Tool: 1. Portfolio Checklist 2. Lesson 1 Individual Scoring Guide	environment.
Chapter 1	Lesson 2 Marketing Strategies and Reality	*Student is able to identify marketing strategy. *Student is able to compare the ad to reality to elicit facts for what is true. *Student is able to identify their choices based on any media. *Student is able to choose what is best by finding the reality beyond the media. Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others. Health: Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences Reading 4.7 Make assertions (all Elements)	Products: • Lesson 3 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: 1. Portfolio Checklist 2. Lesson 3 Individual Scoring Guide	Classroom activity: What is really in that commercial? Identify Marketing Strategies and Emotions they cause. Individual activity: Reality of Marketing and Media: Identify the Marketing Strategies in your community.
Chapter 1	Lesson 3 Deconstruction: Messages in Media	*Student is able to identify text and subtext of media. Info Literacy: 4) Evaluate information representing diverse views in order to make informed decisions. Reading: 3.8 Analyze Author's purpose. (all elements)	Products: • Lesson 3 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tool: 1. Portfolio Checklist 2. Lesson 2 Individual Scoring Guide	Classroom Activity: Messages and Media: Identify subtext and text of media messages. Individual Activity: Create your own message.

	Topic	Goals/ Standards	Product and Assessment Tool	Activities
Chapter 2	Lesson 4 Storytelling about UAD.	*Student is able to think and tell 1 story about underage drinking. *Student is able to create a story from media. Reading : 3.8 Analyze Author's purpose. (all elements) Reading 4.7 Make assertions (all Elements)	Products: • Lesson 4 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: • Portfolio Checklist • Lesson 4 Individual Scoring Guide	Classroom activity: What is a storyteller? Individual activity: Underage Drinking Stories in our Community
Chapter 2	Lesson 5 Creating a Message for Our Story	*Student is able to analyze a health promotion ad to determine what social marketing strategies were used. *Student is able to use the social marketing framework create a message to effectively promote change. Reading: 3.8 Analyze Author's purpose. (All elements) WR 3.2/4.2 Use a variety of forms. (All elements) Skills for a Healthy Life: B: 5. Evaluate what is viewed, read, and heard for its effect on personal well-being	Products: Lesson 5 • Student Activity Handout Moodle Forum • Posting based on above activity Assessment Tools: • Portfolio Checklist • Lesson 4 Individual Scoring Guide	Classroom activity: Follow 5 social marketing steps to create a story outline. Individual activity: Watch for social marketing ads on television and use the 5 steps of social marketing to deconstruct the ad.
Chapter 2	Lesson 6 Structure & Elements of Powerful Stories	*Student is able to identify the parts of their story and retell the story with story elements. Reading 3.7/4.6 Analyze story elements. (All Elements) WR 3.2/4.2 Use a variety of forms. (All elements)	Products: • Lesson 6 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: • Portfolio Checklist • Lesson 6	Classroom activity: Identify Story Elements in Commercials Individual activity: Story Elements in your Commercial.

	Topic	Goals/ Standards	Product and Assessment Tool	Activities
			Individual Scoring Guide	
Chapter 2	Lesson 7 Storyboarding	Student is able to tell their story with choices using a storyboard. <u>Technology:</u> Convey ideas to a variety of audiences using publishing, multi-media, and communication tools. <u>WR 3.2/4.2</u> Use a variety of forms. (All elements)	Products: • Lesson 7 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: • Portfolio Checklist • Lesson 7 Individual Scoring Guide	<u>Classroom activity:</u> Students place their story in a storyboard. <u>Individual activity:</u> Students complete their storyboard with powerful images.
Chapter 2	Lesson 8 Using the Medium to tell the story.	*Student is able to see choices within their story and can show them using media, such as pictures. *Student is able to create powerful media that impacts and persuades an audience. <u>Info Literacy: 5)</u> Assimilate and understand how newly acquired information relates to oneself and others. <u>Health: 1)</u> Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences <u>Technology:</u> Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.	• Lesson 8Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: • Portfolio Checklist • Lesson 8 Individual Scoring Guide	<u>Classroom activity:</u> Alternative Endings: Identify Alternative Endings in Commercials and Choose Media Medium <u>Individual activity:</u> Student tells their story with choice of media. OR <u>Classroom activity:</u> Part I: Student breaks apart a commercial and examines first the audio with no video, then the video. Students explore how changing audio or altering camera techniques changes the story. Part II: Students practice making video and audio clips. (Garageband or iMovie) <u>Individual activity:</u> Students record video and audio for each scene.

	Topic	Goals/ Standards	Product and Assessment Tool	Activities
				Students post their best scenes.
Chapter 3	Lesson 9 Producing a Video	• Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools. • WR 3.2/4.2 Use a variety of forms. (All elements)	• Lesson 9 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: • Portfolio Checklist Lesson 9 Individual Scoring Guide	Classroom activity: Students practice editing video with provided video clips. Students also practice taking video. Individual activity: Students take their own video based on storyboard and edit it.
Chapter 3	Lesson 10 Producing a Print Ad	• Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools. • WR 3.2/4.2 Use a variety of forms. (All elements)	• Lesson 10 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: • Portfolio Checklist Lesson 10 Individual Scoring Guide	Classroom activity: Students practice identifying the parts of an ad. Than students practice putting in missing parts of a print ad. Finally students practice in groups, putting together a print ad for a product. Individual activity: Students make their own print ad for their own topic.
Chapter 3	Lesson 11 Producing an Audio Ad	• Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools. • WR 3.2/4.2 Use a variety of forms. (All elements)	• Lesson 11 Student Activity • Moodle Forum Posting based on above activity • Moodle or Paper Journal Assessment Tools: • Portfolio Checklist • Lesson 11 Individual Scoring Guide	Classroom activity: Students practice identifying the parts of an audio ad. Than students practice putting in missing parts of an audio ad. Finally students practice in groups, putting together a print ad for a product. Individual activity: Students make their own audio ad for their own topic.

	Topic	Goals/ Standards	Product and Assessment Tool	Activities
Chapter 3	Lesson 12 Film Festival	Student is able to assess their work as well as others. See All Standards	• Media displayed in Moodle • Movies played and rated at film fest. • Assess end products • Complete post survey	Classroom activity: Film festival and Awards Individual activity: Print and Sign Film Certificates and Media Passports

CHAPTER 1
STORIES IN THE MEDIA

This chapter will focus on media evaluation by deconstructing or taking apart media in order to evaluate it. The chapter begins by having students examine different forms of media and the emotions that result from viewing the media. This is than followed by examining the specific marketing strategies that cause the emotions. Finally, students examine the messages that are attached to the strategies and the emotions, and the overall picture it creates.

Lesson 1: Media & Sensory Awareness (Emotions)
Lesson 2: Marketing Strategies & Deconstructing Media
Lesson 3: Messages in the Media (Subtext)

Lesson 1: Media and Sensory Awareness (Emotions)

Purpose
*Student is able to understand and use the communication tools.
*Student is able to identify what makes media.
*Student is able to identify media's intent or purpose.
*Student is able to identify the emotions elicited from the media.

Standards
Info Literacy: 4. Evaluate information representing diverse views in order to make informed decisions.
Health: 5. Evaluate what is viewed, read, and heard for its effect on personal well-being.

Resources
Media PowerPoint (See Moodle)
Commercials old and new (See resources for links)
Tool Handout
Moodle with Links

Anticipatory Set
Begin by asking students to describe what is "cool" and what they think of when something is "cool". Have them write their ideas on a sticky and place it on poster paper. Organize the ideas into two main categories -tangible and non-tangible. Ask students who gets to decide what is cool. Who is deciding now? Ask them to think for a moment about the ideas that are tangible, who has decided those are cool and Why? To answer the question, ask them to view some commercials.

Connections
Have students share commercials they have seen that they really like. Ask them what they like about the commercials. If they cannot identify specific things, ask them to complete the chart of sensory awareness. Show a few commercials.

Delivery of Lesson
Play an example of an old commercial and a recent commercial (see resources above for commercials) and ask them what the difference is between the old and new. Which ones are cool? Which products do they know? Why? Ask the students to consider how they feel while they watch a more recent commercial. Use the Lesson 1 PowerPoint to explain the effects of commercials on our brain.

Modeling the Activity
Use the Lesson 1 PowerPoint to show colors and sounds asking students to record their emotion on a scale of 1-5 (1 feeling really good and 5 feeling really bad). Continue with sounds and then ask the students to place the two together and ask them what they feel

will happen in the picture of the kids and the music. Finally ask the students to consider purchasing a cell phone and show the commercial slides for each cell phone. Ask the students which they would buy, then tell them that they are the same cell phones.

Guided Practice
Have students complete their chart with other commercials and/or print ads. Explain that the commercials are aimed at our emotions. Are we are of this? How can we be aware?

Closure
Have students consider the original commercial that they liked from the beginning of class. Ask them to think about why that commercial created that particular emotional response. What in their life did the commercial connect to? Then ask them to consider again if they actually really liked the product and what made it cool. Who decides what's cool?

Independent Practice
Lesson 1 Activity (See Following Pages)
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.
- o *Enduring Understanding*: Basic color and sound choices play a critical role in the conveying messages across media.
- o *Culminating event/product:* A pie-graph poster of the different types of media found around their community or Posters within their school (or teachers classroom) to create awareness of how marketers use colors and sounds to reinforce their messages.

Background
The senses are how we perceive the world, right? Of course! Everyone knows that, and that includes advertisers. In fact, they know it even better than the rest of us- their jobs depend on it! They use their understanding of how we perceive the world though our senses to shape their advertisements. It is their job to trigger our emotions through activation of our senses in very specific patterns- patterns they strategies will lead us to buy their product or subscribe to their world view. It is our job to be aware they are doing this in order to make un-biased, self determined choices in our modern media rich world.

In most advertisements, sight and sound are the dominant senses tapped by marketers. So it makes sense to start our journey toward media literacy by first polishing up our sensory awareness skills based on sight and sound. And that is primarily what we will work on in this first lesson. But is important to realize that scent, touch, and taste are also often tapped by marketers. In particular, scent has a very powerful emotional link. Which is why magazines often run ads that have a scent component. In the future, with advances in technology, this is likely to become common in many other digital media outlets.

References/resources
.
http://www.picturecorrect.com/photographytips/207/creating_mood_with_color.htm
This site discusses the emotions colors can trigger. The aim of the page is to improve photographic skills (which we will discuss in later sessions) but toward the bottom of the page is a great color by color discussion regarding emotions.

http://www.lessonplanspage.com/MusicArtLAOMusicAndEmotionsUnit4PartK4.htm
Some extensional lessonplans that might be fun to play with. They are made for younger grades though and will need to be modified.

http://www.marketingprofs.com/Tutorials/senses_sales.asp This is a link to a great review of the senses and marketing. Only problem is you need to sign up to read it! Oh yes, it is a marketing tick all on it's own! But it is a good page to read with solid background info on the role senses play in advertising.

Lesson 1 Handout: Media Sensory Awareness Tool

Senses:

- See: What your eyes take in. Consider color, texture, size etc. Remember that seeing can often provide for our other senses such as seeing sand paper makes imagine that the surface is rough.
- Hear: What your ears take in. Consider loudness, pitch, frequency etc. Remember that sounds can provide for our other senses such as the sound of somebody eating nuts can remind us of the taste of nuts.
- Smell: What our nose takes in. Consider intensity, sweet, rancid etc. Remember that smells can provide for our other senses such as the smell of popcorn reminds us of a picture of a movie theater.
- Taste: What our tongue takes in. Consider intensity, richness, salty, sweet etc. Remember that taste can provide for our other senses such as eating a sweet tart will remind us of touching chalk.
- Touch: What our skin takes in. Consider pressure, texture, temperature, etc. Remember that touching can provide for other senses such as touching something slimy and gushy reminds us of the taste or smell of squid or octopus.

Commercial Description	Sense/ Description	Emotion that is Caused

Sensory Awareness Scale Tool

1: Feel Really Good
2: Feel Good
3: Feel o.k.
4: Feel Bad
5: Feel Really Bad

Color/ Sound/ Choice	Emotion Number (See scale above)	Why? What does it make you think of?

Lesson 1 Student Activity: Media in Our Environment

Standards:
- Info Literacy: 4) Evaluate information representing diverse views in order to make informed decisions.
- Health: 5) Evaluate what is viewed, read, and heard for its effect on personal wellbeing.

T.V. in Review: Who is Selling You What? How? And How Often?

For a full 1-2 days you will be tracking how much media you encounter using the table below. If you see/hear the same product more than once, put a check next to the first one you saw/ heard. *Hint: If you keep this paper handy in your pocket or bag folded up you will be able to pull it out and record. This is for posterity now, so record.. record.. record..*

Type of Media:

Video: Commercials or ads in Movies or Television Shows or during breaks (What products do those movies stars use?)
Print: Advertisements in magazines, newspapers, billboards (even in school) Clothing (T-Shirts), Mail, Internet
Audio: Advertisements on radio, songs, Internet

What type of media (See above)	Product (What are they Selling?)	Predominant Colors and Sounds (Dialogue, Music, etc.)	Emotions: How did it make you feel on a scale of 1-5, 5 being really bad and 1 being really good) and WHY
Print: Nike Swish on T-Shirt	Anything Nike	Grey, Blue	5 because I think about mass consumerism and waste.

So HOW many advertisements did you see in one day? A lot, or a little? Do you think you got it all recorded? Why or why not?

Choose a **fun channel**, one that you like. Describe and count the number of commercials for 30 minutes.
Number of Commercials: _____
Description of Commercials: (Bright colors, loud sounds, etc.)

Repeat the same thing for a **learning channel**:
Number of Commercials _____
Description of Commercials: (Bright colors, loud sounds, etc.)

In general what types of products were being sold on a "Fun Channel?" (i.e. toys, nutritional foods, snack foods, medicines, cars, etc….) How about a "Learning Channel?"
_____
_____

Who do you think the advertisers were trying to sell their products to? (i.e. kids, teens, young adults, older adults, elderly) On the "Learning Channels?"
On the "Fun Channels?"
_____
_____

Now answer this one honestly, of those commercials that you liked, would you be likely to buy their product? Why?
_____
_____

Of the commercials that you liked, why do you think the author created the commercial? (seems like a stupid question? Think about this… Why would they have created it in this manner? Who is the audience that the author was targeting?
_____
_____

Ok last one, if the author had never created the commercial (the one you liked the most) would you still buy the product (or like it)? Why

Assessment for Lesson 1:

Standard	Seeker of Truth	Seeker of Information	Seeker of Something	Seeker of Nothing
*Student is able to identify the emotions elicited from the media. Health: 5. Evaluate what is viewed, read, and heard for its effect on personal well-being.	Student has answered all the questions in great depth and accuracy showing understanding by using data from tables directly within answers and providing additional resources of information researched or drawn from life.	Student has answered all the questions completely and accurately clearly showing understanding of the emotional connection to media and the impact media has on our buying choices.	Student has answered some or all of the questions with little depth or accuracy showing some understanding or the emotional connection to the media and the impact media has on our buying choices.	Student has answered few or none of the questions or shows absolutely no or very little understanding of the emotional connection to the media and the impact media has on our buying choices.
*Student is able to identify media's intent or purpose. Reading: 3.8 Analyze Author's purpose.	Student has completed all the tables, including additional ones on the back of their paper explaining in great depth the author's purpose.	Student has completed all the tables and collected all data showing understanding of author's purpose or intent.	Student has completed some tables and shows some understanding of author's intent.	Student has not completed any of the tables or data collection.
*Student is able to understand and use the communication tools.	Student has posted the results from all of their media watch (part I, Part II, Part III) in an easy to read format (table) and have responded in the journal about their emotional response to a commercial they hate and like.	Student has posted the results from their media watch in Part I in the discussion board and posted their emotional response to a commercial they hate in the online journal.	Student has posted a brief 1-2sentence statement about what they found in the media watch in the discussion board. Student did not post to their online journal.	Student did not post to either the journal or discussion board.

Student Portfolio Checklist for Lesson 1:

____ Completed Activity
____ Answered Questions
____ Posted Answers in Discussion Board for Lesson 1
____ Posted answer to Journal Question in Moodle: Do you think media has any affect on you?
____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Thoughts and Notes on Lesson 1

Lesson 2: Marketing Strategies and Media Awareness

Purpose
*Student is able to identify marketing strategy.
*Student is able to compare the ad to reality to elicit facts for what is true.
*Student is able to identify their choices based on any media.
*Student is able to choose what is best by finding the reality beyond the media.

Standards
Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others.
Health: Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
Reading: 4.7 Make assertions (all Elements)

Resources
Media PowerPoint (See Moodle)
Alcohol Commercials old and new (See Moodle)
Tool Handout
Moodle with Links

Anticipatory Set
Show the old tobacco commercials from the Lesson 1. Ask the students why they do not show tobacco commercials anymore. They are banned because they were directed towards youth. Show students an old cigarette commercial, and ask if they would believe this commercial about cigarette smoking being refreshing. What strategies are the advertisers using to sell the cigarettes in this commercial? List the strategies and keep adding to the list throughout the class.

Connections
Ask students how often they have bought a product after seeing a commercial and then were disappointed. Use one of your own experiences to begin the sharing.

Delivery of Lesson
Use the PowerPoint for lesson 2 to explain that there are several marketing strategies that advertisers use to create their ads. Ask students to pick out as many as they can while showing them several commercials and ads, being sure to add strategies to the list started at the beginning of class. Next explain and show that a majority of the commercials today are focused on eliciting emotion. Refer to the commercials that they have stated they like the most. Show examples of commercials, and share info about Budweiser from PowerPoint.

Modeling the Activity

After handing out the marketing strategy sheet, view another commercial and use the deconstructing media tool from New Mexico's Media Literacy Project to demonstrate how to peel the layers off the media to find the truth. Ask what type of facts would need to be researched to gain more information about the product.

Guided Practice
Have students complete their own deconstruction of an alcohol ad that you have provided.

Closure
Using the fake product (an ad for showing the truth about alcohols affects on the brain and liver) ad on the last screen of the PowerPoint, ask students if they would buy the product and why. If they could see the truth in every ad, would they be likely to buy the product if it were harmful to them?

Independent Practice
Lesson 2 Activity (See Following Pages)
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.
   o *Enduring Understanding:* Specific and well researched/thought out strategies are used by marketers to illicit desired responses from viewers.
   o *Culminating event/product:* Sell a sample product, given message, Target audience and product.

Background
It's a simple fact that marketing, advertising, whatever you want to call it is big business! Lots and lots of money is spent on it every year. And of course that means there are a lot of people out there thinking about how best to do it! Tons of research has been done on the best way to convince us to buy something, or believe in something. The following lesson covers many of the most common techniques being used today. Always remember these techniques have been proven to work through time but nobody is sitting back and relying just on what has worked in the past . So as you go through this lesson, learn the specific techniques that are most commonly used today, but also try to read between the lines to see what thread holds them altogether, because it's that thread that will remain constant as new techniques are developed and adapted to new technologies and social patterns as we move into the future. (And just a little hint, it all has to do with how we emotionally relate to the product being sold or the idea being pitched!)

References/resources

http://myeslsite.com/Reading/ComprehensionExercises/Media%20Literacy/PersuasiveTechniques/AdTechniquesReading.htm A list with examples of some common persuasion techniques used in advertising.

http://home.olemiss.edu/~egjbp/comp/ad-claims.html This site goes into some specifics on the use of language in marketing. It's very interesting and surprising how easy it is for us to hear these words and connect them to a different understanding, an understanding the advertisers want us to have, than what the words actually are saying. Eye-opening.

http://www.emints.org/ethemes/resources/S00001858.shtml This is an absolute gold mine of resources for exploring media literacy!

