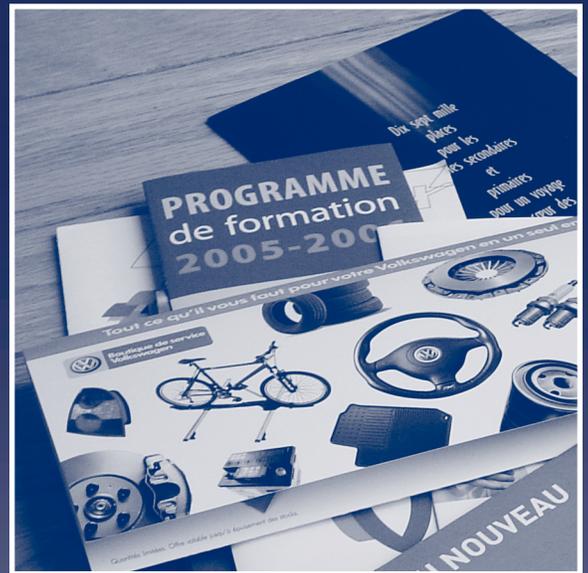


Making Media Manageable:

A Public Awareness Campaign How-to



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A Public Awareness Campaign How-to

Overview

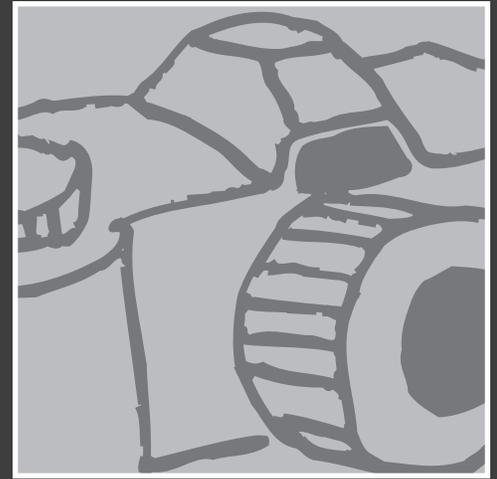
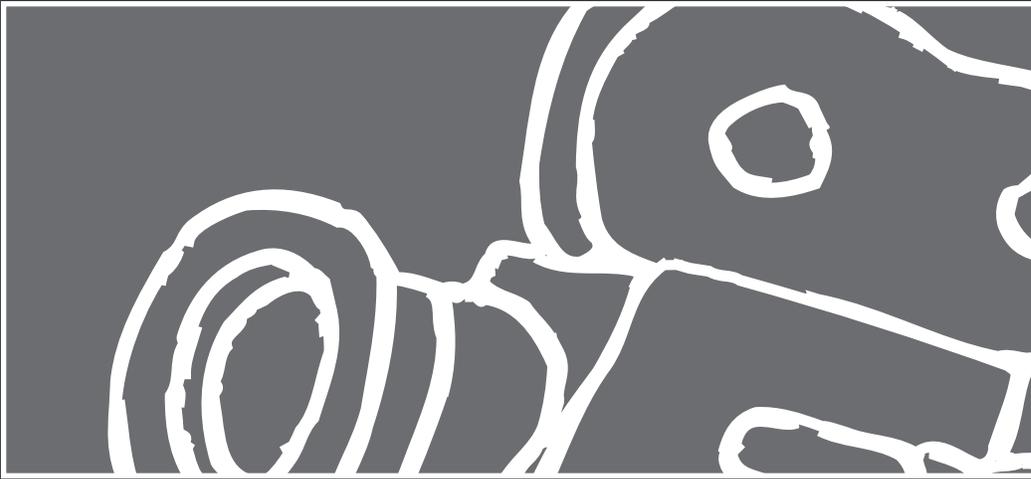
This project is the result of work initiated by teachers from Central Québec School Board: Shelley Longney and Tim Romanow. Throughout this document you will see the processes Shelley and Tim used to guide their students in developing a Public Awareness Campaign. These processes are highlighted for you in boxes titled “Shelley and Tim’s Story.” Also provided for you are: links to the QEP, tools suggested to guide students in a similar media-based learning process and pedagogical suggestions. We hope you have as much success with launching a public awareness campaign as Shelley, Tim and their students did.