Lesson 2 Handout: Persuasion Techniques (from the New Mexico Media Literacy Project)

Technique	Description
Symbols	Words, designs, places, music, colors etc., that represent some larger concept.
Exaggeration	Impressive-sounding language that is actually vague and meaningless.
Fear	Believing something bad could happen if we don't buy the product.
Scapegoat	Blaming problems on one person or group.
Humor	If you can make people laugh, you can persuade them.
The Big Lie	Lies work because most people want to believe what they see and hear.
Testimonials	Comments or stories from ordinary people (real or fictional) who claim to use a product.
Celebrities	The use of famous people or respected institutions to endorse a person, idea or product.
Repetition	Repeating the same message, symbol, words, etc. over and over again.
Charisma	A person with charisma is someone who is bold, strong and has dramatic confidence - someone others are drawn to.
Name Calling	Using putdowns, talking trash, etc. Can be direct or indirect.
Flattery	If you make people feel good, they are more likely to buy your product.
Bribery	Giving us something desirable if we buy the product, i.e. "Buy one, get one free."
Diversion	Seems to be about one thing but then diverts attention by throwing in something unrelated.
Straw Man	Builds up an illogical or deliberately damaged idea and presents it as something that one's opponent supports or represents (happens a lot in political campaigns).
Denial	Used to escape responsibility for saying something. For example, a politician who says, "I won't bring up my opponent's problems with the IRS," has just brought up the issue.
Card Stacking	Provides a false context or tells only part of the story to give a misleading impression. For example, in movie ads, only the critics' compliments are included.
Bandwagon	Insists that "everyone is doing it." It plays upon feelings of loneliness, isolation, and wanting to be in the "cool" group.
Plain Folks	Many advertisers and politicians promote themselves or their products as being of humble origins, just one of the gals/guys.
Nostalgia	People tend to forget the bad parts of the past, and remember

	the good. A nostalgic setting usually gives a product a better image.
Warm & Fuzzy	Using sentimental images (especially families, kids and animals) to sell products or ideas.
Beautiful People	Using good-looking models in ads to suggest we'll look like the models if we buy the product.
Simple Solutions	If you buy their product, you can solve your problem. It's that easy!
Scientific Evidence	Uses the language of science (charts, graphs, etc.) to "prove" something that's often actually bogus.
Maybe	Exaggerated or outrageous claims preceded by "maybe", "might", or "could." You could win a million dollars!
Group Dynamics	Replaces the weakness of the individual with the strength of the group. The atmosphere of live audiences, rallies or other gatherings often carries people away.
Rhetorical Question	Gets the target audience to say "yes" to preliminary questions, in order to build agreement and trust.
Timing	Organizing multiple techniques in a pattern or a "strategy" to increase the emotional impact of the sell, i.e. PFD sales in Oct.
Sex	Plays on the desire for a relationship and/or for sex.
Extreme	Using extreme sports, like extreme skiing, to sell a product.

Lesson 2 Media Deconstruction Handout(Questions from New Mexico's Media Literacy Project)

Their Reality:
1. How do you feel about the commercial? (If students cannot explain it then have them use the sensory awareness table from last Lesson)

The Truth:
2. What strategies are being used and how do they affect your senses?

3. Who paid for the media? Why?

4. Who is being targeted?

5. What text, images or sounds lead you to this conclusion?

6. What is the text (literal meaning) of the message?

7. What is the subtext (unstated or underlying message)?

8. What kind of lifestyle is presented? Is it glamorized? How?

9. What values are expressed?

10. What tools or techniques of persuasion are used?

11. What story is not being told?

Your Reality:
12. In what ways is this a healthy and/or unhealthy media message?

13. What is the truth of this product?

Lesson 2 Student Activity: Looking For Signs of Alcohol in Our Lives!

Essential Questions: What is the reality behind media?
Standards:
- Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others.
- Health: Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- Reading 4.7 Make assertions (all Elements)

Alcohol is everywhere in our lives! There is no doubt about it. We can hardly go anywhere without seeing, hearing, tasting, feeling, or smelling some sign of it. In fact, it is so common in our lives that I bet we don't even realize how often we encounter it in some way or another everyday. And they all use different marketing strategies and messages. So… The Essential Question: What signs of alcohol use do I encounter everyday that I don't even normally see?

That's the goal of this activity… to walk through our daily lives with our eyes and minds wide open looking for all the signs of alcohol we encounter on the Internet, TV, around our communities; the dump, behind buildings, in stores, in magazines, newspapers, at School, and in our Homes. The goal at this point is not to judge… Not "this is good" or "this is bad" but simply to say, "This is what is! This is what I live with!" It's a simple scavengers hunt to look for the signs of alcohol. The table below will help you keep track of what you find.

If your issue is not Underage Drinking or alcohol, simply place in the issue you are exploring and see how much and what type of media there is addressing it.

What you found	Where you found it	Target Audience	Subtext	Marketing Strategy	Reality of the Product
people drinking wine on TV	Desperate Housewives		watching reruns on DVD		
Box of old, empty, dusty beer bottles	In a corner of my workshop		Cleaning up my shop		

Okay, now that you have taken a look around at the media that already exists for alcohol and it's target audience, subtext and marketing strategies, it is your turn to identify your own reality for the product using a marketing strategy and your message from the previous lesson. Then, try to sell it to your class or in Moodle.

Product	Target Audience	Reality of the Product	Text	Subtext	Marketing Strategy

Now what do you do with this information? Sell it, Test it, or Just Share it! Yep that's right! Share it with everybody. After all that's the whole point of why We are all working together…To find and share our stories on how alcohol affects our lives! Do This: Take what you have found/learned/realized and get on the Moodle (www.kigluaitadventures.com/Moodle/) discussion board (signs of alcohol) and share it with us!

Assessment for Lesson 2:

As a student you can determine how well you have done on this activity primarily by asking yourself this simple question: Did I find new signs of alcohol in my life that before I did the activity I had never noticed? But some folks might want a bit more:

Element	Didn't find a lot of new stuff	Found some new things	What an eye opener	Wow, so much I never saw before
Places I found things Health: Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;	I was able to find examples (that I have never noted before) of Alcohol in 1 places and/or forms of media (internet, TV, etc..) that are a normal part of my daily life (i.e. I did not go out of my way to find them but just kept my "eyes" open doing what I do)	I was able to find examples (that I have never noted before) of Alcohol in 3 places and/or forms of media (internet, TV, etc..) that are a normal part of my daily life (i.e. I did not go out of my way to find them but just kept my "eyes" open doing what I do)	I was able to find examples (that I have never noted before) of Alcohol in 5 places and/or forms of media (internet, TV, etc..) that are a normal part of my daily life (i.e. I did not go out of my way to find them but just kept my "eyes" open doing what I do)	I was able to find examples (that I have never noted before) of Alcohol in 7 places and/or forms of media (internet, TV, etc..) that are a normal part of my daily life (i.e. I did not go out of my way to find them but just kept my "eyes" open doing what I do)
Senses (sight, taste, touch, sound, smell) I used to find things Reading 4.7 Make assertions (all Elements)	I used at least 1 senses to become aware of the influence of alcohol in my life	I used at least 2 senses to become aware of the influence of alcohol in my life	I used at least 3 senses to become aware of the influence of alcohol in my life	I used at least 4 senses to become aware of the influence of alcohol in my life
Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others. How I shared and applied what I found	I posted my product/ message of what I found on the Moodle discussion board and I responded to at least one other posts and I tried to sell it to my target audience.	I shared my product/ message based on what I found with my classmates and I tried to sell it to my classmates.	I shared my product/ message based on what I found with my teacher.	I am still working on my product/ message based on what I found.

Student Portfolio Checklist:
____ Completed Activity
____ Answered Questions
____ Posted Answers in Discussion Board for Lesson 3
____ Posted answer to Journal Question in Moodle: What is 1 finding about drinking that
   made you really sad, really happy, or really angry?
____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Thoughts and Notes for Lesson 2

Lesson 3: Messages in Media (Subtext)

Purpose
*Student is able to identify messages in media.
*Student is able to explain the text and subtext of media.
*Student is able to identify their choices based on any media.

Standards
Info Literacy: 4) Evaluate information representing diverse views in order to make informed decisions.
Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others.
Health: Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
Reading: 4.7 Make assertions (All elements)
Reading: 3.8 Analyze Author's purpose. (All elements)

Resources
Media PowerPoint (See Moodle) for Lesson 2 (see Moodle)
Alcohol Commercials old and new (See Moodle)
Tool Handout
Moodle with Links

Anticipatory Set
Show students the graphic on the following page and ask students what they can see in the picture. Ask them how it makes them feel. (They may or may not see the word SEX spelled out with the shape of the plants using the white space at the base). Discuss with students the concept that messages can are sometimes clearly stated and sometimes not stated. Have them consider body language in context to words. In addition, messages can come across in many forms in media, and these are referred to as text and subtext. Have students define both words.

Connections
Have students quickly roll play a few situations in which body language says something different than words said out loud. Ask the audience to provide the message for what is being said and not said.

Delivery of Lesson
Use the PowerPoint for lesson 3 to what is meant by text and subtext. Ask students to pick out as many as they can while showing them several commercials and ads (see resources in Moodle). Be sure to have students consider the original question from Lesson 1 about what is cool. Ask students who defines our social norms? How closely are our behaviors tied to the messages in the media?

Modeling the Activity
Hand out the Lesson 2 Handout about text and Subtext and review with students. Then share the information below with students and ask them how you might go about selling the following product. Have them consider what the text and subtext for this product could be. You may want to sketch and add the text to the board for the students.

Product: Coffee
Audience: Adults
Purpose: Keep travelers on the road awake.

If students are struggling with a feasible text and subtext have them consider the following:

Possible Message:
- Text: "We've taken coffee to the new extreme"
- Subtext: Our coffee is the best coffee for keeping travelers awake and with the most energy on the road when driving.

Guided Practice
Place the following products on index cards and ask them out to groups of 3-4 students to create a message with text and subtext to sell the product to the audience in a brief 2-3 minute presentation. (You may wish to cut products out of a magazine and glue to an index card and provide a suggested audience and purpose).

Product 1:
- Product: Chocolate Bar
- Audience: Middle School Kids
- Purpose: Provides energy.

Product 2:
- Product: Sports Car
- Audience: Middle Age Adults
- Purpose: Provides a safe ride.

Product 3:
- Product: Video Game about Dolls
- Audience: Elementary Kids
- Purpose: Buy more Dolls

Product 4:
- Product: Cereal
- Audience: Athletes
- Purpose: Healthy cereal

Product 5:
- Product: Water
- Audience: Adult Women
- Purpose: Pure and Healthy

Product 6:
- Product: Computer
- Audience: Teens
- Purpose: Entertainment

Product 7:
- Product: Heartburn Medicine
- Audience: Elderly Adults
- Purpose: Aid in heartburn

Product 8:
- Product: Dating Service
- Audience: Young Adults

- Purpose: Help lonely people find   a friend.

Closure
Ask students if they would buy the product and why. If they could see the truth in every ad, would they be likely to buy the product if it were harmful to them? How do messages in the text and subtext help to sell the product? Are they the same? Why?

Independent Practice
Lesson 3 Activity:
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.
- Enduring Understanding: All media has a message, often more than one, of which we make personal meaning.
- Culminating Event/ Product: Alteration of media to display media messages about the reality of the product for a particular target audience.

Handouts:
Use the TEXT AND SUBTEXT handout to deconstruct the Bacardi ad from the perspective of the necessary elements of a powerful story.

Background Information
       Because of the multi-layers of media, there is the capability of applying many messages. Messages can come in many different variations, some obvious and some not so obvious. This is referred to as text and subtext. The text of a media message is the actual text or written information on the media. It can be a tagline, such as Nike's "Just Do It" or it could be information about the product, "Milk is fortified with Vitamin D."
       However, the other type of text that media can have is called the subtext, or the message that is not being stated in written words. The subtext is the message that we interpret form the media, consciously or unconsciously. Thus an ad portraying a group of young people dancing at a party and they are all happy and having fun may provide persons viewing the media with the subtext of alcohol + party = fun.
Several pieces of research has shown that exposing students to concepts of subtext and teaching the skills to analyze and understand subtext, allows for the ability to de-funk media ads and determine the reality of the ad.
       As students learn to identify subtext and internally examine their thoughts in relation to media, they begin to break down the "Hollywood" cloak of how reality is displayed by media. This is when students can ascertain the facts of the product.

References:
- Hobbs, R. , 2004-05-27 "Learning to Analyze Advertising" Paper presented at the annual meeting of the International Communication Association, New Orleans Sheraton, New Orleans, LA Online <.PDF>. 2008-09-15 from http://www.allacademic.com/meta/p112494_index.html

- Hobbs, R. (2007). Reading the media: Media literacy in high school English. New York: Teachers College Press.
- Hobbs, R., & Frost, R. (1999). Instructional practices in media literacy education and their impact on students' learning. New Jersey Journal of Communication, 6(2), 123-148.
- New Mexico's Media Literacy Information about Subtext: http://www.nmmlp.org/media_literacy/text_subtext.html
- Well Referenced media Literacy Article: http://en.wikiversity.org/wiki/Research_on_Media_Literacy

Enrichment Activities

- Resource Center for Adolescent Pregnancy has a great series of activities for learning about ad deconstruction and subtext. **http://www.etr.org/recapp/practice/youthskills200106.htm**

- Read/Write and Think has a great lesson plan for Subtext. http://www.readwritethink.org/lessons/lesson_view.asp?id=310 and http://www.readwritethink.org/student_mat/student_material.asp?id=10

Subliminal Message Graphic:

Lesson 3 Subtext Handout
(from the New Mexico Media Literacy Project)

Text
We often use the word "text" to mean "written words". But in media literacy, "text" has a very different meaning. The text of any piece of media is what you actually see and/or hear. It can include written or spoken words, pictures, graphics, moving images, sounds, and the arrangement or sequence of all of these elements. Sometimes the text is called the "story" or "manifest text". The text of a piece of media is always the same, no matter who is seeing/hearing it.

Subtext
The "subtext" is your interpretation of a piece of media. It is sometimes called the "latent text". The subtext is not actually heard or seen; it is the *meaning* we create from the text in our own minds. While media makers (especially advertisers) often create texts that suggest certain subtexts, each person creates their own subtext (interpretation) based on their previous experiences, knowledge, opinions, attitudes and values. Thus, the subtext of a piece of media will vary depending on the individual seeing/hearing it.

Example: Magazine ad for Bacardi Rum.

The text of this media message includes:
- A photograph of several people holding glasses, smiling and looking at the camera.
- The words "CUBICLES BY DAY / BACARDI BY NIGHT" on a graphic that includes the Bacardi bat logo.
- The words "BACARDI: THE WORLD'S GREATEST RUM SINCE 1862".
- A small photograph of a Bacardi rum bottle.

Possible subtexts include:

- It's fun to drink alcohol.
- If you drink, you'll have lots of friends.
- Beautiful people drink Bacardi.
- If you drink Bacardi, you'll be beautiful
- Everyone drinks.
- Alcohol allows people of different races to get along.

- If you work in a cubicle, you should drink Bacardi.
- Bacardi is made from bats.
- *Insert your interpretation here!*

Lesson 3: Student Activity Messages and Subtext

Essential Question: Does all media have a message(s)? Why?
Standards:
- Info Literacy: 4) Evaluate information representing diverse views in order to make informed decisions.
- Health: Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences
- Reading: 4.7 Make assertions (All elements)

Part I: Identify Messages in Media

Directions: Determine what your most favorite object or food is, such as your Wii or Coca Cola. Most Favorite Product: _____
Locate the following three types of ads around your house, community, or Internet and write down the target audience, the purpose, the text and the subtext for your product.

Media Type	Target Audience	Purpose	Text	Subtext
Describe a Print Ad				
Describe a Commercial Ad				
Describe an Audio AD				

Is there a target audience that has not been addressed? Who? _____

Create a message with text and subtext for this target audience. Be sure to create a purpose that the target audience would need that product for!

Target Audience: _____

Purpose:_____

Text: _____

Subtext: _____

Why do you think you started to use this product? Why do you continue to use the product?

 Assessment for Lesson 3:

Standard	Seeker of Truth	Seeker of Information	Seeker of Something	Seeker of Nothing
*Student is able to identify messages in media. *Student is able to explain the text and subtext of media. *Student is able to identify their choices based on any media. Reading: 3.8 Analyze Author's purpose. (All elements) Reading: 4.7 Make assertions (All elements) Info Literacy: 4) Evaluate information representing diverse views in order to make informed decisions.	Student has completed all the tables, including additional ones on the back of their paper explaining in great depth the author's purpose and assertions by identifying subtext and text. Student creates a message for a target audience not addressed that shows a cause and affect connection between the message, the audience, and purpose and is verbally tested on that audience to determine its persuasiveness.	Student has completed all the tables and collected all data showing understanding of author's purpose and assertions by identifying subtext and text. Student creates a message for a target audience not addressed that shows a cause and affect connection between the message, the audience and purpose.	Student has completed some tables and shows some understanding of author's purpose and assertions by identifying subtext and text. Student creates a message for a target audience not addressed though the connection is not clear between the message, the audience and purpose.	Student has not completed any of the tables or data collection. Student creates a message for a target audience already addressed.
Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others. Health: Demonstrate an ability to make responsible decisions by discriminating among risks and seeing consequences	Student is able to identify the message for their issue after completing the questions in Part II and helps their classmates to identify their message using the questions.	Student has clearly written the message for their issue after completing the questions on part II, defining text, subtext and target audience.	Student has written a somewhat clear and connected message for their issue after completing the questions on part II.	Student has written only the text for their message and may or may not have clearly defined target audience, text, and subtext.

Student Portfolio Checklist for Lesson 3:

____ Completed Activity
____ Answered Questions
____ Posted messages from Part II in Discussion Board for Lesson 2
____ Posted answer to Journal Question in Moodle: How do messages change with target
    audiences?
____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Thoughts and Notes on Lesson 3

CHAPTER 2:
OUR REALITY, OUR STORIES

Chapter two asks students to begin to construct their own media. Students first examine stories that are important in their own lives- that create their reality. Then they take a look at techniques for shaping messages within their stories and how to make their stories more powerful. And finally, they use storyboarding to put the pieces together, and choose a medium (audio, video and/or print) to convey their message of their reality.

Lesson 4: Storytelling & Messages

Lesson 5: Creating a Message for Our Story (Social Marketing 101)

Lesson 6: Structure & Elements of Powerful Stories

Lesson 7: Storyboarding

Lesson 8: Choosing the Medium to Tell Our Stories

Lesson 4: Storytelling and Messages

Purpose:
*Student is able to create a story from an image, a sound, a smell or a touch.
*Student is able to think about and tell one story about underage drinking or chosen issue.
*Student is able to identify subtext of media and explain the story attached to the meaning.

Standards
Reading: 3.8 Analyze Author's purpose. (all elements)
Reading: 4.7 Make assertions (all elements)

Resources
Picture with a Story
Varied Instrumental Audio Clips
Media PowerPoint (See Moodle) Presentations
Moodle with Links

Anticipatory Set
Present students with a picture from the lesson 4 PowerPoint of an alcohol advertisement and ask them to tell a story about the picture and share it with their neighbor. Show them the rest of the picture and have them retell their story. Ask them how much their story changed. Why? Discuss with students what the author's purpose is and what it means to make assertions.

Connections
Ask them to share a story that they were told recently or one that is their favorite. Ask them where the story came from and why it is their favorite story. Ask students what they talk about when they are hanging out with friends. What stories do they tell? Ask students how many of them have had someone in their family tell them a story. Why was the story told? Have students brainstorm why stories are told.

Delivery of Lesson
Explain that media plays on our emotions. Using the Powerpoint for Lesson 4, have students examine different images and audio and tell stories based on what they see and hear. Ask them to consider why the story changes. Remind them about what they had learned from the first lesson in which sounds and colors can trigger our emotions.

Modeling the Activity
Ask students to pick one object in the room that can "tell" different stories based on different views and previous interactions. What triggers the memory or story - a smell, a sound? Complete the sensory chart and tell your story using vtc as a video camera or a still camera that takes 2-3 images that can be shared with the group. Review the use of camera skills.

Guided Practice
Have students choose an object and complete their chart. Have students tell their story using the vtc as a video camera or a still camera. Or have students share their still images having other students tell the story about their images.

Closure
Quickly Review Camera Skills and locating stories with our emotions. Demonstrate the use of Moodle and telling your stories in relation to alcohol.

Independent Practice
Lesson 4 Activity
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.
- *Enduring Understanding:* The sum of who we are as people is defined by the stories in our lives
- *Culminating event/product:* Create a single story plot (message that you would like to convey). Run a survey or listen to stories to peer audiences and determine the message of the stories about underage drinking and if the message changes based on who the story is told to.

Background Information
Storytelling has many advocates. And they all approach it from their own perspective. But the net result is that everyone agrees storytelling is important! Just why it is important has mostly to do with what the individual is interested in. The following link gives a good example of the wide variety of reasons people have identified for stories being important in society: http://falcon.jmu.edu/~ramseyil/storydefinition.htm

The simple, inescapable, conclusion however, is that without stories their would be no society at all- nothing to connect individuals to a whole, nothing to connect generation to generation. And regardless of how storytelling is defined- oral, written, digital- the role of story is to pass along the experiences of the individual to the larger group in hopes that sharing those experiences will safeguard the group in the future. This is as relevant now, in our modern digital world, as ever it was in our past. All that has changed is the medium through which we typically tell our stories.

References:
- http://www.eldrbarry.net/roos/eest.htm Here is pretty clear site to introduce students to the fundamentals of story telling. Designed as a guide for oral storytelling, the basic principals apply to all formats for conveying a story.
- http://www.adobe.com/education/digkids/storytelling/index.html This is a good overview site on the concept of digital storytelling. Create by Adobe it, is of

course created to help sell their software products, but all the same it is an excellent resource.

Enrichment Activities

- http://www.storyarts.org/lessonplans/lessonideas/index.html#tour This is an excellent site with a ton of enrichment activity suggestions!

Lesson 4 Handout: Sensory Awareness and Stories

Media	Sight (See)	Sound (hear)	Smell	Touch (Feel)	What is the story?	Marketing Strategy, Message

Lesson 4 Student Activity: Creating Our Own Stories

Essential Questions: What stories are out there shaping our lives everyday? How does alcohol affect or impact our life?
Standards:
- Reading: 3.8 Analyze Author's purpose. (all elements)
- Reading 4.7 Make assertions (all Elements)

Everyday, walking down the street, driving in our cars, sliding down mountains on our skis or boards, or tossing our lines into tumbling salmon streams, STORIES float past us… Drifting along, coming in and out of our lives, noticed or unnoticed… changing our view of the world… changing whom we are and whom we will be! Stories are everywhere around us, affecting us, changing us, waiting for us to reach out and grab them, to make them our own, to own them! And so that's the point of this activity. To find the stories, especially about underage drinking, that makes our lives alive! Here is a way to find the stories about youth drinking that are floating around.

Where did the story take place? Downtown Anchorage in the alley behind the Army/Navy Store

What did storyteller / I see?	What did storyteller/I taste?	What did storyteller/I hear?	What did storyteller/ I feel?	What did storyteller/I smell?
Buildings, a dumpster, vomit, a puddle of fluid	*Pizza from lunch*	*Cars, traffic, people walking down the street*	*Sick to my stomach, tired with a dull headache*	*Urine, vomit, car fumes*

Who is the story for?

Probably for me more than any other audience, but if I told my best friend they would want to hear.

What was the storyteller/I doing there?

Hmm… running a big dog team through tight forest trails along Montana Creek… smashed into a tree and busted my sleds nose piece because when I built it a was to lazy to put on a brush bow. So I had to go to Anchorage and get lashing to fix it and new leather gloves from the Army/Navy Store so the lashing won't tear my hands to shreds!

What happened in the story?

I think I was in a pretty bad mood because I was mad about breaking my sled and having to go to the city instead of on another dog run… So I was seeing all the bad things around me. When I saw the vomit and urine, I remembered when I was a 16and I drank so much I was puking and peeing in the alley and how miserable and embarrassed I was

.

What was the message in the story? What was the subtext?

Seeing it in the alley that day helped reminded me to make better decisions in my own life so I don't find myself in unpleasant places , feeling crummy! Why make crummy memories when I can make great ones!

Your Turn with the TOOL!

Where did the story take place?

What did storyteller / I see?	What did storyteller/I taste?	What did storyteller/I hear?	What did storyteller/ I feel?	What did storyteller/I smell?

Who is the story for? (Who is the audience that would most likely want to hear the story?)

What happened in the story?   How did it make storyteller/ you feel? What will you do with the information or lesson?

What was the message in the story? What was the subtext?

Some questions to ponder:

Where do most of these stories about underage drinking take place?
Why were the youth/and or adults drinking?
How are the stories being told? (Are stories funny, sad, scary?)
Why do you think the storyteller is choosing to tell those stories?
And how do you feel after you hear them?
Then, what do you do with that feeling?

What's Next?

What better thing can we do than share the lessons …ah, I mean stories… of our lives with others? Because that's one way we can help each other… share what we have learned and how we have learned it so others can learn from it! Go to www.kigluaitadventures.com/Moodle/ and log into the Media Slam course and post your story in Lesson 3.

How do you know if you did a good job on this activity?

The simple answer is…. A set of questions!
- Did you find a story using the TOOL that you would have otherwise overlooked?
- Does the story make sense in your life?
- Did you share it?

Teacher Assessment for Lesson 4

Element	Ughhh...	Well... could be better	Right on!	Wow! Super keen!
Finding the Stories	Identifies only 1 story found over the course of an entire day.	Identifies just 3 stories found over the course of an entire day.	Identifies at least 5 stories encountered over the course of a single day and answers all of the above questions fully.	Identifies at least 7 stories encountered over the course of a single day and answers all of the questions and gives examples.
Explaining the stories	Retells the story using some of the information from the tool. Identifies no common thread that runs through them all by answering most of the above questions. (The reader will need to ask you a many questions, as the content is not quite clear.)	Retells the story using most of the information from the tool. Identifies 1 common thread that runs through them all by answering most of the above questions. (The reader will need to ask you a few questions, as the content is not quite clear.)	Retells the story using all of the information from the tool. Identifies several common threads that run through them all by answering the above questions completely. The reader does not need to ask you any questions, as the author's purpose is clear.	Retells the story using all of the information from the tool in great detail. Identifies many common threads that run through all stories collected by answering the above questions completely and using examples from the stories. The reader is sucked into your world as the content and purpose are clear.
How I shared it.	Simply tells (verbally) their story to another person. Does not respond to other stories at all.	Creates some form of media to tell their story but does not actively distribute their media piece. May or may not respond to other stories.	Post their story on the Moodle page to share with other Media Slam students. Responds to many of the other stories by expressing the connection they have made with the reader by clearing stating the author's purpose.	Story posted on Moodle page to and includes a media piece as an attachment that helps to enrich their story. Replies to many of the other stories to share similar experiences, stories and lessons learned based on the Author's Purpose.

Student Portfolio Checklist:

____ Completed Activity
____ Answered Questions
____ Posted Found Stories in Discussion Board for Lesson 3
____ Posted answer to Journal Question in Moodle: What is 1 story about drinking that made you really sad, really happy, or really angry?
____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Thoughts and Notes for Lesson

Lesson 5: Creating a Message for Our Story (Social Marketing 101)

Purpose:
*Student is able to analyze a health promotion ad to determine what social marketing strategies were used.
*Student is able to use the social marketing framework and persuasive techniques to create a message that will effectively promote behavior change.

Standards
Reading: 3.8 Analyze Author's purpose. (All elements)
WR 3.2/4.2 Use a variety of forms. (All elements)
Skills for a Healthy Life:
B: A Student should be able to demonstrate responsibility for the student's wellbeing.
1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
5. Evaluate what is viewed, read, and heard for its effect on personal well-being.

Resources
Media PowerPoint (See Moodle) Presentations
Moodle with Links

Anticipatory Set
Show students a health promotion PSA from the Lesson 5 PowerPoint. Ask them to think about how the ad makes them feel, and who they think the ad is designed for. Then ask them to share their thoughts with a neighbor.   Show the spot again and ask them to think about what behavior the ad wants them to change, what change it is suggesting and what is the reason it suggests the change should be made, what is the benefit of the change.

Connections
In groups, ask students to share with each other a story about a time they asked someone to do something. Then have them consider what they offered as an enticement. What persuasive technique did they use? What did they say that was specifically designed to convince the other person to do what they wanted?

Delivery of Lesson
Explain that there is and art to using media to change behaviors. Commercial advertising attempts to create brand loyalty and to convince people to buy items and services that they may or may not need. Social marketing is designed to "sell a positive behavior." Many of the same strategies are still used, but there are some significant differences. Using the Power Point for Lesson 5, have students examine the health promotion ads in the presentation. They can first deconstruct the ads using the same tools as before. Then, follow the step by step social marketing tools to learn what makes a positive ad powerful.

Modeling the Activity
Pick one of the PSA's in the Powerpoint to deconstruct from a social marketing perspective. Following the 5 steps, work with students to figure out what the designers of the ad had in mind.

Guided Practice
Watch another one of the PSA's in the Powerpoint again. This time, ask the students to think about what behavior is being targeted. Then as a group, discuss other possible strategies that could have been used to promote the same change: who else could have been targeted, what would have motivated them to change, and what message could have been used to convince them to make the change?

Closure
Ask students to think about how social marketing strategies could be used to promote unhealthy behaviors. Can they think of any examples? What are some ethical implications that should be considered by media makers?

Independent Practice
Lesson 5 Activity: Design your own message.
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.Share a strategy for changing a behavior. Be sure to have students apply new concepts to their on going media piece.
- o *Enduring Understanding:* A carefully crafted story can have the power to affect positive social change.
- o *Culminating event/product*: Create a story using the answers to the 5 social marketing questions.

Background Information
Creating a piece of media that convinces people to change their behavior is an art. It involves more than simply using persuasive techniques. It is more complicated that creating brand loyalty. The message must be thoughtfully created to appeal to the emotions of a specific target audience.

There are several elements to convincing a person to change their behavior. **One** element is carefully figuring out who is likely to change. In the world of wearing seatbelts, there is a small segment of the population who are big truck driving men, otherwise known as Bubbas, who are very unlikely to change their non-seatbelt wearing behavior. However, there is another larger segment of the population, grandparents who did not grow up wearing seatbelts, who might be willing to change if their beloved grandchild asks them to. A **Second** element is that we typically need to believe that the costs of the change to an individual are less than the benefits of the change. For example, the cost for some to not drink at all, is much greater than a message that promotes not drinking in front of

small children. And the benefits are more "sellable" since people might tend to want to protect children rather than keep themselves healthy. A **Third** element is, what benefits are we promoting? In focus groups with UAA students, we found that they would consider not drinking too much alcohol in an effort to not get pregnant, for women, and to not get STD's for men. Those are persuasive benefits of not drinking alcohol for college students. And **finally**, what is the call to action. That can be as simple as telling people to come the upcoming open house at Highland Tech High to find out more about the school. But whatever it is, it should be clear to the target audience exactly what it is that you want them to do.

References:

- Krugman, Edward P. (2008). *Consumer Behavior and Advertising Involvement*. New York: Routledge
- De Graaf, John; Wann, David; Naylor, Thomas H. (2002) *Affluenza*. San Francisco: Berrett Koehler.
- Andreasen, A. (1995) *Marketing for Social Change: Changing Behavior to Promote Public Health, Social Development and the Environment.* San Francisco: Jossey-Bass
- Grier, S. & Bryant, C.C. (2005). Social Marketing in Public Health. *Annual Review of Public Health*, 26: 6.1-6.21.

Enrichment Activities

There are quite a few health promotion public service announcements on TV these days. Some are very well thought out to be powerful. Some are just a "talking head" someone talking about a problem and telling people to change. Watch a few.   (Many are on cable TV because air time is cheaper.) What advice would you give the creators to make their message more likely to be successful?

Lesson 5: Student Activity: Design your own message.

Use the statements and examples below to help you create your message for underage drinking or your chosen issue.

What behavior do you want to change?

Example: Get people to quit smoking.

Who engages in the behavior?

Example: Adults between the ages of 25 and 44 smoke the most cigarettes.

Who is likely to change? (This becomes your target audience)

Example: Adults in this age group often have small children, and the children are also exposed to second hand smoke.

What motivates that audience?

Example: Parent of small children may not be motivated by their own health, but they are motivated by protecting their children, and also by the fear that they won't be around to see their children grow up.

What is your call to action?

Example: Quite smoking because your children want you to.

Now put it all together for your Message:

Create a story that uses your answers the 5 social marketing questions.

Element	Ughhh...	Well... could be better	Right on!	Wow! Super keen!
I analyzed a health promotion ad and determined what social marketing strategies were used.	Didn't really think about the social marketing strategies	I thought about the ads, but didn't really get into what different strategies, were used to make it powerful.	I figured out what strategies I thought were used in the ad.	I figured out what strategies I think were used, and also thought about what I would have done differently to make the ad even better.
I used the social marketing framework and persuasive techniques and created a message that will effectively promote behavior change.	I didn't create a message using the social marketing framework.	I thought up an ad, but didn't think through all of the elements.	I thought up an ad, including what I would do to use the different social marketing elements.	I thought up an ad concept that I'm excited about because I carefully analyzed a social problem, and thought through what it would take to get a specific group of people to change their behavior.

<u>Student Portfolio Checklist:</u>

_____ Completed Activity
_____ Answered Questions
_____ Posted Story idea in Discussion Board for Lesson 5
_____ Posted answer to Journal Question in Moodle:
_____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Lesson 6: Structure and Elements of a Powerful Story

Purpose:
*Student is able to identify the parts of their story and retell the story with story elements.
*Student is able to identify and demonstrates ability to use elements of a powerful story.

Standards
Reading 3.7/4.6 Analyze story elements. (All Elements)
WR 3.2/4.2 Use a variety of forms. (All elements)

Resources
See Resources in Moodle for more about Structure.

Anticipatory Set
Ask students how we tell powerful stories and what makes a story a story. Show underage drinking movie created by kids. Ask the students if they were moved by the story. Why? Have students to break the story into parts and give each part a title - beginning, middle, end or problem (obstacle) and solution.

Connections
Ask the students to share a story or movie that has a similar structure and an example of one that has no structure at all. Ask students to figure out what behavior they want to address in their story, who the appropriate target audience is, what motivates that target, and what persuasive techniques to use as they create their story and finally what text and subtext they want to use to make their story powerful.

Delivery of Lesson
First, Explain to the students that powerful stories most often contain the basic elements of a beginning, middle and end in which an obstacle or problem is overcome and a solution or lesson learned will occur. Show a diagram of the storyboard loop from the PowerPoint.

Second, have students consider different print ads, breaking them down and identifying the stories and their structure. Third, engage the students in brainstorming lessons in small groups using the ELEMENTS OF A POWERFUL STORY handout to define the content for their own story.

Modeling the Activity
Have students watch a short commercial and identify the story elements. Model how to use the tool from below to place the elements of the commercial in the template.

Guided Practice
Have students use the tool independently to analyze a commercial or other piece of media and find the story elements.

Closure

Have students tell a two-minute story verbally or with the help of still pictures or their Videoconference equipment. Demonstrate the use of Moodle and telling your stories in relation to alcohol.

Independent Practice

Lesson 6 Activity:

Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.

- o *Enduring Understanding:* Powerful stories have recognizable and reproducible structural elements.
- o *Culminating event/product*: Display and identify story lines from media, and display the reality of the story lines through writing or posters using alternate endings. Follow this with identifying story elements and alternate endings for stories told about underage drinking from previous session.

Handouts:

Use the template tool below to help you identify the parts of a story when listening, telling or watching media.

Use the ELEMENTS OF A POWERFUL STORY handout to work with students in small groups to define content for each element of their story.

An important thing to consider:

Be careful not to glamorize underage drinking, even accidentally. For example, showing a party scene with everyone having fun drinking gives the wrong message, even if the end result is a car crash, or some other horrible event.

Background Information

Story elements are critical to capturing an audiences' attention. Regardless of if we realize it or not there are clear and definable elements to all stories. These are (in general):

- Setting
- Plot
- Conflict
- Character
- Point of view
- Theme

By being aware of these elements, how they work together to tell a story or convey a message, we can create media that will be more powerful and have greater impact on those who "hear" the story. The following references will walk you through a basic understanding of these story elements.

References:
- http://www.hrsbstaff.ednet.ns.ca/engramja/elements.html This site has some good general/basic info on story elements. Worth reviewing for additional background information.
- http://languagearts.pppst.com/elements.html Here is another excellent page that goes into much more detail about story structure and the elements of a good story.
- http://homepage.mac.com/roberthuber/school/1delec12a.html In this thickly worded website there are some twists to the standard plot structure outlined in the two sites above. It is also written with an eye toward the theatre arts, so looking at the difference in views between general story/plot elements and a more focused view toward theatre gives a good perspective on how story elements can be altered to fit the medium that the story will be told through (video, live, print, web-based, etc..)
- http://www.victorialynnschmidt.com/SSA.htm This is a link to a site selling a book! Yikes! Is that helpful? Is anyone really going to go out and buy this book? Yes, no, maybe! The point is though, that even without buying the book, just by looking through what is in the book, you can get a good idea of what elements in a story are important and why. It's worth taking a look at… and probably getting the book too, if you have time!

Enrichment Activities
The great thing about story structure is that there are so many web-based resources out there- both to learn more about it and for students to play with what they have learned! Here is just a taste…

- http://staff.fcps.net/tcarr/shortstory/plot1.htm This page is full of online activities to go further into each of the story elements listed above.
- http://www.huntel.net/rsweetland/literature/instruction/focusActvtes/index.html Great guide/activity tables for breaking down a story. They were created for studying a book- A Wrinkle in Time, to be precise- but all the same they could be used for anything from a book to a movie to a commercial, etc…
- http://teachers.net/lessons/posts/1737.html Just one more site to get you off and rolling if you are looking to do some additional Story Element activities!

Solution:

Obstacle or Problem:

End:

Dia. via Jason Ohler
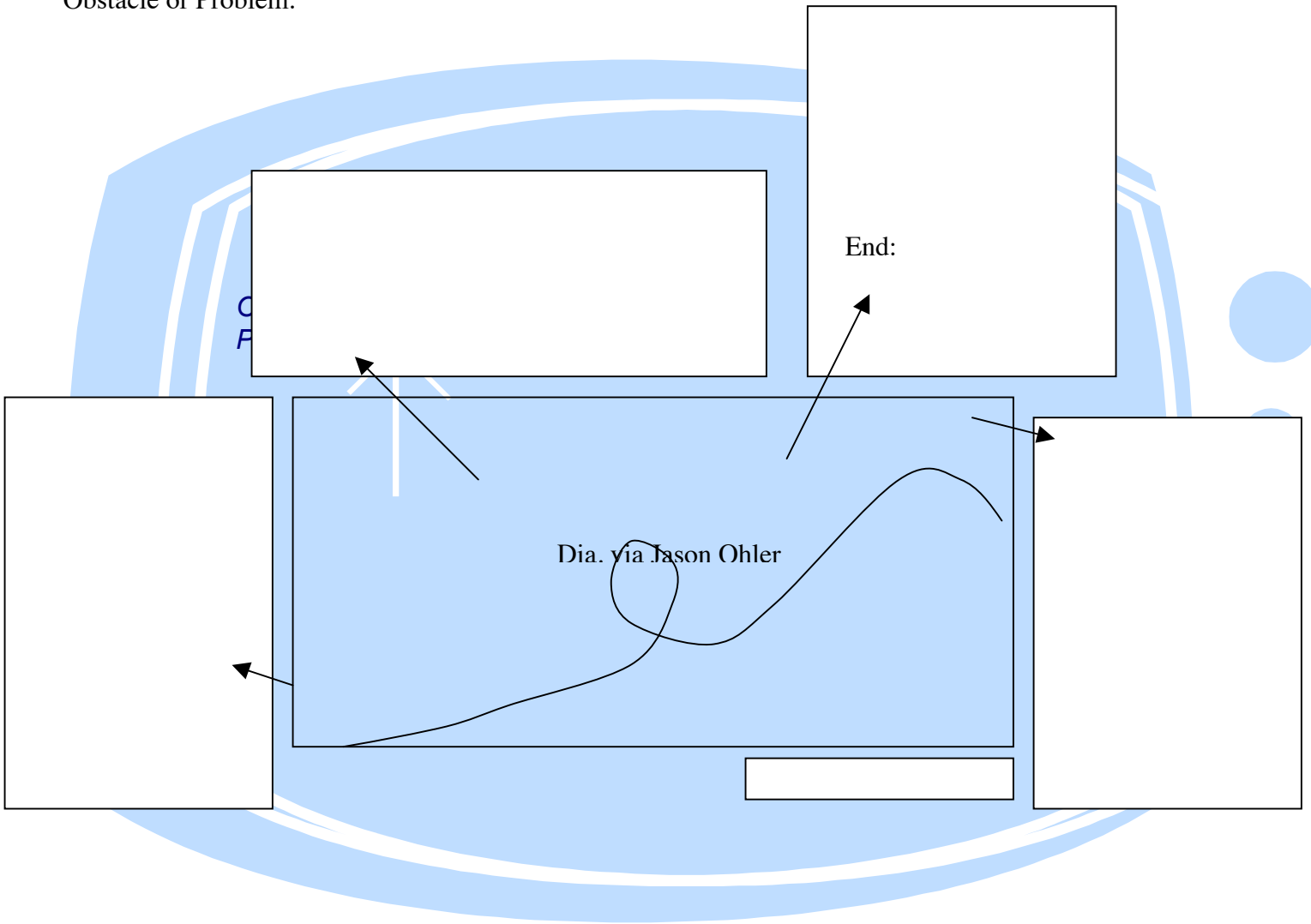
Lesson 6 Student Activity: Storytelling with Structure

Essential question: How do we structure our stories so other people will understand what we are trying to share with them?
Standards:
- Reading 3.7/4.6 Analyze story elements. (All Elements)
- WR 3.2/4.2 Use a variety of forms. (All elements)

Looking at the pictures, what is the story?