Overall Project Description

One of the challenges of learning about information and research is communicating the results. Many questions arise. How to communicate? To whom? For what purpose? Mounting a real multi-modal public awareness campaign in your school is one real-life way to introduce students to a variety of ways of communicating information for a specific audience and with an intended purpose. Using multiple communication modes allows students to experience how information can be transformed into a message, and how that message can be disseminated in different ways. The main goal of this project is to take students through the process of making media to communicate a specific message about an issue that is deemed important to the community by creating an awareness campaign.





What is a public awareness campaign?

A public awareness campaign can be described as a series of communications in a variety of modes that all focus around the same issue. For instance, the Canadian government's anti-smoking campaign includes posters, television spots, a website and a pamphlet with information about how to quit. Some campaigns also include a guest speaker, or a series of activities in a specific timeframe (e.g. Black History Month). The goal of an awareness campaign is to bring an important issue to the attention of the people most affected by it or in a position to do something about it.

QEP Connections

This project is rooted in the Québec Education Program. Arising out of the Broad Areas of Learning, specifically Media Literacy, and engaging all Cross-curricular Competencies, the activities that make up the project lend themselves easily to content from the Subject Areas, and specifically address competencies from English Language Arts, Français, langue seconde and the Arts.

Broad Areas of Learning (BAL)

The five Broad Areas of Learning (Health and Well-being, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, and Citizenship and Community Life) represent the main lenses through which to view our world. Exploring each BAL leads to the discovery of important issues confronting our society today, many of which are of direct interest to students. A multi-modal awareness campaign can be structured around any issue that emerges in a classroom or school. For instance, if students are concerned about the natural environment of their region, an issue arising out of the Environmental Awareness and Consumer Rights and Responsibilities BAL, they can focus on different ways of preserving that environment through concrete actions, such as reducing energy consumption, recycling and reusing objects and resources. Educating others about these concrete actions can be the main goal of their awareness campaign.

Cross-curricular Competency

In action during the awareness campaign

Cross-curricular Competencies

Real-life learning situations invariably engage all the cross-curricular competencies as described in the QEP. Here is a breakdown of each CCC and the specific way in which it is engaged during this project.

To use information

Students gather information from various sources when they do research on a specific topic or question. They put information to use in a new context during the production of the different components of the awareness campaign.

To solve problems

Students ask themselves how best to solve a specific problem in their community through concrete action. They come up with solutions that will be reinvested in the awareness campaign.

To exercise critical judgment

Students use critical judgment when examining various examples of media products such as pamphlets, PSAs and displays. They develop criteria for what makes an effective product and give their opinion based on these criteria. They discuss their opinions with the class.

To use creativity

Students use creativity when engaged in the production of the various components of the awareness campaign, such as the brochure, PSA or interactive display. They accept risks and unknowns, especially if it is their first time engaging in media production.

Subject Areas

In the Subject Areas, the most obvious links are found within English Language Arts and Français, langue seconde, with some pertinent links to the Arts (see table below). However, depending on the issue chosen by your class or school, other subject-specific competencies can be developed through the awareness campaign project.

Subject-Specific Competencies

English Language Arts

- ▶ To read and listen to literary, popular and information-based texts
- ▶ To write self-expressive, narrative and information-based texts
- ▶ To represent her/his literacy in different media
- ▶ To use language to communicate and learn

Français, langue seconde

- ▶ Interagir en français en se familiarisant avec le monde francophone / en découvrant le monde francophone par ses textes et ses disciplines
- ▶ Produire des textes variés

Arts Education - Visual Arts

- ▶ To produce media works in the visual arts
- ▶ To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Arts Education - Drama

- ▶ To invent dramatic scenes

Mathematics

- ▶ To reason using mathematical concepts and processes
- ▶ To communicate using mathematical language

To adopt effective work methods	To use ICT	To construct his/her identity	To cooperate with others	To communicate appropriately
<p>Students adopt effective work methods when organizing, planning and monitoring their project or production. They understand the larger picture of each task to be performed and are aware of the timeframe involved and the resources they will need.</p>	<p>Students use ICT when producing the brochure and when editing their PSA. Some students can also use ICT to design and produce their interactive display, or to make tables and charts to communicate specific information.</p>	<p>Students open up to their surroundings when examining an issue in their community. They become aware of their place among others as they work together to find solutions to problems or to produce media messages. They make use of their personal resources during the project and become aware of their strengths and limitations.</p>	<p>Students work in small groups and in the larger context of the class as a whole. They assess their contribution to the group as well as that of their peers.</p>	<p>When conducting an awareness campaign, students establish the purpose of their communication and the intended audience. They examine the characteristics of their audience and tailor their production accordingly. They explore how different modes of communication can convey different aspects of their message. They carry out their communication by producing different media products.</p>