Here is the story that I wanted you to understand: go to school, study hard, and graduate. Is that what you understood? Was it easy to understand? No? Why?

Story Structure is the way, the order you put together the parts of your story… the "words" of your message. It doesn't matter what medium your working in, weather it's movies, text, photos or drawings, or even a song, the **way** you put together the "words" of your story… tells the **story**.

Start by using some alcohol commercials to practice describe the beginning, middle, and end. And then answer the question: Did the storyteller or author tell the story in **chronological** order?

Here is an example:

From: Hidden Beer Commercial
Briefly describe the story: The man finishes stocking his fridge with beer, when his friend comes in. His friend asks if he is worried his other friends will just drink the beer, and then the man shows him that he installed a revolving wall. But the door ends up putting the stocked fridge in the neighboring apartment.
The beginning: Man stocking his fridge with beer for a football game
The middle: The friend is worried that all of their friends will drink the beer.
The end: He shows the revolving wall, which gives his neighbors a chance to drink all of the beers.
Was the story told in "order?" Yes!

Ok your turn..

From:

Briefly describe the story:

The beginning:

The middle:

The end:

Was the story told in "order?"

From:

Briefly describe the story:

The beginning:

The middle:

The end:

So, what did you find? Were most the stories you thought about told in chronological order? Why do you think? How do you define the ***beginning, middle, and end*** of a story? The answer is…Anyway you want! But really there are a few well-used definitions that most people can agree upon. Here is my personal favorite (I'll post a link on Moodle to few others)

- The ***beginning*** is where the viewer is presented with a problem that the participants in the story have to solve.
- The ***middle*** is where the participants learn something that they will need to use to solve the problem.

- And the *end* is the outcome of them using what they learned.

Now it's your turn… tell me the beginning, middle and end of your story about underage drinking!… And once you tell it… post it in Moodle so we can all share it!

MY Story:

Target Audience:

Message (Text, Subtext):

Marketing Strategy:

The beginning:

The middle:

The end:

Assessment for Lesson 6:

Element	**Super Keen**	**Just Right**	**Good try**	**Ohh, try Again**
Beginning	An interesting phrase or event draws the reader into the story.	Setting is established with interesting information about at least one character.	Story just "starts"	The beginning seems to be missing.
Middle	The choice the characters face feels real to the listener The reader can imagine what it feels like to be the main character.	Events occur in a sequence that is easy to imagine The character(s) face a choice involving alcohol use. There are clues about what the characters are thinking and feeling.	Events are confusing Events lack emotional feeling or interest.	The middle seems to be missing, lacks great detail or is out of order.
End	The characters and the reader feel like they have learned something from the consequences that will help them in their lives.	The story shows the consequences of the choice the character(s) made. And it reflects on the consequences and what they mean for the characters	Consequences lack emotional impact and don't seem real.	The ending is missing, lacking detail or is out of order.
Structure in commercials and UAD story.	Student accurately describes beginning, middle, and end of 2-3 commercials, their story and others posted in Moodle with great detail .	Student accurately describes beginning, middle, and end of 1-2 commercials, their story and their story with great detail and has evidence of the marketing strategy and message.	Student describes beginning, middle, and end of 2-3 commercials, with some detail and has some connection to the marketing strategy or message.	Student somewhat describes beginning, middle, and end of 1 commercials.

Student Portfolio Checklist:
____ Completed Activity
____ Answered Questions
____ Posted Story with Structure in Discussion Board for Lesson 4
____ Posted answer to Journal Question in Moodle: Describe the emotional parts of your story and explain what you see when you feel those things.
____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Thoughts and Notes on Lesson 6

Lesson 7: Storyboarding

Purpose:
*Student is able to see choices within their story and can show them using media and a storyboard.
*Student is able to create powerful media that impacts and persuades an audience.

Standards
Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others.
Health: 1) Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences

Resources
Photo Galleries Link In Moodle
Load iComic software to allow students to practice storyboarding using a comic book format.
Digital Still Camera
Transfer Chord
Photo Editing Software(www.gimp.com)

Anticipatory Set:
Have the students guess the products from ads in which the products and logos are blacked out. Ask the students what the story is and why they think that it is that product (i.e. what in the story leads them to their decision about what the ad is for). Did they connect the story to something in their own life? Next show the students an ad directed at youth for alcohol and then ask them to put on a set of reality glasses. Display a counter image next to the ad displaying what alcohol can do to people in real life.

Connections
Talk with the students how we are often placed into situations in which we must predict the outcome in order to make the decision. Explain that it is like fast forwarding a movie in their head to predict the outcome. The movie playing in their heads can show students the healthy choice to make. Ask students to share possible path choices they have had to make lately. Point out that there could be many choices, but sometimes choosing just two to focus on helps to make a quicker better decision.

Delivery of Lesson
Remind students about the previous lesson when they viewed an image and told a story. Show the students the same pictures in a storyboard explaining the two paths the pictures could take. Demonstrate this with by showing the same picture with different lighting, rule of thirds, camera angles etc. and asking students to write down how it impacts their senses. Show students a sample storyboard and the media that matches it. Explain that

normally a storyboard is not created for a print ad, necessarily, but a rough sketch and pitch of a single box on the board is created for a print.

Modeling the Activity
Model for the students how to use the storyboard by taking a set of images and creating a story together, again repeating the change in color, etc to create the two pathways.

Guided Practice
Have students use the storyboard and images provided in Moodle to create their own storyboard with choices. You may want to print up sheets of the pictures to cut out and glue into the storyboard instead of producing a digital version.

Closure
Have students share the possible choices or paths that their story could take.

Independent Practice
Lesson 7 Activity:
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.
- o *Enduring Understanding:* Powerful stories have recognizable and reproducible structural elements.
- o *Culminating event*/*product*: Display and identify story lines from media, and display the reality of the story lines through writing or posters using alternate endings. Follow this with identifying story elements and alternate endings for stories told about underage drinking from previous session.

Background Information
"A recent 3M research study reveals people process images 60,000 (sixty thousand) times faster than with words alone."
"an average of 80% of the population must see pictures when making a decision."

" History shows how pictures focus new ideas and help people tell exceptional stories. The ancient caveman painted his successes on a cave wall. Leonardo Da Vinci drew diagrams of amazing inventions in his journal. Walt Disney used storyboards to create an entertainment empire."

Reeder, Kevin; Visual Storyboarding Provides a Conceptual Bridge from Research to Development: Students Can Imagine the Results of Their Decision Making, and Their Prioritization of the Many Facets of the Design Problem Will Facilitate the Development of a Strong Final Solution; 2005-11-01; Journal Articles; Reports – Descriptive, Technology Teacher, v65 n3 p9 Nov 2005

Abstract: In order to facilitate the selection/prioritization process and bridge the gap of design research to design conceptualization, students need to visualize the big picture that describes how the research categories such as "user," "marketing," "functional/mechanical research" are related. This is achieved through the use of a visual storyboard. The storyboard presents pictorially how the user will interact with the product from storage, through use, and back to storage. The storyboard becomes a communication tool, based on research information, that the student uses to focus on one portion of the design problem while not losing sight of others. In this way, students can visualize how prioritizing the functional parameters of a tall man may exclude those of a small woman. Thus, students can imagine the results of their decision making, and their prioritization of the many facets of the design problem will facilitate the development of strong final solution. In addition, by employing a storyboard, students may identify points in the process where more research information and definition is needed. This paper, through academic and industrial examples, addresses the construction of the visual storyboard from design research information, and examples its value in visualizing the many facets involved in designing a product.
Descriptors: Visualization; Decision Making; Design; Concept Formation; College Students; Research Projects; Industrial Education; Innovation

References:
- The Power of storyboarding: http://www.windley.com/archives/2008/03/kathy_sierra_storyboarding_for_nonfiction.shtml
- More Sites on Storyboarding and Blank Storyboards: http://its.leesummit.k12.mo.us/digitalmedia.htm#storyboarding
- Filmmaking: Creating and Organizing the Story: http://artsedge.kennedy-center.org/content/3274/
- Practice Making Storyboards: http://www.accessart.org.uk/drawingtogether/index.html
- Make Your Storyboard Online: http://myths.e2bn.org/create/tool527-new--story-creator-2--beta.html

Enrichment Activities

- Have students practice cutting up pictures from magazines and placing them in a blank storyboard to tell a story.
- Have students go online and practice making their storyboard online. (See site above)
- Have students start a storyboard and then pass it to another student or group to have them finish the storyboard.
- Have students practice researching information about their issue, putting it on index cards. Have students then match a powerful picture to the information. Then have the students organize the information on a storyboard. Then have students put it into a story.

- Have students practice taking the first part of a professionally produced storyboard and commercial and let them finish the ending, having them consider the reality of the ending.
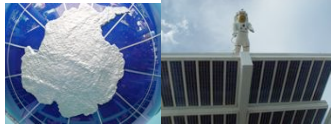
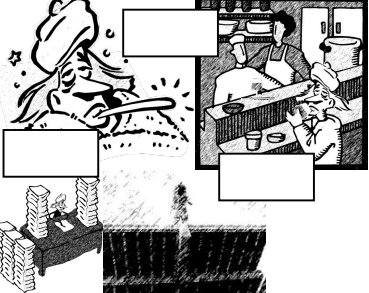Adventure Wine: Only for the traveler extraordinaire.

Lesson 7 Student Activity Storyboards and Imagery

Essential Question:
- What makes a story a story?
- Why do some images and sounds move us more that others?

Standards:
- Info Literacy: 5) Assimilate and understand how newly acquired information relates to oneself and others.
- Health: 1) Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences

Image	Description	Lesson: So you have your story, and you know it is a story because it has all the parts of a story, *Right? Beginning, Middle, End* with a Problem and solution thrown in there somewhere!! Right*? Well, how about putting your story to pictures*? Need a Hand? Not sure what I mean,,, Well take a look at this! On the following page you will find a storyboard with pictures but no text. Go ahead and add the story in the description side, but do not forget… Beginning, middle, end problem and solution. Keep it short and sweet as commercials are!

So are you ready to see the story behind the storyboard? Here is the story:

Sally had always dreamed of seeing the world, especially Antarctica, and especially of traveling to space. She often daydreamed about traveling the world as a famous astronaut because she is the first woman to fly to mars and back.

One day she was jolted out of her daydreaming by the word "travel" coming from a commercial. She blinked her eyes and shook her head. The commercial showed a young woman much like herself that was drinking a glass of wine at each new airport she arrived. The final scene showed her in a space station on mars drinking her wine and she said as she raised her glass. "Only for the traveler extraordinaire." Sally thought long and hard about this, and then began daydreaming again about her dream.
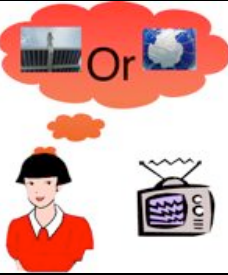
Some days later she was hanging out with her friend at her friend's house, and her friend took her into the kitchen to show her all of the bottles of wine that her parents had. Sally quickly recalled her dream and said to her friend that they should drink a bottle. Her friend asked which one and Sally, of course, said "Ummmm, I am not sure," as she looked at the different bottles and then saw one that was familiar and vaguely recalled the

commercial she had seen on the television. "That one," Sally said with definitively. As her friend began to open the bottle, Sally was quickly was sucked into a black and white dream in which she saw herself throwing up in a toilet, then it switched to a picture of herself sitting in a bar looking rather ragged, then a picture of herself working in a small office cubicle with no windows (which she couldn't stand the idea), and finally back to her typical dream of traveling to space. She stopped for a moment and pondered the weight of the sudden thought.

How close was I to your story? That's right, if my images did not tell the story for themselves (for the most part) then I need to think about where the gaps are and what images can I add or change so they have more meaning.

Take a look at the change:

Image	Description
	Sally had always dreamed of seeing the world, especially Antarctica, and especially of traveling to space.
	The commercial showed a young woman much like herself that was drinking a glass of wine at each new airport she arrived. The final scene showed her in a space station on mars drinking her wine and she said as she raised her glass. "Only for the traveler extraordinaire."
	Sally quickly recalled her dream and said to her friend that they should drink a bottle.

She vaguely recalled the commercial she had seen on the television. "That one," |

	A <u>black and white dream in which she saw herself throwing up in a toilet</u>, then it switched to a <u>picture of herself sitting in a bar looking rather ragged</u>, then a <u>picture of herself working in a small office cubicle with no windows</u> (which she couldn't stand the idea), and finally back to her <u>typical dream of traveling to space</u>

Make more sense? Are you ready to try it for yourself. Here is what you do:

Step 1: Underline key parts of your story that are necessary for making the story, which means that anything left behind does not affect the story or change it. These sentences will also bring very strong images to your mind, take a look at the example above.

Key Sentences:
-
-
-
-
-

Step 2: Then think about the image that is brought into your mind for each underlined section.

Storyline	Image

Step 3: Finally place your images in the UAD Storyboard (ask your teacher to look at Appendix E) without text and pass it to a friend to see how close they can retell your story. Make changes with the pictures until a clear story can be told just by viewing them.

Remember a picture is worth a thousand words, so if they come up with more details then you ever told to begin with in your story.. then you have done a magnificent job!!

So how well did you do? Use the assessment below to gauge the quality of your work and the level of your learning.

Assessment for Lesson 7

Element	Super Keen	Just Right	Good try	Ohh, try Again
Images	The subject in the images used in the storyboard can tell the story without the use of words or just a few words, and are so striking that the audience spends some time viewing the image. The images show elements of such rules as: Rule of Thirds, lighting, Camera angle, and framing, also showing these creatively broken.	The subject in the images used in the storyboard can tell the story without the use of words or just a few words. The images show elements of photography such rules as: Rule of Thirds, lighting, camera angle, and framing.	The subject in the images used in the storyboard can tell the story with the use of additional sentences (comic book style). The images show some elements of photography such rules as: Rule of Thirds, lighting, camera angle, and framing.	The subject in the images used in the storyboard does not tell the story even with the use of additional sentences (comic book style). The images show very few of the elements of photography such rules as: Rule of Thirds, lighting, camera angle, and framing.
Storyboard	Students story has all the story elements including: setting, characters, problem, solution, beginning and end in the storyboard. The storyboard shows choices and the image make the viewer really want to know what is going to happen next because the viewer feels the storyline is personal and universal.	Students' story has the main story elements: problem, solution, beginning and end in the storyboard. The storyboard shows two choices and the images tell the story. The two choices are realistic, possible choices and the most likely to be chosen.	Students' story has some of the main story elements: problem, solution, beginning and end in the storyboard. The storyboard shows two choices and the images may not tell the story independently. The choices may seem realistic, but not likely to occur.	Students' story has few of the main story elements: problem, solution, beginning and end in the storyboard. The storyboard shows two choices and the images do not tell the story independently.

Student Portfolio Checklist:

_____ Completed Activity
_____ Answered Questions
_____ Posted Story with Structure in Discussion Board for Lesson 5
_____ Posted answer to Journal Question in Moodle: What choice would you personally choose in your story and why?
_____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Thoughts and Notes on Lesson 7

Lesson 8: Choose the Medium to Tell Your Story

Purpose:
*Student is able to tell their story using their choice of Media (print, audio or video).
*Student is able to create powerful media that impacts and persuades an audience.

Standards
Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
WR 3.2/4.2 Use a variety of forms. (All elements)

Resources
Commercial with audio/ no audio
Video Galleries Link In Moodle
Sound Bytes Link in Moodle
PowerPoint Storyboard

Anticipatory Set:
Show students a set of pictures and video clips that you have created (or use the ones in Moodle) and have them attempt to identify the product that does not fit in. Also ask them what the message is, and then provide the intended message. Expain to students that settings, props, actors/ actresses, audio etc. greatly affect the story being told and can completely change your intended message.

Connections
Ask students to think about the product that they liked the most from the earlier lesson. Ask them what type of media was mostly created for that product, so if it was Coke, were there more print ads, commercials or audio ads? Now ask your students why marketers choose one medium over another. Explain to students that some forms of media may be more effective at reaching out to your target audience, for example if you are hoping to reach poor elderly folks, creating a print ad for the Internet probably will not be very effective as they probably do not have access to or know how to use Internet.

Delivery of Lesson
Explain to the students that at the base of all media is powerful imagery, whether it is created with pictures, sounds or words. Powerful media is created by understanding the subject and how emotions are created. Show students the PowerPoint of Taking Powerful Images and/ or Creating Powerful Audio(see Moodle), specifically showing how a change in angle, color etc. can change the tone and/or story. Explain to students that adding audio and moving pictures can create additional sensory input for a setting. Show students a commercial with no audio. Then repeat showing the same commercial with audio. Ask students to consider what goes into the audio to help create the story.
If students will be doing the Print Ads:
Students should just create a list of scenery/ settings.

If students will be doing Video or audio:
Students should create a list, which includes: scenery or environmental sound, conversation or human sounds, special sound effects to help set emotions. Next talk about how videography can be used to tell a great deal of a story in a short amount of time, if used correctly. Such videography includes: Rule of Three, camera angle, panning, framing, near and far shots, and using a tripod. Show the examples of the dandelion footage (PowerPoint).

Modeling the Activity
Have student practice breaking apart a commercial and using the table to examine the audio with no video, then the video. Or if students will be doing a print ad, have them break apart a print advertisement into scene, actors, props. Explore how changing different components will change the story.

Guided Practice
Have students act out, video record, take pictures or use the Video Conference equipment or the Digital Video Equipment to show a 30 second scene or still picture of an Underage Drinking situation (or chosen issue), being sure to add sound bytes to increase the sense of place. (Use the sound bytes posted on the website). Have students present their samples and have the class use the scoring guide to evaluate.

Closure
Have students share with the group what audio sound clips, scenery, props etc. they will be collecting to create their media. This is a good time to create a plan for recording both audio and video. Refer students to the media slam page for additional resources on how to record audio using a digital video camera or mp3 device.

Independent Practice
Lesson 8 Activity:
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far. Additional Activity: Create one picture or audio clip that tells your entire story - an advertisement.
- o *Enduring Understanding:* The medium through which a given story is told has direct effect on the message that is conveyed.
- o *Culminating event/product:* In-school filming of storyboards.

Background Information:
Having students create their own media to express their ideas and learning, further allows students the tools for success in the 21st century. In addition, the creation of media

provides a means processing information in a variety of formats, which is now common more than ever. If students are able to create their own media, than they are more likely able to make better decisions when analyzing media in their everyday environment. The next step is to create powerful media. In order to do this students need to consider he message they want to have, the audience

Reference:

- Steelman, Jane D.; Grable, Lisa L.; Vasu, Ellen S.Expanding, Global Awareness: The Use of Student-Developed Multimedia Created in a Cooperative Learning Environment 2005-00-00, Journal Articles; Reports – Evaluative, International Journal of Social Education, v19 n2 p41-48 Fall-Win 2004-2005 http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=EJ718734

- Analysis: How multimedia can improve learning New research sheds light on students' ability to process multiple modes of learning http://www.eschoolnews.com/news/top-news/?i=53243

- Media Creation Tools: This website has many links for creating a variety of media. http://www.c4lpt.co.uk/Directory/Tools/media.html

- When Brain Scans and Marketing Meet: http://www.neurosciencemarketing.com/blog/

- How To Create Effective Media: http://www.nysscpa.org/cpajournal/old/09387218.htm

- Powerful Media: http://www.doshdosh.com/how-to-influence-social-media-users/

- Viral Marketing: http://www.baekdal.com/articles/Branding/viral-marketing-tricks/

- Using Media to Make Decisions: This is a great example of a project done regarding sexual health in which they found that the creation and examination of media helped students to make better decisions. http://gateway.nlm.nih.gov/MeetingAbstracts/ma?f=102262211.html

- Interesting article about the use of Media for encouraging decision making in Health: http://www.hc-sc.gc.ca/hcs-sss/pubs/renewal-renouv/1997-nfoh-fnss-v2/legacy_heritage5_e.html

- Using Media to Help with Decision Making: http://www.springerlink.com/content/p57166184k2v7814/

- Additional Lesson on Choosing a Media Medium:
  http://pblmm.k12.ca.us/PBLGuide/Activities/ChoosingMedium.html

<u>Enrichment Activities:</u>
- Have students take their favorite product and track down all of the different media forms that have been used to market the product. Have them identify the audience, marketing strategies and message for each media form.
- Have students take a sample message and create three forms of media for the same audience. Have the class examine the three pieces and identify which is most effective and why.
- Have students practice each media form and then choose the most effective media tool for selling their message.
- Have the class create a message and use viral marketing techniques to sell the message.
- Have students create a message that clearly uses different media forms to entice decision-making through roleplaying.

Lesson 8 Handout: Planning Powerful Media

Target Audience:

Message:

Marketing Strategy:

Type of Ad: Print or Audio or Video

1. _____ Actor/ Actress: _____
2. _____ Actor/ Actress: _____
3. _____ Actor/ Actress: _____
4. _____ Actor/ Actress: _____

Scene or Setting	Location it will take place	Camera Techniques (angles, panning, close up etc.)	Props	Audio Background	Audio Human (conversation)	Colors

Lesson 8 Student Activity Storytelling with Powerful Media

ESSENTIAL QUESTION:
- Why do some images and sounds move us more that others?
- How do we create a powerful and persuasive piece of media?

STANDARDS:
- Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
- WR 3.2/4.2 Use a variety of forms. (All elements)

So, you have your storyboard and you are ready to create your Print, video, and or audio footage.
Well these steps will help you on your way to creating your High Quality Commercial. Are you ready? Well let's take a STOP!! look at your storyboard and your plan ! What type of Media are you
creating? Is it a print ad? An audio Ad? Or a video ad?

In order for you to get "Camera's Rolling, and… Action!" you must prepare when, how and where you will be filming your scenes. Then you will need to slowly think about each scene before you record it to make sure you are using good quality videography techniques. *So lets take a look at a sample plan:*

Storyboard Plan for Recording Video and Audio

Characters:
1. _____*Sally*_____ Actor/ Actress: _*Christina Hum*_
2._____*Sally Friend*_____ Actor/ Actress: *Jessica Rowling*

Costumes: (Teenager Sally in jeans and white button shirt, and Friend in skirt and blouse.)

Scene	Location and Stage	Camera Techniques (angles, panning, close up etc.)	Audio Background	Audio Human (conversation)
Sally being shown the wine collection.	In Christina Hum's Living Room, next to the bar where the wine-rack is.	CA=Camera Angle CA1: head/ Shoulder shot of sally CA2: Head Shoulder shot of Friend CA3: Front shot with both sitting at the bar and wine rack behind them. Powerful shot: Close-up of Sally although way into Dreamy Eyes, cut to black and white dream	Rock music playing in the background softly (like coming from a room with the door slightly open).	Sally: I wonder what it is like to drink wine? Friend: I don't think you get drunk drinking wine. Lets have a glass. Umm which one? Sally: Ughh, that one. I think women travelers drink that kind.

Scene	Location and Stage	Camera Techniques (angles, panning, close up etc.)	Audio Background	Audio Human (conversation)
		shots		

Here is a checklist to think about before and after you have shot each scene:

Setting the Scene:
- ❑ Is your scenery simple with not too much clutter?
- ❑ Is there the proper light on the subjects and scene when necessary?
  - o (You may wish to check white balance on camera.)
- ❑ Do the main subjects of each shot follow the rule of threes to tell the story you want to tell?
- ❑ Does the scenery fit your story allowing the viewer to easily associate with the commercial?
- ❑ Does the camera have close ups of the actors/actresses during dialogue if not moving?

Camera Techniques:
- ❑ Do you have unique camera angles?
- ❑ Have you recorded the scene at least 2 times (3 is optimal) from a variety of angles?
- ❑ Do you have the camera on a tripod?
- ❑ Do you have appropriate panning to bring viewers in and out of the scene or follow characters?

Audio Techniques:
- ❑ Have you prerecorded your background audio?
- ❑ Have you prerecorded voices or have microphones on people speaking?
- ❑ Are their external noises that do not belong in the scene?

So are you ready. Set aside plenty of time and days to take your footage. Be sure to keep your tapes in a safe place and always make back ups when possible.

_____

What should you share with the other young film students? Choose your favorite scene and import it into iMovie by doing the following:
1. Plug in a Firewire chord from your camera to your computer.
2. turn your camera on to video setting and then open your movie application (ex: iMovie)
3. next import your scene into your movie application by pressing record in the application window.
4. after importing your scene, drag it to the editing bar and export (share) as a **"QuickTime for web streaming"**
5. In order to post this .mov file, you will need to email to Crhum@kigluaitadventures.com (she will post it on a web page within Moodle for viewing)
6. Then post a message in the discussion board for Lesson 8 describing your scene and why it was your favorite.
7. Be sure to help others by responding to others clips with constructive feedback.

Assessment for Lesson 8:

Element	Super Keen Ready for TV	Just Right Home Video	Good try	Ohh, try Again
Videography	Camera technique is smooth and at the appropriate speed for the content. It is in focus, steady. Camera angles are varied and interesting, including incredible shots that follow the rule of thirds, framing and unique angles. Lighting is used for creative effect appropriately, and does not distract the viewer or take away from the purpose.	Camera is smooth but may be inappropriate and distracting. A few shots are out of focus or unsteady with a variety of camera angles and unique shots following the rule of thirds and framing. Lighting enhances the video.	Camera is unsteady or at an inappropriate speed, distracting, out of focus, and has no variation in camera angles. Lighting is too dark or too light or inappropriate taking away from the effect of the video.	Camera is unsteady, unfocused or through out the video. There is no use of natural or artificial lighting.
Audio	Sound is well coordinated with video and adds meaning or tone and it is easy to understand. Background sounds add to the setting, but do not take from the dialogue.	Sound is well suited to the meaning and tone of the video but it may be too loud or too soft. There is some hint of background sound to build sense of place.	Sound is uneven, distracting, and uncoordinated with the video. It does not add to meaning or tone and it is difficult to understand. There is no background sounds.	Sound is not audible.

Portfolio Checklist:
____ Completed Activity
____ Answered Questions
____ Posted Sound Bytes and/ or 30 sec Video Clip or Image for Lesson 6
____ Posted answer to Journal Question in Moodle: Visualize what you think it will be like to have your commercial playing on the television, and describe how you will feel about that.
____ Self-Assessed: _____ (Score)

What can you do better for the next activity?

Thoughts and Notes on Lesson 8

CHAPTER 3:
PRODUCING OUR STORIES IN THE MEDIA

This final chapter provides a general overview of the technical aspects for creating 3 different forms of media, video, audio and print. The chapter than wraps up with how to evaluate media created and suggestions for outlets to display media. Keep in mind that more detailed how to's can be found in Moodle and Our Reality websites.

Lesson 9: Producing a Video
Lesson 10: Producing a Print Ad
Lesson 11: Producing an Audio Ad
Lesson 12: Evaluating Our Media

Lesson 9: Creating a Video

Purpose
*Students examine how to edit a piece of raw footage to tell a story.

Standards
Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
WR 3.2/4.2 Use a variety of forms. (All elements)

Resources
Commercial with audio/ no audio
Editable video footage on Moodle
Online Tutorials for iMovie and PC Version
Refer to worksheet for tools during the class

Anticipatory Set:
Begin by asking the students how we create a powerful and persuasive piece of media. Encourage them to brainstorm a large list of ideas and begin thinking about what makes something powerful and persuasive. Ask students which commercials really moved you emotionally and why. Help them think about the fact that they were able to identify with the commercial emotionally because the scene depicts something similar to what they have experienced. Ask students how commercials do that.

Connections
Ask students to recall movies or television programs that they have seen that are "home movies" or do not look like Hollywood movies. Again ask the students which one are they attracted to more. Why? Have students examine two sets of video in which the footage was rearranged to tell a story (some scenes missing). Ask the students what they did not like about it. Show the students an edited version of the footage and ask the students what the difference between the two video clips was. What makes television footage a quality product?

Delivery of Lesson
Explain to students that once you have quality scenes you must have quality editing and transitions between scenes. In order to do this, students must place the footage in the proper order and be able to edit the footage using the proper tools and proper transitioning for flow of video based on eye movement. Encourage the students to think about what could they do to edit the footage to make it better.

Modeling the Activity
Model for the students how to identify dead space and unwanted footage using the sample clips. Then model for students clipping the footage to cut out the bad spots and

move clips around to tell different stories. Be sure to let students practice each step as you go. Have them refer to the instructions sheet for help. Finally model for the students how to cut audio and lay in audio, again being sure that students follow along on their own computers.

Guided Practice
Have students use some sample clips to practice editing. If students would prefer to edit 1-2 scenes of their own commercial, encourage them to do so. Have the students do the following:
- Identify poor footage
- Cut out poor footage
- Order the footage
- Transition between footage

Closure
Have students create an editing plan for how they will complete their editing, who will review it to do a preliminary scoring using the scoring guide, and when they will do the revising. Remind students that they want to complete their editing early as they may feel there are scenes that they just have to re-shoot.

Independent Practice
Lesson 9 Activity:
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.
Students post in the discussion board a description of their video and the steps and time they spent to finish the video. In addition students should submit the QuickTime version to the gallery: (http;//www.kigluaitadventures.com/gallery)
Journal about how you feel about the final product (assess yourself).
- o Enduring Understanding: Messages can be told in many different ways.
- o Culminating event/product: Students practice editing, and then edit their videos to have several different versions or messages.

What makes a
movie powerful
and moving? Media Slam: Creating Powerful Media Curriculum

Brainstorm Handout

Print out the Individual activity Worksheet to use as tools during the classroom activity
lessons.

Brainstorm Tool:
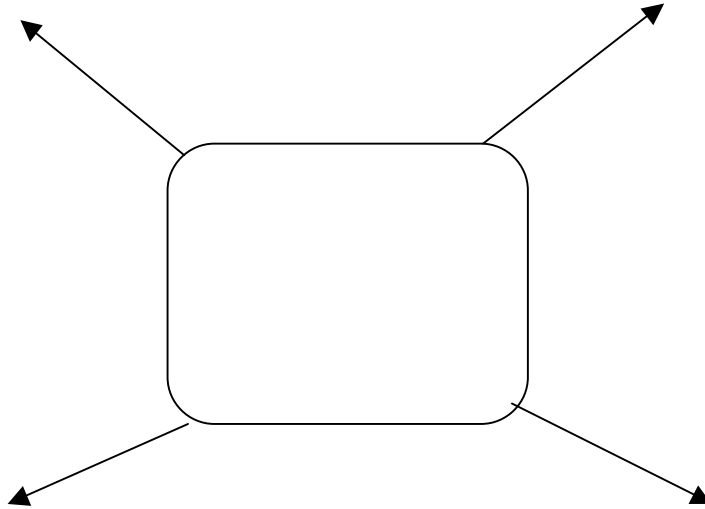
Lesson 9: Student Activity: Video and Audio Story-Telling
PUTTING IT ALL TOGETHER

ESSENTIAL QUESTION:
- Why do some images and sounds move us more that others?
- How do we create a powerful and persuasive piece of media?

STANDARDS:
- <u>Technology:</u> Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
- <u>WR 3.2/4.2</u> Use a variety of forms. (All elements)

LESSON: It is time to do the dirty work!!

That's right, editing can be the most time consuming part of creating a commercial. You may find that you spend hours editing 5 seconds of a clip to get it just the way you want it. So before you start following the directions below, make sure you have some time set aside and that you take plenty of breaks. You may also wish to span the editing over several days as it can get very tedious.
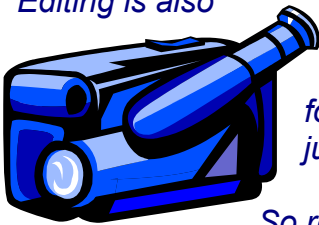
Editing is also part of the most creative side of creating the commercial. Editing allows you a lot of control over the story you are telling and how you tell it. But editing cannot fix bad footage. If you have bad footage due to lighting, sound or just bad acting, then you just need to re-film it.
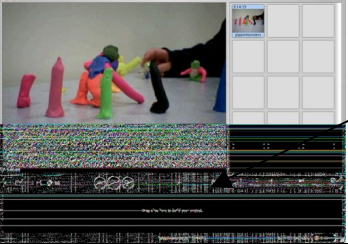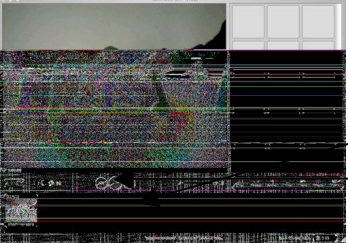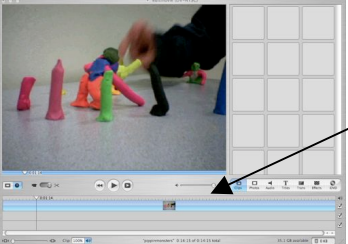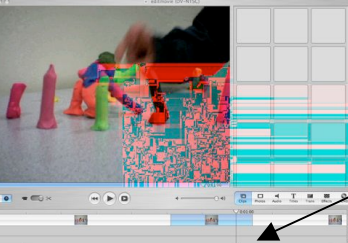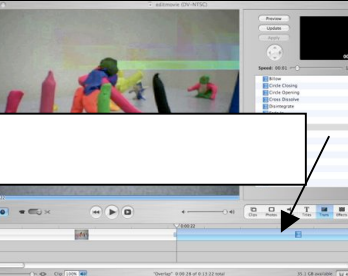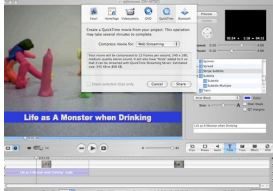
So remember these tips:
- *Stick to your plan*
- *Set several days aside for editing*
- *Re-film footage that is beyond simple editing*
- *Save and save often making many backups (including the original footage)*

Use the tools below to help you get started on editing your footage.
- Be sure you have a Firewire chord, your tape with your recorded footage, and your video camera for transferring.
- Try to only have your movie making application open as it will require lots of memory. And make sure your computer has enough memory to save the raw movie file.

Drag and Drop

❑

Step 1: Importing Your Clips
First make sure you digital video camera is on with your footage rewound to the start. Plug your Firewire with 1 end into your camera and one end into your computer. Next, open iMovie or other movie application and choose to start a new movie.

	When the screen appears with your footage, press the record button, and it will import the clip into the slide table. ADVANCED HINT: Press the record button again to stop the import. You may wish to do this to cut large sections of your recorded footage before having to import junk you will not need.
	When you are finished importing your clips, drag and drop them down into the editing window below. Be sure to press the clock button next to the square-viewing button so you can view the timing of the clip.
	To edit the clip, move the play-head (the bar topped with the arrow) to the fraction of the second prior to where you want to clip the unwanted scene. (This particular clip has a hand and arm to clip out).
	Then go up to Edit on the Menu Bar and choose "Split at Playhead" Once this is chosen, your 1 clip will have been cut into two. You continue to choose the areas you want to cut out making a clip on both sides like you would a real piece of film to cut out a piece. Then simply highlight and delete the clip you do not want by clicking once on the clip and press the delete button.
	Between every clip, you must have a transition. Add in a transition by clicking on the trans button and choosing an APPROPRIATE transition. Drag and drop the transition between the two clips.
For more detailed editing and other tutorials for using iMovie, go to: http://www.apple.com/support/imovie/tutorial/	

Sharing:

Well, what should you share with the other young film students? Why your practice editing clip of course☺

1. Plug in a Firewire chord from your camera to your computer.
2. Turn your camera on to video setting and then open your movie application (ex: iMovie)
3. Next import your scene into your movie application by pressing record in the application window.
4. After importing your scene, drag it to the editing bar and export (share) as a "**QuickTime for web streaming**"
5. Post this movie file in our Gallery at: http://www.kigluaitadventures.com/gallery
6. Then post a message in the discussion board for Lesson 8 describing your scene and why it was your favorite. Be sure to help others by responding to others clips with constructive feedback.

Assessment for Lesson 9

Element	**Super Keen Ready for TV**	**Just Right Home Video**	**Good try**	**Ohh, try Again**
Videography (editing) *Student creates a piece of media to tell their story*. Reading 3.5/4.4 Read and follow a set of directions. Technology A: A student should be able to operate technology-based tools.	Transitions are smooth, appropriate to the subject matter and add to the flow of the video. Sound is well coordinated with video and adds meaning or tone and it is easy to understand. Camera technique is smooth and at the appropriate speed for the content. It is in focus, steady. Camera angles are varied and interesting, including incredible shots that follow the rule of thirds, framing and unique angles. Lighting is used for creative effect appropriately, and does not distract the viewer or take away from the purpose.	Most transitions are appropriate to the subject matter but some are distracting. Sound is well suited to the meaning and tone of the video but it may be too loud or too soft. Camera is smooth but may be inappropriate and distracting. Some shots are out of focus or unsteady with a variety of camera angles and unique shots following the rule of thirds and framing. Lighting enhances the video.	Transitions are confusing, overused, and detracts from the "flow" of the video. Sound is uneven, distracting, and uncoordinated with the video. It does not add to meaning or tone and it is difficult to understand. Camera is unsteady or at an inappropriate speed, distracting, out of focus, and has no variation in camera angles. Lighting is too dark or too light or inappropriate taking away from the effect of the video.	There are no transitions. The sound is inaudible or unclear. Camera is unsteady, unfocused or through out the video. There is no use of natural or artificial lighting.

<u>Portfolio Checklist:</u>
_____ Completed Activity Worksheet
_____ Completed Post Survey in Moodle
_____ Posted QuickTime in Gallery on Web
_____ Posted answer to Journal Question in Moodle: How you feel about the final product (assess yourself).
_____ Self-Assessed: _____ (Score)

What can you do better for the next time you create a commercial?

Lesson 10: Creating Print Ad

Purpose
*Student is able to create print media using a message.

Standards
Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
WR 3.2/4.2 Use a variety of forms. (All elements)

Resources
Print Ads (See Moodle)
Lesson 2 Handout: Text and Subtext
Moodle with Links

Anticipatory Set
Provide students with a print ad with the product hidden. Ask the students to determine what the product is based on the text and sub-text. Next provide students with an index card and the name of a household product (Dawn Dish Soap) and have them work up a quick message and a print ad for the product if the audience were their class.

Connections
Have students examine many print ads and create a list of elements or concepts that are the same about all of the print ads.

Delivery of Lesson
Explain to students that there is a process for creating print ads, just as there is a process for creating a commercial. The include:
1. Decide on your format
2. Create a concept
3. Organize your concept
4. Use C.R.A.P for Design.

Modeling the Activity
Model for students taking one of the household products to create a print ad using the 4 steps.