How they are developed through the project

- ▶ Students read and listen to literary, popular and information-based texts when they are doing research, examining brochures and pamphlets, watching PSAs and commercials.
 - ▶ Students write self-expressive, narrative and information-based texts when:
 - a) writing the copy for their brochure and
 - b) writing instructions or slogans for their Interactive Display.
 - ▶ Students represent their literacy in different media when producing the brochure and PSA.
 - ▶ Students use language to communicate and learn when doing research, as well as when planning, conferencing, reflecting, discussing and brainstorming.
-
- ▶ Les élèves interagissent en français en se familiarisant avec le monde francophone lorsqu'ils regardent des messages publicitaires à la télévision, explorent des sites Internet et lorsqu'ils examinent des brochures ou des dépliants.
 - ▶ Les élèves produisent des textes variés lorsqu'ils produisent leur dépliant et leur message.
-
- ▶ Students produce media works in the visual arts when they use media language in the design and production of the PSA.
 - ▶ Students appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates when watching and critiquing their classmates' PSAs.
 - ▶ Students invent dramatic scenes if their PSA includes a narrative dramatic component.
-
- ▶ Students reason using mathematical concepts and procedures in the design and interpretation of a survey. They communicate using mathematical language when they produce mathematical messages such as graphs and tables.

Shelley and Tim's story

Shelley and Tim are two Cycle 3 teachers at Everest Elementary School in Québec City. For a few years now, they have been increasingly concerned with the health of their students in terms of their fitness and nutrition. Their Cycle Team has decided that this issue would be a primary focus this year. Shelley and Tim begin by raising awareness as to the students' existing levels of fitness and health through daily food and exercise logs as well as a health questionnaire that explores current knowledge that students have about the issue. The Phys. Ed. teacher is involved as well, administering the fitness test and discussing individual fitness plans with students. Everyone is excited about this issue, as it touches each student and their families! Students begin to feel empowered that they can take control of their own fitness through concrete actions such as exercise and food choices. They explore other health issues that are important to them, such as smoking or fast food. But what about the rest of the school? How to share this new information with other members of the school community?

Shelley, Tim and their Cycle 3 students decide to wage a Public Awareness Campaign to inform people about health and fitness and to help them make better choices for themselves and their families. The campaign will have three parts – an information brochure, a video Public Service Announcement and an interactive display during a Health Fair to be held in the school as the grand finale.

Preparing the Campaign

Finding an Issue

In order to create an awareness campaign, your students have to decide on an issue around which to rally. You can choose to allow the issue to emerge through student brainstorming and discussion, or you can direct students' attention to events or situations going on in the school, community, town, city – the world! Because the campaign spans a fairly long time in the school year, it is important to choose an issue that will keep students motivated for many weeks. Issues can be big or small, as long as they are motivating for your students.

Ways of deciding on an issue include:

- ▶ Brainstorming as a class on a large sheet
- ▶ Looking through newspapers and clipping out articles every day for a week
- ▶ Looking online every day and keeping track of important events
- ▶ Looking through magazines for articles and images
- ▶ Brainstorming in small groups and having each group informally explain one idea to the class
- ▶ Deciding by consensus or by vote

Sample issues include:

- ▶ Waste (Reduce, Reuse, Recycle)
- ▶ Pollution (air, water, soil)
- ▶ Nutrition (food choices, obesity, media)
- ▶ Physical Fitness (sports, physical activity)
- ▶ Body Image (eating disorders, psychological trauma, peer group, media)
- ▶ Health (diseases, allergies, chronic conditions, prevention, treatments)

Research Phase

Once your class has chosen an issue, it is time to explore in depth. What questions do students have about this issue or what interests them about it? To what are they drawn most about this issue? Below, you will find a suggested classroom process for the research phase.

Activity or project phase

Students plan out their research process, including the types of sources they will consult. They consult sources and take notes for each source, including bibliographic information. They examine their chosen questions or ideas and make sure that what they are finding fits in with their chosen focus.

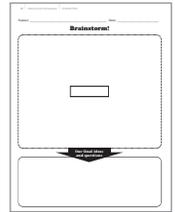
Some student research will go beyond the consulting of existing sources. Some students may explore surveys as a way of gathering primary information about an issue that affects their classmates, families or community.

Brainstorm the issue you have chosen as a class on large paper. Leave the brainstorm up on the wall throughout the project.

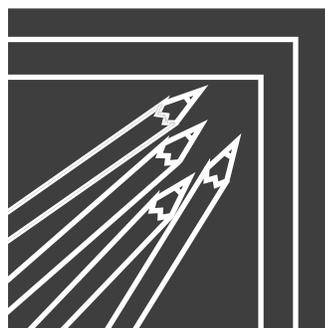
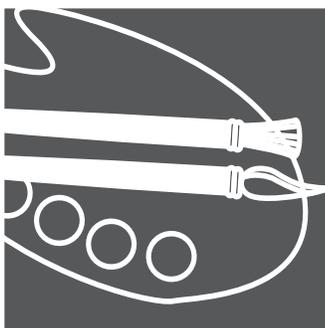
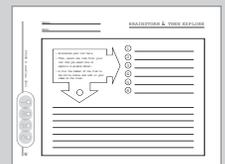
Students select a specific angle on the issue chosen by the class and work in pairs to brainstorm ideas and questions that they have. Ex.: if the issue chosen was Physical Health, some students might look at smoking, others at healthy eating, etc. Students then narrow down their brainstorm into a few main ideas or questions.

Suggested tool

Brainstorm
page 22



Focus 3 (2003) Tools
page 118



A Brochure or Pamphlet



► Description

Brochures and pamphlets are some of the most common forms of advertising and communication around today. They not only serve the needs of advertisers, but can also convey useful, precise information on a variety of subjects related to health, safety and the public good. Some examples include the recycling pamphlets distributed by cities and towns or the pamphlet about the flu vaccine that appears in CLSCs around November. Scout troupes and summer camps also publish pamphlets.

Brochures or pamphlets are mainly characterized by the following attributes:

- ▶ A clear message
- ▶ A specially planned layout, typography and illustrations
- ▶ A versatile one-piece format, often with folds to create several panels

► Purpose

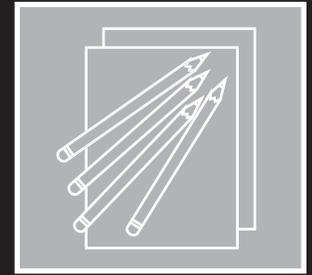
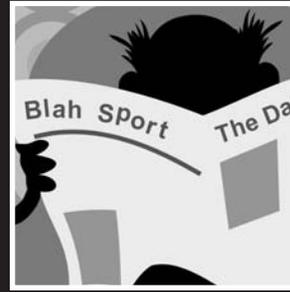
Brochures and pamphlets are used when important information about a specific topic needs to be conveyed quickly to a specific target audience. The main purpose is to inform and educate and, in the case of advertising brochures and pamphlets, to sell a product or a service.

Mini-lesson ideas

- ▶ Changing the font on the computer
- ▶ Writing a catchy slogan
- ▶ One picture, one word
- ▶ Layout basics on the computer
- ▶ Bibliography / citing sources

▷ In the classroom

Together as a class, look at and discuss several of the professional brochures available in your community. These could be from the local clinic, nurse's office, local offices as well as the camp and scout brochures that can be found in your school.



Discussion can be focused around the following questions

(order is not really important):

1 ▶ Message — What message is the brochure or pamphlet trying to convey? How does it convey its message? What are the most important parts of the brochure? How do we know that they are important? What kind of message is it?

2 ▶ Format — Does the pamphlet have one page, 3 folds, 2 folds, and one panel only? Why was that format chosen? What are the benefits of such a format? Why is it convenient? What are the drawbacks? What makes it inconvenient?

3 ▶ Layout — Examine the typography. What fonts are used? Are they large or small? Thin or thick? Why were those fonts chosen? What messages do different fonts convey? On the computer, play with different fonts and discuss what non-verbal information they can convey.

For example:

Solid *Delicate* Classic
Wanted Comics

What are some of the different sections of text? What makes them different from each other? Why are they different?