Guided Practice
Have students practice creating print ads by using the following message, "Educate your Learning!" for the audience of High School Drop outs.

Closure
Have students share out their print ads, and have the class vote on which one is more effective using the scoring guide.

Independent Practice
Lesson 10 Activity:
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.
Students post in the discussion board a description of their video and the steps and time they spent to finish the video. In addition students should submit the QuickTime version to the gallery: (http;//www.kigluaitadventures.com/gallery)
Journal about how you feel about the final product (assess yourself).Have students use the following hand-out to complete their print ad for their own message. See Resources for using GIMP or Iphoto for graphic design.
- o   Enduring Understanding: Messages can be told in many different ways.
- o   Culminating event/product: Students practice editing, and then edit their videos to have several different versions or messages.

Handouts:
Use the TEXT AND SUBTEXT handout to deconstruct the Bacardi ad from the perspective of the necessary elements of a powerful story.
(See Online Photo Lessons in Moodle http://www.kigluaitadventures.com/moodle)

Background:
One of the best ways to create your print ad is to start by creating your graphic that will give your message regardless of the copy. This means using a program such as GIMP or Paint, Indesign , or Fireworks (drawing program) to create your graphic. Once the graphic is created, then copy and organization can follow. In addition, many article discuss what would attract the eye of your customers or target audience. To find out, grab a series of ads for your target audience and show them to a few folks from that target audience, asking them which one attracts their attention first. Use the style of these ads to create yours. Just remember, it is not what you like but what will catch your target audiences attention.

Resources:

- Creating Print Ads through Adbusters: http://www.adbusters.org/spoofads/printad/
- Make the best print ads: http://www.sideroad.com/Marketing/print_ads.html
- How to Create a Succesful Print AD: http://www.ucreative.com/list/Graphic-Design/feature_article/83/Create-a-Successful-Print-Ad.html

- Print Ad Tools: Media Creation Tools: This website has many links for creating a variety of media. http://www.c4lpt.co.uk/Directory/Tools/media.html
- Creating your Own Internet Print Ads: http://findarticles.com/p/articles/mi_m0NTB/is_13_44/ai_n14707411
- Lesson on the use of powerful images: http://fno.org/oct03/slamdunk2.html
- Another Lesson on Powerful Image creation: http://pblmm.k12.ca.us/PBLGuide/Activities/PowerfulImages.html

Enrichment:

- Locate, examine and categorize many print ads for a particular product, message, target audience or style. Use these to create posters that can be used when spurring ideas for your own add.
- Personal/ Social: Take already created print ads and change the message to be positive.
- History: Examine old print ads and new print ads and discuss how they have changed through time.
- Math: Run a survey on which prints ads students have seen most and where.
- Social Sciences: Create a mock ad that asks students to complete a task such as placing their name in a box to be entered into a contest to determine how effective the ad creation is.
- Writing: Write an analysis of a branding through print ads, explaining the text, subtext and intended unintended messages. Be sure to make connections to research about the resultant behaviors, such as low body image.

Lesson 10 Student Activity: Creating a Print Ad

Essential Question:
- Why do some images and sounds move us more that others?
- How do we create a powerful and persuasive piece of media?

Standards:
- Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
- WR 3.2/4.2 Use a variety of forms. (All elements)

By now you should have everything you need to create a print ad. This lesson will walk you through the creation of basic print ads. Be sure to check the Moodle Resources for more how-to'! Lets check:

Target Audience:

Text:

Subtext:

Marketing Strategy:

Story:
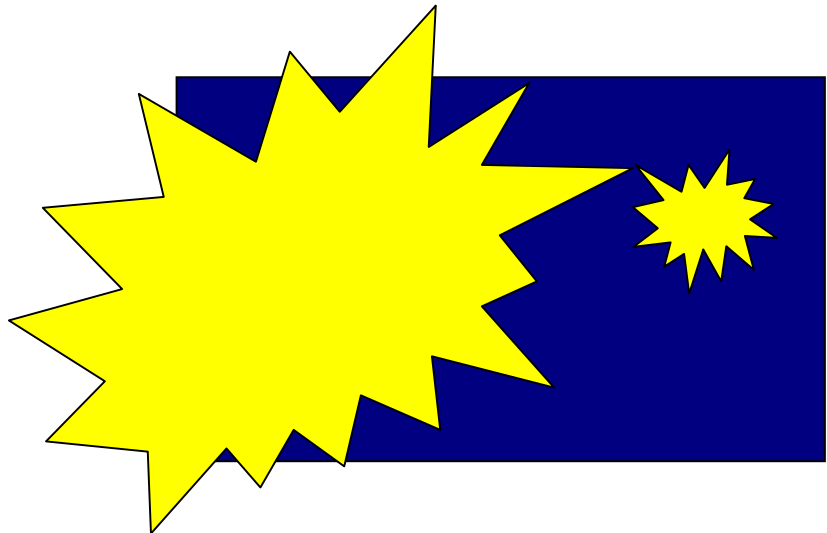
Step 1: Decided on your format:
Consider where your target audience is most likely to see the ad:
- ❑ Magazine
- ❑ Newspaper
- ❑ Internet
- ❑ Cell Phone
- ❑ Poster
- ❑ Mailing

If you will be paying to print the ad in a public eye, keep in mind that being very specific about 1 location can save you a lot of money and be more effective even if the ad is small.

Step 2: Create a Concept

The concept is the creative idea that will express your message with little or no words and transfer the emotion you want the target audience to have. There are some typical or common parts that the concept will have and they are:

The Picture: This needs to express the message by itself without any words.
The Text or Headline: This is the text of your message, It will also affect the emotion of the target audience as well as make a personal connection with the target audience.
The Copy: This is where you have a few sentences that are supporting arguments for your text. Again keep it short. Use subheadings to break up lots of information.
The Signature: This is the part where you typically include the logo or brand of the product.

 Lets take a look at an example:

Format: Magazine Ad

The Picture: Young adults holding up glasses laughing, hugging yelling. The subtext: Have fun drinking. You will be liked.

The Text or Headline: - "CUBICLES BY DAY / BACARDI BY NIGHT"

The Copy: "BACARDI: THE WORLD'S GREATEST RUM SINCE 1862".

The Signature: Graphic that includes the Bacardi bat logo and a small photograph of a Bacardi rum bottle.

Step 3: Organize the Concept: Visually Pleasing
To create pleasing print ads we usually the following acronym:

Contrast: Contrast can be not just color, but also size and shape. Consider using a color wheel for identifying complimentary contrasting colors. Usually ,1-2 colors is plenty, unless part of your message requires many colors.

Repetition: Typically words, objects or patterns are used for repetition. The font in the above Bacardi ad is the repetition. Having elements repeat creates continuity.

Alignment: Alignment means that everything is visually connected to something else, nothing should be out of place or distinct from all other design elements. In the above ad, all text is centered and the picture itself has the faces centered and aligned with the message.

Proximity: Proximity refers to like objects or elements that are grouped together. In this case proximity of the logo of the bat has been grouped with the headline and the copy has been grouped with the bottle.

Now it is your turn:
Practice taking a part a few ads from your chosen format, before you begin creating your own!
Target Audience:
Text:
Subtext:
Marketing Strategy:
Story:

Concept

Format	Headline	Copy	The Signature

Organize your Elements

Contrast	Repetition	Alignment	Proximity

Assessment for lesson 10

Target	Advanced	Proficient	Developing	Emerging
Graphics and Originality	Graphics not only follow all CRAP rules but are refreshing and quickly grab the attention of the target audience and clearly reflect the message without copy lines. Graphics are original and unique.	Graphics follow the CRAP rules and deliver the message without text. Graphics do not violate copyright laws.	Graphics follow some CRAP rules and almost deliver the message without text. Graphics do not violate copyright laws.	Graphics follow some or no CRAP rules but is not connected to the message. Graphics violate copyright laws.
Text and Message	The audience and marketing strategy are a perfect combination and the first line of copy provides additional effective marketing strategies. Design is refreshing and eye grabbing.	The audience is clearly defined and the marketing strategy can be identified. The first line of copy supports the graphic and is reflective of the message. All elements follow CRAP rules.	The audience is defined. The first line of copy is evident and either supports the graphic or message or neither. Some elements follow CRAP rules.	The audience is unclear. The first line of copy is not evident or is unclear. Some or no elements follow CRAP rules.

Lesson 11: Creating Audio Ads

Purpose
*Student is able to create audio media using a message.

Standards
Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
WR 3.2/4.2 Use a variety of forms. (All elements)

Resources
Audio Ads (See Moodle)
Lesson 2 Handout: Text and Subtext
Moodle with Links

Anticipatory Set
Provide students with several audio ads stopping the audio before we discover the name of the product or company. Ask the students to determine what the product is based on the text and sub-text. Next provide students with an index card and the name of a household product (Dawn Dish Soap) and have them work up a quick message and an audio ad for the product if the audience were their class.

Connections
Have students examine a series of audio ads and determine what are the main types of products they sell. Once all the audio ads have been played, ask students to quickly recall the first ad that they can remember. Write this on a paper and then write down why they think that was most memorable to them. Discuss the style that is used in the varied ads and what they think would be the most effective style for their message.

Delivery of Lesson
Explain to students that there is a process for creating print ads, just as there is a process for creating a commercial. The include:
1. Using your story consider, setting, characters and casting of character.
2. Write the script keeping.
3. Determine what audio background sounds you will need and record these.
4. Edit the audio recording.

Modeling the Activity
Model for students the breaking apart of several audio ads and work an audio ad backwards by describing the audio backgrounds, the script, the story, the setting, the characters and the style of reading.
Model for students taking one of the household products to create an audio ad using the 4 steps.

Guided Practice
Have students practice creating audio ads by using the following message, "Educate your Learning!" for the audience of High School Drop outs. Use a simple recording device on your computer or even a hand held mp3 to record.

Closure
Have students share out their audio ads, and have the class vote on which one is more effective using the scoring guide.

Independent Practice
Lesson 10 Activity:
Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.Have students use the following hand-out to complete their audio ad for their own message. See Resources for using Audacity or Garageband for graphic design.
   o Enduring Understanding: Messages can be told in many different ways.
   o Culminating event/product: Students practice editing, and then edit their videos to have several different versions or messages.

Handouts:
Use the TEXT AND SUBTEXT handout to deconstruct the Bacardi ad from the perspective of the necessary elements of a powerful story.

Background:
"Contrary to popular belief, these are not the most important element in great ads. Yet they are what clients often use to determine whether they "like" an ad. From the data we've collected through ten years of testing radio ads we've found that there is very often an inverse relationship between production value and ad performance. Yes, that's counterintuitive. Production value shouldn't "hurt" response, right? There are a number of possibilities for why this is true. Maybe good production value distracts ad developers from the right amount of focus on great copywriting. Or, perhaps good production value creates an ad that is so "slick" that it doesn't stand out. As Seth Godin puts it "perfect is boring".
   • Nonetheless, production and voice are still important. Production must enhance believability, catch attention, and ensure the message can be ingested by the audience with minimal effort. And the voice talent's read must be evaluated for it's non-verbal communication, not just what the words mean as they're strung together." From Creating Great Radio Ads (http://www.strategicmediainc.com/radio-advertising-articles/the_top_ten_keys_to_creating_great_radio_ads.html

Resources

- Top Ten Keys to Creating Great Radio Ads: http://www.strategicmediainc.com/radio-advertising-articles/Top%20Ten%20Keys%20to%20Great%20Radio%20Ads.pdf
- How to Cook a great radio commercial: http://www.weboutloud.com/writingaradiocommercial.htm
- Audio Voices: http://www.greatradioads.com/production.htm
- Sample Audio Ads: http://www.eccsvox.com/samples.html
- Examine World War II Radio Ads Lesson PLans: http://www.lessonplanspage.com/SSCIWWIIRadioBroadcastRecording912.htm
- Radio Days Webquest: http://www.thematzats.com/radio/

Enrichment:

- Have students collect several radio ads that are their favorite and identify what it is they like the most about the radio ad.
- Have students write several scripts for varied products and/or messages.
- Have students locate historical radio ads and compare them to current radio ads.
- Have students record and graphic how many, how often and types of radio ads on different radio stations.
- Have students examine the hertz levels on different audio ads and correlate to their effectiveness.

Lesson 11 Student Activity: Creating Audio Ad

ESSENTIAL QUESTION:
- Why do some images and sounds move us more that others?
- How do we create a powerful and persuasive piece of media?

STANDARDS:
- Technology: Convey ideas to a variety of audiences using publishing, multi-media, and communication tools.
- WR 3.2/4.2 Use a variety of forms. (All elements)

By now you should have everything you need to create an audio ad. This lesson will walk you through the creation of basic audio ads. Be sure to check the Moodle Resources for more how-to'!

Target Audience:

Text:

Subtext:

Marketing Strategy:

Story:

Step 1: Planning

Consider the following:

Scene or Setting	Audio Background	Casting Preferences (Approximate age range, Gender, Character Description)	Characteristics of read (smooth, scratchy, friendly, informational, sexy, fast etc.)

Step 2: Write your script.

The script should include the following (From VH1)
- The ad should have a direct call-to-action. Whether it is to not choose to drink and dump all your bottles or go to a website for more information. The earlier in the spot, the better the response rate is, based on giving the listener time to react.
- Approximate word count for a 30-second spot is about 90 to 110 words, but this will vary widely depending on script and complexity thereof. Practice reading and timing your script before it is professionally recorded.
- Make notes pertaining to audio production or sound effects.

Here is a sample script: Monster.com (from VH1)

(OFFICE SOUNDS, TELEPHONES, PEOPLE TALKING, TYPING- THEN MUSIC FADES IN AS WE APPROACH THE SUBJECT)

PSSSSSST. HEY YOU. YEAH, YOU IN THE CUBICLE.

LISTENING TO RADIO ON THE INTERNET MAY MAKE YOUR DAY GO FASTER, BUT IT WON'T MAKE YOUR JOB ANY COOLER.

YOU NEED A GREAT JOB NOW. CLICK ON THE MONSTER DOT COM LINK IN YOUR RADIO TUNER TO BROWSE OVER TWO HUNDRED AND FIFTY THOUSAND JOB LISTINGS. YOU COULD PROBABLY HAVE A NEW JOB BEFORE THE END OF THIS BREAK, THE WAY SOME OF THESE EMPLOYERS ARE HIRING.

AND DON'T FORGET TO CHECK OUT THE MONSTER TALENT MARKET WHERE EMPLOYERS BID FOR YOUR SERVICES.

SO GET YOURSELF TO MONSTER.COM. THERE'S NO BETTER TIME TO GET A COOL JOB THAN NOW.

Step 3: Record your Background Audio and Script

Use an audio recording device with a microphone and headset. Possible equipment are:
- IPod with Mic, Computer with Mic, Videocamera with Mic, Edirol

Here are some tips about recording:
- Hold it close to the subjects mouth (7 inches). Try not to move the mic as this will create a great deal of extra background noise.

- Be sure to wear headphones when recording. Use them to adjust the microphone position so the sound is as clear as possible. If you hear anything weird – such as "humming" or "clicks" – stop recording and figure out the problem.
- Avoid popping "p" and sharp "s" sounds (unnatural plosives and sibilance). If you hear either, move the mic farther to the side of the subject's mouth
- Be sure to record in a format that you will be able to edit, such as mp3, avi, or Aac
- Be sure to record at the highest quality setting possible.

<u>Step 4: Edit your Media</u>

Follow the directions for the software below:

Garageband:
- Go to Track in the top bar, and select new track
- Choose Real Instrument
- Drag the audio file from your desktop to the new track.
- Repeat for both background and voice.
- Adjust them on the time scale.
- Adjust volume and tones.
- Edit out unnecessary noises.
- Export into iTunes

Audacity:
- Go to http://www.guidesandtutorials.com/audacity-tutorial.html
- Download audacity (for both mac and pc)
- Watch the tutorial also listed on these pages to become familiar with the software.
- Go to project, and import audio files
- Adjust audio
- Edit out unnecessary noises.
- Export as mp3 to desktop.

Assessment for lesson 11

Target	Advanced	Proficient	Developing	Emerging
Effects	Background effects are realistic and help to grab the listeners attention.	Background effects are realistic and add to the setting and character.	Background effects are not realistic and may or may not connect to setting or character,	Background effects are not used or are used poorly.
Script	The audience and marketing strategy are a perfect combination. The script is unique, refreshing and catches the attention of the audience quickly because of the unique background, or reading style. The ad sounds professional.	The audience is clearly defined and the marketing strategy can be identified. The script clearly defines the setting, background and character/ reading style. No reading errors can be heard.	The audience is defined. The script is not fully developed and it feels as if it is missing something. Some reading errors were made.	The audience is unclear. The script is flat and empty. There are many reading errors.

Lesson 12: Evaluating Our Media

Purpose
*Student is able to assess their work as well as others.

Standards
See all.

Resources
Commercials on Disc
Final Scoring Guides from the Final Product section of the Main Curriculum and Score
Paper

Anticipatory Set
Ask students how the Golden Globe Awards get decided. Encourage them to think about
the creation of a scoring guide for choosing the highest quality video. Suggest playing
red carpet music and simulate laying out red carpet for the commercial makers as they
enter. Could be fun!

Connections
Ask students if they have ever been in a competition and have felt they have been
misjudged or there seemed to be bias from one or more of the judges. Explain to the
students that this is the reason why there needs to be some agreed upon way for judging
i.e. the scoring guide.

Delivery:
Tell students that they will be using the scoring guide to judge the media. Each student
will have a copy of the scoring guide for each video. While the students watch the video,
they should score the video. When completed, all scores should be stapled together to be
tallied later for finalists.

Modeling the Activity
See Guided Practice.

Guided Practice
Show an example of a high quality commercial and a low quality commercial. Model
while the students practice each portion of the scoring guide for scoring the sample
movies.

Closure
Congratulate students on a fantastic job and talk briefly about places to show their new
works, including Moodle. Finally ask students to consider what they will do now that
they have these skills and now that they know how not to get slammed by the media.
How will they live their lives proactively?

Independent Practice

Lesson 12 Activity: Next Steps.

Have students also complete the journal in Moodle or on paper of the enduring understanding questions. Be sure students share their findings in the online Moodle forum or in a class discussion. Finally have students begin the first stage of their project by creating a piece of media and applying the knowledge/ skills learned so far.Students post in the discussion board Post in discussion board a description of their video and the steps and time they spent to finish the video. In addition students should email the QuickTime version to Christina Hum to post on the website.
 (http;//www.kigluaitadventures.com/Moodle)

Journal about how you feel about the final product (assess yourself).

Post Survey

- o *Enduring Understanding:* Evaluating our environment through our experiences allows us to define our own reality and consciously make decisions based on the information we collect through our senses and emotions.
- o *Culminating event/product:* Students share and evaluate their final media products. The best final piece addressing underage drinking will be professionally shot and aired on Television and on the Internet.

Scoring Paper

Commercial Identification:

Elements	Score
Elements of Story Telling: ❑ Setting, Character, beginning, Problem/ Solution, End	
Videography: ❑ Transitions ❑ Sound ❑ Camera Technique	
Content/ Creativity/ Storyboarding ❑ Marketing Strategies ❑ Topic is Underage Drinking ❑ Unique, Creative	
Overall Score:	

Be sure to print a copy of the final scoring guide from the Final Products section above.

Lesson 12 Student Activity: Next Steps…

Essential Question: How do we create a powerful and persuasive piece of media to help ourselves live positive, healthy and happy lives?
Goal: Create a plan for how you will continue to use your media skills.

What will you do now that you are done making your commercial? Don't stop there, there is till tons that you can do to stay involved in creating Media!! One of the best methods for planning is known as the PDER plan, and it is an absolute blast!

PDER stands for:
Plan
        Do
                Evaluate
                        Refine

Well, the question still stands, what will you do now that you are done making your commercial?

Here are some possible suggestions:
- ❑ Enter contests and competitions
- ❑ Create a website to post your work (video-Blog)
- ❑ Create a Digital portfolio of your Media for College
- ❑ Create media for your school or community or other Non profits that you support
- ❑ Continue to create positive media commercials and post them on the internet archives (www.creativecommons.org) or You Tube (http://www.youtube.com)
- ❑ Your Idea:_____
  So with these ideas in mind, What will you do?

Complete the table below:

Plan is what your idea or goal is to continue to create powerful media.

Do is how exactly, and I mean details, that you plan on making this goal or idea happen.

Evaluate is how you plan on determining if you did a good job. For example if you are creating media for a contest they accept the entry and you place well. Or if you create media for a nonprofit they are happy with it and tell you thank you.

Refine is how you plan on doing it better for next time.
Well get to it….

Plan	DO	Evaluate	Refine

 Ohh wait, you say you have not done an evaluate and refine for the project you just finished, well, Below you will find the scoring guide. Assess yourself for both your use of Moodle (journal and discussion board) and your movie. Don't forget the refine part at the very end, where you get the opportunity to say how you will do better next time!!!

Assessment for Lesson 12:

Elements of Story Telling *Story of underage drinking with clearly stated choices.* Reading 3.7/4.6 Analyze story elements. (all Elements) WR 3.2/4.2 Use a variety of forms. (All elements) Reading 3.8 Analyze Author's purpose. (All elements) Reading 4.7 Make assertions (all Elements)	Students story has all the story elements including: setting, characters, problem, solution, beginning and end. During the beginning, the viewer really wants to know what is going to happen next. Viewer feels the storyline is personal and universal. The solution is transformational, causes revelation and it is powerful. The ending is strong and may have a twist or irony that completes the story.	Students story has the main story elements: problem, solution, beginning and end. Viewer feels engaged in the beginning. Viewer feels the storyline is believable, personally relevant and presents clear obstacle to overcome and address. The solution is interesting, directly related to the problem and forced. The ending is related and the impact is clear.	Students story has some of the main story elements but not all. Viewer feels neither engaged nor uninterested in the beginning. Viewer can't relate to or doesn't care about the problem. The solution is not related to the problem or is not plausible. The ending is unclear, not related to the beginning or the rest of the story.	Viewer is not motivated to continue watching during the beginning. Viewer feels the storyline is somewhat believable, with some or no relevancy, and obstacles may or may not be present or may be unclear. The solution is not present. The ending is not clear or related to the story, or nor ending exists.
Content/ Creativity/ Storyboarding Health: Student should be able to demonstrate responsibility for the student's well-being. WR 3.2/4.2 Use a variety of forms. (All elements)	The author's purpose is very clear based on 2 or more marketing strategies that are used uniquely and clearly. The ending clearly contains two choices that are not only feasible, but also unique and fresh. The ideas are well developed with a strong voice or understanding, exceptional use of principles and elements and added newness to a universal idea.	The author's purpose is clear based on the appropriate use of a marketing strategy. The ending clearly contains two choices that are accurate and feasible decisions. Ideas are unique and catch the attention of other youth. Clarity of the message is developed, has a voice and shows understanding. The overall media shows a fresh approach in a universal idea.	The author's purpose is not clear due to the inappropriate use of the marketing strategy. The choices in the ending are unclear, inaccurate or not feasible. Shows little ideas, weak voice or understanding, inappropriate use of principles and elements and ordinary approach on a universal idea.	No marketing strategy was used or it was used incorrectly. An author's purpose is not apparent. There are no choices in the ending, and the ending is not accurate or feasible. The few ideas are old, have no voice making the media flat, if not boring.

Videography:

Topic/ Standard	Advanced	Proficient	Developing	Emerging
Videography (editing) *Student creates a piece of media to tell*	Transitions are smooth, appropriate to the subject matter and	Most transitions are appropriate to the subject matter but some are	Transitions are confusing, overused, and detracts from the	There are no transitions. The sound is inaudible or

their story. Reading 3.5/4.4 Read and follow a set of directions. Technology A: A student should be able to operate technology-based tools.	add to the flow of the video. Sound is well coordinated with video and adds meaning or tone and it is easy to understand. Camera technique is smooth and at the appropriate speed for the content. It is in focus, steady. Camera angles are varied and interesting, including incredible shots that follow the rule of thirds, framing and unique angles. Lighting is used for creative effect appropriately, and does not distract the viewer or take away from the purpose.	distracting. Sound is well suited to the meaning and tone of the video but it may be too loud or too soft. Camera is smooth but may be inappropriate and distracting. Some shots are out of focus or unsteady with a variety of camera angles and unique shots following the rule of thirds and framing. Lighting enhances the video.	"flow" of the video. Sound is uneven, distracting, and uncoordinated with the video. It does not add to meaning or tone and it is difficult to understand. Camera is unsteady or at an inappropriate speed, distracting, out of focus, and has no variation in camera angles. Lighting is too dark or too light or inappropriate taking away from the effect of the video.	unclear. Camera is unsteady, unfocused or through out the video. There is no use of natural or artificial lighting.

Refine: What will you do better for next time?

APPENDICES

Appendix A: Participation Packet

Our Reality Underage Drinking Campaign

http://www.ourreality.org
Christina Hum: crhum@kigluaitadventures.com
1-916-226-9305

UAD Participation Packet

Thanks for Registering for the Underage Drinking Campaign.
Below you will find steps for getting set up to participate in the Lessonly classroom activity (live interactions) and individual activity (not-live) materials and communication.

Be sure to complete each step, and if you have any questions or need help, please feel free to contact me: crhum@kigluaitadventures.com or 1-907-733-4410

Step 1: Have all students complete the Media Release Form. (See Media Release Form Below)
Step 2: Register yourself and your students for the free online classroom called Moodle, where we will be doing most of our communication and sharing. Access to resources and materials will also be located here. http://www.kigluaitadventures.com/Moodle
(By the way, Moodle means Modular Object Oriented Distance Learning Environment).
Follow the steps on the attached instructional sheet for doing so.
Step 3: Schedule a 15 minute audio or in person meeting for a tour of Moodle. 1-907-733-4410 ask for Christina Hum or crhum@kigluaitadventures.com
Step 4: Have students complete the online Pre-Survey. (This will provide us with data for showing the need for the program as well as to determine ways to better the curriculum and content to better meet students needs.) If you do not have enough computers for your students, please contact Christina Hum at crhum@kigluaitadventures.com and she will email you a paper version of the survey.

Our Reality: Creating Powerful Media

http://www.ourreality.org
Christina Hum: crhum@kigluaitadventures.com
1-916-226-9305

STANDARD APPEARANCE RELEASE – MINOR

We need student and parent permission to use a person's photograph, voice, and/or name in various media projects. Please read the following, then date and sign where indicated. Thank you.

For and in consideration of the opportunity and privilege of appearing in or participating in one or more video or audio recordings, sound tracks, films, photographs, or written articles, I hereby consent to the use and editing thereof and release the Anchorage School District and its employees and assignees from any and all claims resulting from such use and editing in District media, and use, sale, editing and release to the newspapers, radio and television stations; and use on the Internet.

Event/Activity:
Dated:

_____(Signature of person participating)

The above consent and release is hereby ratified and approved.
_____(Parent or legal guardian)

Parent or legal guardian signature is required if the participant is under 19 years of age.

Permission to Participate – MINOR

Person Appearing:
Project:
Anticipated Publish Date:

Parent or guardian hereby authorizes the <u>Our Reality: Underage Drinking Campaign</u> and its agents to use, to take a behavioral survey <u>Our Reality: Underage Drinking Campaign</u> shall determine in its sole discretion. <u>Our Reality: Underage Drinking Campaign</u> and its agents shall own all right, title and interest to the Project, to be used and distributed without limitation. I represent that I am a parent or guardian of the Minor and I hereby agree that we shall both be bound thereby.

Parent or Guardian's Name:
Name:
Address:
City/State/Zip:
Telephone:

In connection with Minor's participation in the Project, Our Reality: Underage Drinking Campaign and its agents may receive requests from the media or press for Minor's contact information (name, address, and telephone number). By your signature below, you hereby authorize Our Reality: Underage Drinking Campaign and/or its agents to release Minor's contact information to such media.
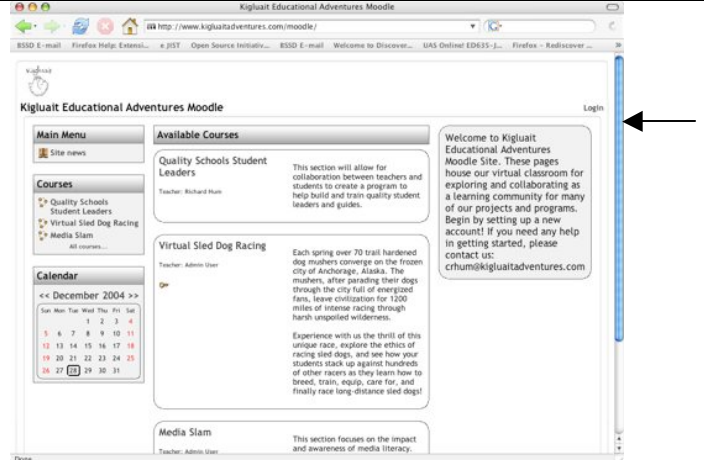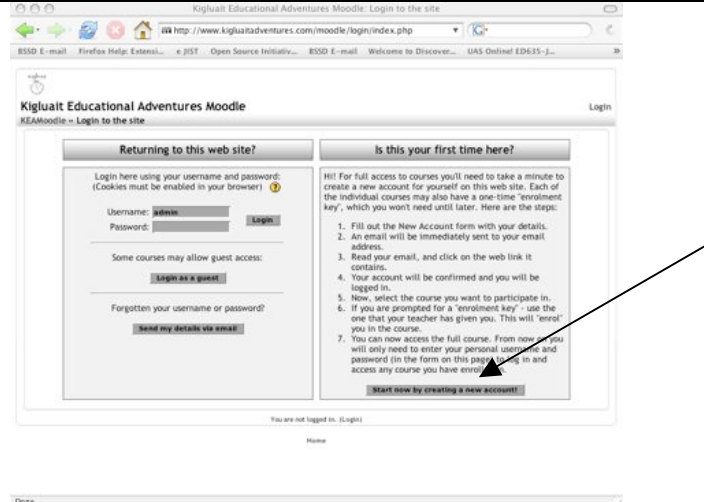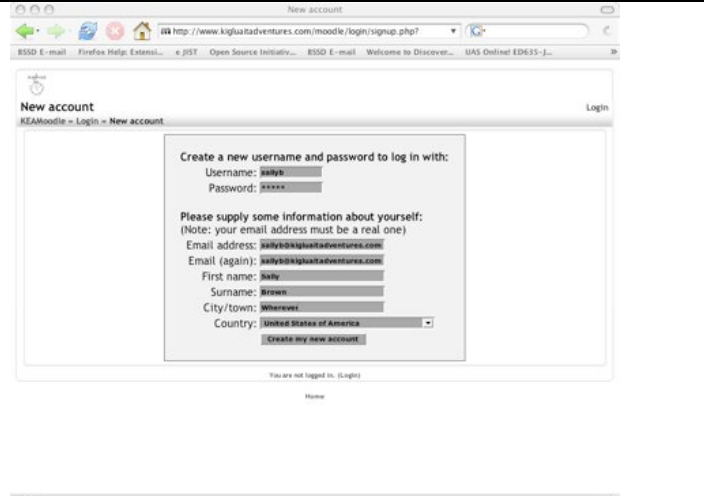
Parent or Guardian's Signature:
Student Signature:
Date:

Instructions for Creating a Moodle Account

	Instructions for Creating an Account at http://www.kigluaitadventures.com/Moodle Click on Login
	READ the box on the right. You will be creating a new account. Then press the button to create a new account.
	Once the form is completed, click to create the account. The next screen will tell you that you need to check your email in order to complete your registration. It only takes a few minutes till you need to check your email. Click CONTINUE, grab a cup of coffee and then check your email.
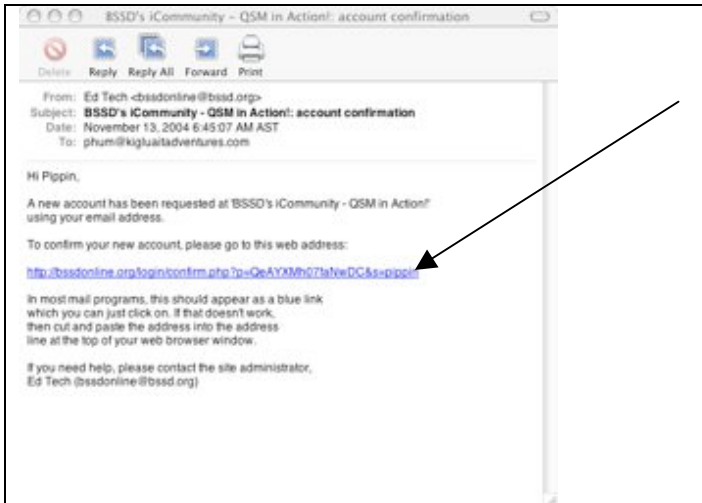
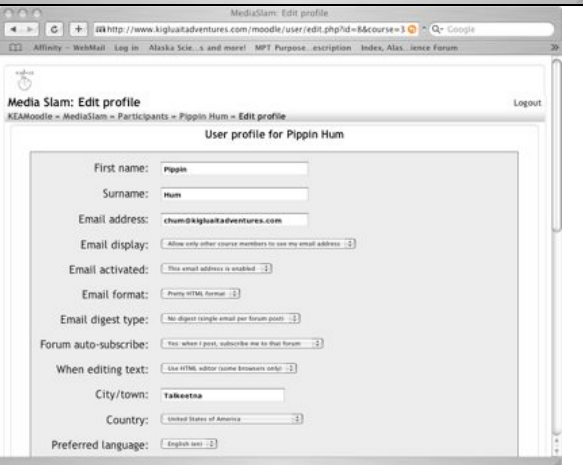|	
	Here is the email with the link. Click on the link or copy and paste the URL into your browser window.
	Once you go to the link, it will say that you are registered. Click on courses.
	It will automatically take you to the courses window where you should choose underage drinking.
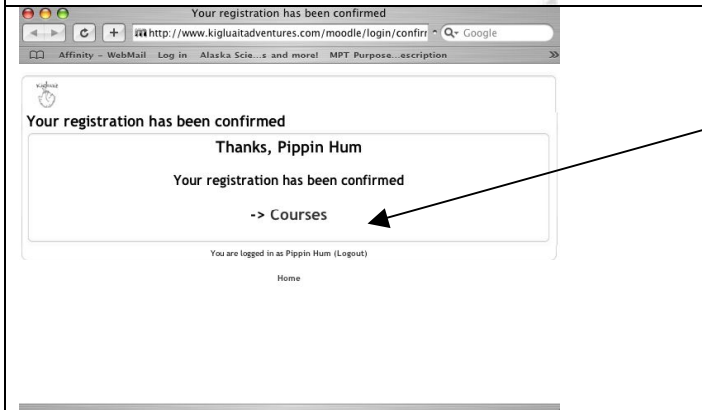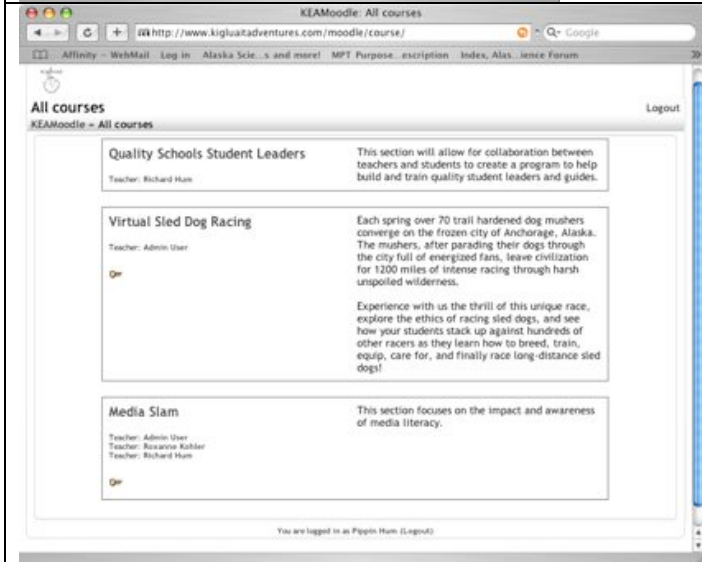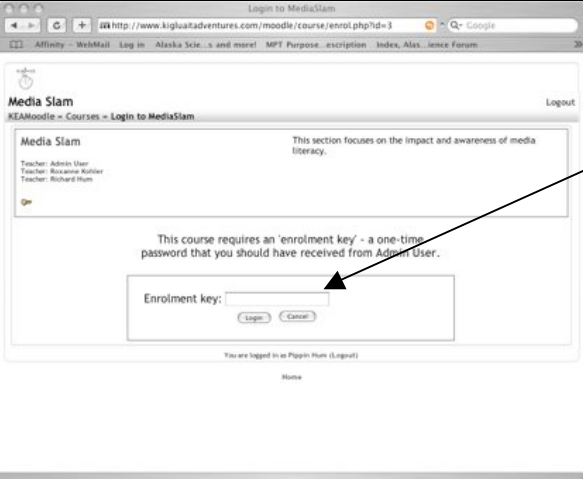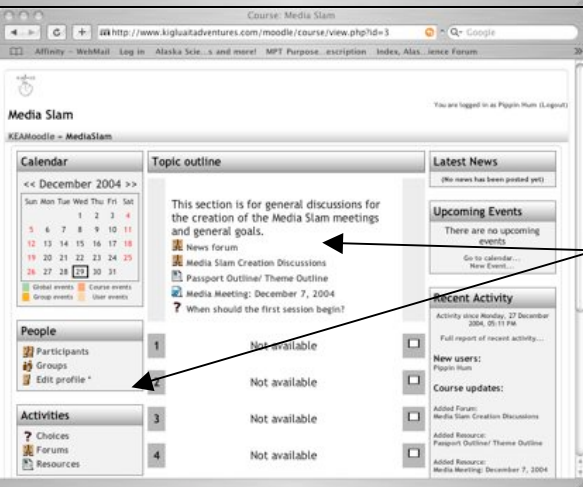
	Enter the enrollment key code: (Contact Our reality for the Key Code at http://www.ourreality.org/contact
	You will come to this window, which is the online media slam room. This will look different by the time you do this, or when you come back on Monday to check in, as we are finishing setting up the room!! For now you can edit your profile and participate in the discussion boards. (Note that discussion strings will be sent to all via email and thus the conversation can continue seamlessly. (You will see!)
	Edit your profile by completing the form and adding your picture below where the happy face is. Play with your settings to see what you like and what you don't like. HAVE FUN exploring a bit. NOTE: PLEASE BE SURE TO PUT IN YOUR PICTURE AND ENTER YOUR DESCRIPTION ABOUT YOURSELF!!!
chum@kigluaitadventures.com	EMAIL me if you have any problems.

Instructions for Setting up Elluminate

If you do not have access to videoconference equipment, we will be using Elluminate for our live classroom activity portions following the instructions below. Contact crhum@kigluaitadventures.com for the day and time of the Lesson you would like for this to occur. Elluminate is a live web classroom in which you will participate in a 1-hour live lesson each Lesson (note: You choose the day and time).

Pre-configuration Information

Below are the steps that you will need to follow in order to attend an Elluminate *Live!* Lesson. It is recommended that you follow these steps in advance of your first lesson.

Getting Ready
- Ensure that you are at the computer on which you will attend your Elluminate *Live!* lesson, and that it is connected to the Internet.
- Ensure that you have a microphone and speakers to take full advantage of the audio capabilities during the lesson.
- Ensure that you are an administrator on your computer and can install software. If you are unsure, please contact your system administrator.

Step One: Installing Java Web Start
- Go to the following Web page:
  - http://www.elluminate.com/support/supportsoftwaredownload.jsp
- Click on the button labeled "Download and Install the Required Software"
  - Click YES if you see a security warning that asks, "Do you want to install and run…Java Plug-in…"
  - When you see the License Agreement, click "I accept the terms in the license agreement" and click NEXT.
  - Select the Typical installation.
- When the installation is finished, Java Web Start is ready to use!

Step Two: Installing and Testing Elluminate *Live!*
- Go to the following Web page:
  - http://www.elluminate.com/support/supportsoftwaredownload.jsp
- Click on the button labeled Join Configuration Room
  - Enter your first name on the sign in page.
  - During the installation you may see a security warning that states: "This application is requesting unrestricted access to your local machine and network." Click Start.
  - You may see a License Agreement. Click on I Agree.
- Once you are in the Configuration Lesson, follow the directions displayed on the whiteboard.
- When complete, choose Exit from the File menu.

Congratulations, you have installed and configured Elluminate *Live!* and can now join any future lesson without further configuration.

If you would like to know more about Elluminate *Live!*, you can several resources for first time users as well as further details about the installation and answers to frequently asked questions at http://www.elluminate.com/support.

Appendix B: Overview and Standards

Project Overview and Assessment

Audience: Public	Type of Activity: _X_ Direct Instruction _X_ Performance Task __ Simulation _X_ Real Life or Authentic	Grades or Levels: 7-12
Description: This project is about the teaching and learning of story telling and the creation of media (video, audio, print) for a radio, television, web, or a Pod Cast to share about the stories of youth and underage drinking. Students will complete Lessonly activities and post their findings to a web discussion board and journal in order to learn about media literacy and to create their storyboard for their commercial and/or final media piece.		

Standards:

Information Literacy/ Library:
A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.
       4) Evaluate information representing diverse views in order to make informed decisions
       5) Assimilate and understand how newly acquired information relates to oneself and others
Skills for a Healthy Life:
B: A Student should be able to demonstrate responsibility for the student's wellbeing.
    2.   Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
    5. Evaluate what is viewed, read, and heard for its effect on personal well-being
Reading: 3.8 Analyze Author's purpose. (All elements)
Reading 4.7 Make assertions (all Elements)

Reading 3.7/4.6 Analyze story elements. (All Elements) WR 3.2/4.2 Use a variety of forms. (All elements) Reading 3.8 Analyze Author's purpose. (All elements) Reading 4.7 Make assertions (all Elements)

Reading 3.5/4.4 Read and follow a set of directions.
Technology
A: A student should be able to operate technology-based tools.
    2.   Use a computer to enter and retrieve information
    3.   Use technological tools for learning, communications, and productivity.
    4.   Manage and maintain technology tools
D: A student should be able to use technology to express ideas and exchange information.
    1.   Convey ideas to a variety of audiences using publishing, multi-media, and communication tools
    2.   Use communications technology to exchange ideas and information
    3.   Use technology to explore new and innovative methods for interaction with others.

Appendix C: Lesson Material List

Lesson	Goals	Tech and Materials List
Lesson 1	*Student is able to understand and use the communication tools. *Student is able to identify media's intent or purpose. *Student is able to identify the emotions elicited from the media.	*Portable Laptops (1 for every 2 students ready Internet –Ready, with Movie Software and Photos Software) (See resources information full curriculum for more info on this) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left) *Lesson 1 Lesson Handouts *Lesson 1 Individual Activity Handouts *http://www.kigluaitadventures.com/Moodle (on board)
Lesson 2	*Student is able to identify marketing strategy. *Student is able to compare the ad to reality to elicit facts for what is true. *Student is able to identify their choices based on any media. *Student is able to choose what is best by finding the reality beyond the media.	*Portable Laptops (1 for every 2 students ready Internet -Ready) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left) *Lesson 2 Lesson Handouts (See bottom of lesson) *Lesson 2 Individual Activity Handouts *http://www.kigluaitadventures.com/Moodle (on board)
Lesson 3	*Student is able to think and tell 1 story about underage drinking. *Student is able to create a story from an image, a sound, a smell or a touch.	*Portable Laptops (1 for every 2 students ready Internet -Ready) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left *Lesson 3 Lesson Handouts (See bottom of lesson) *Lesson 3 Individual Activity Handouts *http://www.kigluaitadventures.com/Moodle (on board)
Lesson 4	Student is able to identify the parts of their story and retell the story with story elements.	*Portable Laptops (1 for every 2 students ready Internet -Ready) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left *Lesson 4 Lesson Handouts (See bottom of lesson) *Lesson 4 Individual Activity Handouts • Cameras Still and/ or Digital • Transfer Chords (Mini Firewire and/ or Firewire) *http://www.kigluaitadventures.com/Moodle (on board) *Goals written on board (see column to the left)
Lesson	Student is able to tell their story	*Portable Laptops (1 for every 2 students ready Internet

Lesson	Goals	Tech and Materials List
5	with choices using a storyboard with picture (s).	-Ready) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left *Digital Cameras and video cameras with connector to the computer to transfer photos. *Prepare iPhoto for use by loading images from Moodle to the photo library *Microphones and headsets. *Lesson 5 Lesson Handouts (See bottom of lesson) *Lesson 5 Individual Activity Handouts *http://www.kigluaitadventures.com/Moodle (on board)
Lesson 6 Nov 11	Student is able to tell their story with choices using a storyboard with picture (s).	*Portable Laptops (1 for every 2 students ready Internet -Ready) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left *Digital Video Cameras with Firewire transfer cables. *Lesson 6 Lesson Handouts (See bottom of lesson) *Lesson 6 Individual Activity Handouts *http://www.kigluaitadventures.com/Moodle (on board)
Lesson 7	Student is able to tell their story with choices using a video storyboard.	*Portable Laptops (1 for every 2 students ready Internet -Ready) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left *Video Cameras with Firewire transfer cables. *Ipod for those who want to bring theirs in *iPhoto and iMovie ready to be used. *Lesson 7 Lesson Handouts (See bottom of lesson) *Lesson 7 Individual Activity Handouts *http://www.kigluaitadventures.com/Moodle (on board) *Goals written on board (see column
Lesson 8	Student is able to assess their work as well as others.	*Portable Laptops (1 for every 2 students ready Internet -Ready) *Videoconference Equipment or Projector connected to Laptop for Classroom activity Lesson (Don't forget speakers) *Goals and Standards written on board (see column to the left *Lesson 8 Lesson Handouts (See bottom of lesson) *Lesson 8 Individual Activity Handouts *http://www.kigluaitadventures.com/Moodle (on board)

Appendix D: Portfolio Checklist

Lesson	Goals	Checklist
Lesson 1	*Student is able to understand and use the communication tools. *Student is able to identify media's intent or purpose. *Student is able to identify the emotions elicited from the media.	____ Completed Activity ____ Posted Answers in Lesson 1 Discussion Board ____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 1 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?
Lesson 2	*Student is able to identify marketing strategy. *Student is able to compare the ad to reality to elicit facts for what is true. *Student is able to identify their choices based on any media. *Student is able to choose what is best by finding the reality beyond the media.	____ Completed Activity ____ Posted Answers in Lesson 2 Discussion Board ____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 2 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?
Lesson 3	*Student is able to think and tell 1 story about underage drinking. *Student is able to create a story from an image, a sound, a smell or a touch.	____ Completed Activity ____ Posted Story in Lesson 3 Discussion Board ____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 3 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?
Lesson 4	Student is able to identify the parts of their story and retell the story with story elements.	____ Completed Activity ____ Posted Story in Lesson 4 Discussion Board ____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 4 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?
Lesson 5	Student is able to tell their story with choices using a storyboard with picture (s).	____ Completed Activity and Storyboard ____ Posted storyboard in Lesson 5 Discussion Board ____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 5 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?
Lesson 6	Student is able to tell their story with choices using a storyboard with picture (s).	____ Completed Activity ____ Posted storyboard in Lesson 6 Discussion Board

Lesson	Goals	Checklist
		____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 6 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?
Lesson 7	Student is able to tell their story with choices using a video storyboard.	____ Completed Activity ____ Posted video in Lesson 7 Discussion Board ____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 7 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?
Lesson 8	Student is able to assess their work as well as others.	____ Completed Activity ____ Posted Answers in Lesson 8 Discussion Board ____ Responded to Someone in Discussion Board ____ Posted answer to Journal Question for Lesson 8 ____ Self-Assessed: _____ (Score) What can you do better for the next activity?

Appendix E: Storyboard Template

UNDERAGE DRINKING SPOT STORYBOARD TEMPLATE

Production notes: The framework for this spot is set, the story is not. There are some aspects that have bee defined for the sake of a consist of look and feel-important when creating a media campaign of several spots Items in blue are set, not subject to change. All other aspects are up to each team.

The structure of scenes 1-16 will be identical in all spots. The concept of two diverging choices will guide the stories from all groups. The color path (even numbered scenes) shows a good choice and its ending; the b& path (odd numbered scenes) represents the poor choice and its ending. Each spot will cut back and forth between the good choice and the poor choice, each showing the end result of good and poor decisions.

The story is yours, you have 26 seconds to tell it. Plan carefully, use your time wisely.

Scene one: moving text opener:
"Place your title here"
-sound effect   -
-music underneath all-
-timing ___ seconds-

Scene 1

E T
sec

choice path   choice path

Scene Pair:
Scene 2 choice one
Scene 3 choice two,
scenes are exactly the same
at this point
-timing seconds-

NARRATOR:

scene 2

scene 3

E T
sec

Scene Pair:
Scene 4 choice path
Scene 5 choice path,
scenes are exactly the same
at this point
-timing seconds-

NARRATOR:

scene 4

scene 5

E T
sec

Scene Pair:
Scene 6 choice path
Scene 7 choice path,
scenes begin to split here
-timing seconds-

NARRATOR:

scene 6

scene 7

E T
sec

Scene Pair:
Scene 8 choice path
Scene 9 choice path,
scenes are totally different here
-timing 2 seconds-

NARRATOR:

scene 8	scene 9
	E T sec

Scene Pair:
Scene 10 choice path
Scene 11 choice path,
scenes are totally different here
-timing 2 seconds-

NARRATOR:

scene 10	scene 11
	E T sec

Scene Pair:
Scene 12 good choice path (color)
Scene 13 poor choice path, (b&w)
scenes are totally different here
-timing 2 seconds-

scene 12	scene 13
	E T sec

Scene Pair:
Scene 14 choice path
Scene 15 choice path,
scenes are totally different here,
shows conclusion of each choice
-timing 2 seconds-

NARRATOR:

scene 14	scene 15
	E T sec

Scene 16: moving text closing:
"_____"
-sound effect _____-
-music concludes-
-timing 2 seconds-

scene 8
text floats in and out   E T sec

DVD Technology•Larry Bottjen

Appendix F: Alaska State Standards and Main Goals

Main Goals	Alaska State Standards

Student is able to deconstruct media and identify advertising techniques independently and see the choices that they have available to them based on alcohol and alcohol consumption by comparing the media to "real-life".
   a. Student is able to identify the marketing strategy.
   b. Student is able to identify the emotions elicited from the media.
   c. Student is able to compare the ad to reality to elicit facts of what is true to determine all possible choices for making decisions based on underage drinking.
	Information Literacy/ Library:
	A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.
	   4) Evaluate information representing diverse views in order to make informed decisions
	   5) Assimilate and understand how newly acquired information relates to oneself and others
	Skills for a Healthy Life:
	B: A Student should be able to demonstrate responsibility for the student's wellbeing.
	   3. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
	   5. Evaluate what is viewed, read, and heard for its effect on personal well-being
	Reading: 3.8 Analyze Author's purpose. (all elements)
	Reading 4.7 Make assertions (all Elements)

Student is able to identify and tell a story with all the story elements from their environment based on underage drinking and identify the choices that were available in that story.
   d. Student is able to identify and include such story elements as setting, characters, problem, solution, beginning and end.
   e. Student is able to create an audio, visual and video storyboard with all the story elements.
	Reading 3.7/4.6 Analyze story elements. (all Elements)
	WR 3.2/4.2 Use a variety of forms. (All elements)
	Reading 3.8 Analyze Author's purpose. (all elements)
	Reading 4.7 Make assertions (all Elements)

Student is able to create digital media to tell their story with all available choices using similar advertising techniques identified in alcoholic media.
   1. Student will be able to use technology to communicate and learn.
   2. Student will be able to create powerful media that affects and persuades an audience.
	Reading 3.5/4.4 Read and follow a set of directions.
	Technology
	A: A student should be able to operate technology-based tools.
	   5. Use a computer to enter and retrieve information
	   6. Use technological tools for learning, communications, and productivity.
	   7. Manage and maintain technology tools
	D: A student should be able to use technology to express ideas and exchange information.
	   4. Convey ideas to a variety of audiences using publishing, multi-media, and communication tools
	   5. Use communications technology to exchange ideas and information

Main Goals	Alaska State Standards
	6. Use technology to explore new and innovative methods for interaction with others.

Appendix G: Final Product Scoring Guide

Creation of a Commercial
Adapted from iDidaMovie Scoring Guide at
http://www.aste.org/docs/scoringguide.pdf

Topic/ Standard	Advanced	Proficient	Developing	Emerging
Elements of Story Telling *Story of underage drinking with clearly stated choices.* Reading 3.7/4.6 Analyze story elements. (all Elements) WR 3.2/4.2 Use a variety of forms. (All elements) Reading 3.8 Analyze Author's purpose. (All elements) Reading 4.7 Make assertions (all Elements)	Students story has all the story elements including: setting, characters, problem, solution, beginning and end. During the beginning, the viewer really wants to know what is going to happen next. Viewer feels the storyline is personal and universal. The solution is transformational, causes revelation and it is powerful. The ending is strong and may have a twist or irony that completes the story.	Students story has the main story elements: problem, solution, beginning and end. Viewer feels engaged in the beginning. Viewer feels the storyline is believable, personally relevant and presents clear obstacle to overcome and address. The solution is interesting, directly related to the problem and forced. The ending is related and the impact is clear.	Students story has some of the main story elements but not all. Viewer feels neither engaged nor uninterested in the beginning. Viewer can't relate to or doesn't care about the problem. The solution is not related to the problem or is not plausible. The ending is unclear, not related to the beginning or the rest of the story.	Viewer is not motivated to continue watching during the beginning. Viewer feels the storyline is somewhat believable, with some or no relevancy, and obstacles may or may not be present or may be unclear. The solution is not present. The ending is not clear or related to the story, or nor ending exists.
Content/ Creativity/ Storyboarding Health: Student should be able to demonstrate responsibility for the student's well-being. WR 3.2/4.2 Use a variety of forms. (All elements)	The author's purpose is very clear based on 2 or more marketing strategies that are used uniquely and clearly. The ending clearly contains two choices that are not only feasible, but also unique and fresh. The ideas are well developed with a strong voice or understanding, exceptional use of	The author's purpose is clear based on the appropriate use of a marketing strategy. The ending clearly contains two choices that are accurate and feasible decisions. Ideas are unique and catch the attention of other youth. Clarity of the message is	The author's purpose is not clear due to the inappropriate use of the marketing strategy. The choices in the ending are unclear, inaccurate or not feasible. Shows little ideas, weak voice or understanding, inappropriate use of principles and	No marketing strategy was used or it was used incorrectly. An author's purpose is not apparent. There are no choices in the ending, and the ending is not accurate or feasible. The few ideas are old, have no voice making the media flat, if not

Topic/ Standard	Advanced	Proficient	Developing	Emerging
	principles and elements and added newness to a universal idea.	developed, has a voice and shows understanding. The overall media shows a fresh approach in a universal idea.	elements and ordinary approach on a universal idea.	boring.

Videography:

Topic/ Standard	Advanced	Proficient	Developing	Emerging
Videography (editing) *Student creates a piece of media to tell their story*. Reading 3.5/4.4 Read and follow a set of directions. Technology A: A student should be able to operate technology-based tools.	Transitions are smooth, appropriate to the subject matter and add to the flow of the video. Sound is well coordinated with video and adds meaning or tone and it is easy to understand. Camera technique is smooth and at the appropriate speed for the content. It is in focus, steady. Camera angles are varied and interesting, including incredible shots that follow the rule of thirds, framing and unique angles. Lighting is used for creative effect appropriately, and does not distract the viewer or take away from the purpose.	Most transitions are appropriate to the subject matter but some are distracting. Sound is well suited to the meaning and tone of the video but it may be too loud or too soft. Camera is smooth but may be inappropriate and distracting. Some shots are out of focus or unsteady with a variety of camera angles and unique shots following the rule of thirds and framing. Lighting enhances the video.	Transitions are confusing, overused, and detracts from the "flow" of the video. Sound is uneven, distracting, and uncoordinated with the video. It does not add to meaning or tone and it is difficult to understand. Camera is unsteady or at an inappropriate speed, distracting, out of focus, and has no variation in camera angles. Lighting is too dark or too light or inappropriate taking away from the effect of the video.	There are no transitions. The sound is inaudible or unclear. Camera is unsteady, unfocused or through out the video. There is no use of natural or artificial lighting.

Journal/ Discussion Board (Participation)

Topic / Standard	Advanced	Proficient	Developing	Emerging
Deconstruct media, compare	Students' writing and other media	Students' writing in the discussion	Students' writing in the discussion	Students' writing in the discussion

to reality and identify choices. <u>Information Literacy:</u> A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources. <u>Health:</u> Student should be able to demonstrate responsibility for the student's wellbeing. <u>Reading:</u> 3.8 Analyze Author's purpose. (All elements) <u>Reading 4.7</u> Make assertions (all Elements)	posted in the discussion board, journal, or else where in the distance communication classroom shows evidence of factual information from research AND comparison to their life in the form of assertions by describing how a piece of media is deconstructed to determine the author's purpose and recognize choices, as well as use a decision making process.	board and journal shows evidence of factual information from research OR comparison to their life in the form of assertions by describing how a piece of media is deconstructed to determine the author's purpose and recognize choices, as well as use a decision making process.	board or journal shows evidence from their life in the form of assertions by describing how a piece of media is deconstructed and may or may not recognize choices, as well as may or may not use a decision making process.	board or journal shows evidence from their life about the truth of media deconstructed and may or may not recognize choices.
Student uses technology to communicate, learn and share. Technology D: A student should be able to use technology to express ideas and exchange information.	Student collaborates, shares, learns and teaches using 3 or more distance communication tools (Moodle, Elluminate, VTC, or Email) with other students and teachers 3 or more times a Lesson, and at least 2 or more hours per Lesson.	Student collaborates, shares and learns using 2 or more distance communication tools (Moodle, Elluminate, VTC, or Email) with other students and teachers 2 or more times a Lesson, and at least 1 1/2 hours per Lesson.	Student shares and learns using 1 or more distance communication tools (Moodle, Elluminate, VTC, or Email) with other students and teachers at least 1 a Lesson and at least 1 hour per Lesson.	Student learns using at least 1 distance communication tool (Moodle, Elluminate, VTC, or Email) with other students and teachers at least 1 a Lesson and at least 1 hour per Lesson.

Appendix I: Resources and References:

Note: More resources are linked on the Website and in Moodle

Technical Resources:
Skype: http://www.skype.com
Elluminate: http://www.elluminate.com
Kigluait's Moodle:
http://www.kigluaitadventures.com/Moodle
GIMP:http://www.gimp.org
iComic:

Tutorials:
iMovie:
http://www.apple.com/support/imovie/tutorial/
iPhoto:
http://www.apple.com/support/iphoto/tutorial/
Windows Movie Maker:
http://www.mightycoach.com/articles/mm2/index.html
GIMP: http://www.gimp.org/tutorials/
Blender:
http://www.blender.org/cms/Home.2.0.html
Garageband:
http://www.apple.com/support/garageband/
Podcast:
General Commercial Editing:
http://www.current.tv/

Copyright Free Media:
http://www.creativecommons.org

Books:
A Child Called It by David Pelzer:
http://www.bookbrowse.com/excerpts/in

Research Link to Add:
http://camy.org/research
http://www.madd.org/stats/3747

Location of Commercials and Media:
Camy: http://camy.org/gallery/
Beer Collection:
http://home.tiscali.nl/beercollection/movies.htm

Sample PSA's:
MADD PSA's:
http://www.madd.org/news/0,1056,7899,00.html#underage
Youth In Action:
http://www.youthinaction.org/index.cfm?cID=getFacts&scID=psa
Other Teen Created Media:
http://depts.washington.edu/taware/list.cgi?teenmedia=7

Intervention:
Intervention Central:
http://www.interventioncentral.org/tools.shtml

Decision Making:
Check Yourself:
http://www.checkyourself.com/content/shoes_real.html

dex.cfm?book_number=218&page_number=4

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