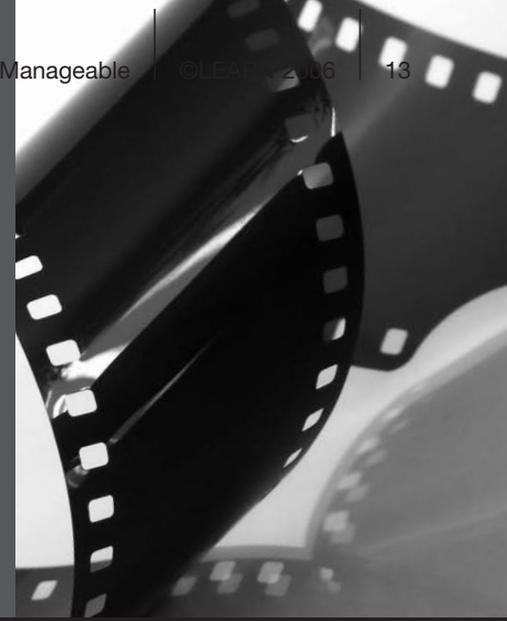
Look at the illustrations in the brochure or pamphlet. Are they photographs, drawings or shapes? Graphs or tables? Where are they placed (in relationship to the text)? How big or small are they? What amount of the space do they take up? How do the illustration and the text go together?

4 ▶ Audience — Who is being addressed through the brochure or pamphlet? Who is the target audience? How do you know? What clues are there which lead you to figure out the target audience?

5 ▶ Purpose — What is the intention behind the pamphlet? What is the pamphlet urging you to do? What action does it want you to take? Does it want you to buy something? Go somewhere? Do something differently? Not do something?



Public Service Announcement (PSA)



▶ Description

When thinking about video production with students, the link to commercials is made quickly in our minds. However, if the idea of sales and selling isn't the point you are trying to get across but you would still like to work on communicating with media, consider public service announcements (PSA) as a less business-oriented choice for students. In the world of television and radio, a PSA is an announcement serving the public interest and run by the media at no charge. For example, a utility company might do a series of PSAs on the subject of saving energy in the home. Or think back to the Participaction spots on television that encouraged us to lead more active lives.

Public service announcements are mainly characterized by the following attributes:

- ▶ A clear, concise message with no superfluity in terms of words and visuals (called 'tight' in the industry)
- ▶ Matching visuals with audio (words and images) in the case of a video PSA
- ▶ A setup, action and reaction*
- ▶ Brevity – they are usually approximately 30 seconds in length

* Example:

Who can forget the famous anti-drug PSA:

"This is your brain. This is your brain on drugs. Get the picture?"

This is how it breaks down in terms of setup-action-reaction:

SETUP

Image of the egg.
"This is your brain"

ACTION

Egg is cracked into frying pan.
"This is your brain on drugs"

REACTION

Egg is frying.
"Get the picture?"

▶ Purpose

The main purpose of a PSA is to inform the public via television or radio with the intention of changing behaviour and thus contributing to the common good of society.

Mini-lesson ideas

- ▶ Camera shots
- ▶ Using the video camera
- ▶ Using editing software



▶ In the classroom

Bring in and watch PSAs and commercials that are aired on television today (or see the resources section for some free materials available on the web). You can even get students involved by having them tape PSAs and bring them in.

Discussion can be focused around the following elements:

- 1 ▶ **Message** – What message is being communicated? How is the message being communicated? Try to discern the setup, the action and the reaction in each PSA or commercial viewed.
- 2 ▶ **Media language** – Explain visual and non-verbal communication, what it means to tell a story with a picture, or with many pictures. Have students cut up magazines or download a picture from the Internet that they find really powerful and discuss why.
- 3 ▶ **Camera shots** – What is a camera shot? How many different shots are there in a commercial or PSA? What kind of camera shots are they? (This can also be the topic of a mini-lesson, with still examples.) How do different camera shots make you feel? What atmosphere do they create? Focus on camera technique.
- 4 ▶ **Media effects** – Are there media effects (also called special effects) in the PSA? What do they add to the message? What would the commercial or PSA be like without these effects?
- 5 ▶ **Audio** – What do you hear in the commercial or PSA? What words? What music? What sounds? How do the words, music and sounds contribute to the overall message?
- 6 ▶ **Audience** – Who is the audience for this PSA or commercial? How do you know? What specific clues are there?
- 7 ▶ **Purpose** – What is the intention behind the PSA? What is the PSA urging you to do? What action does it want you to take? Does it want you to buy something? Go somewhere? Do something differently? Not do something?



Recording PSAs at home -TIPS

- ▶ Tape during the afternoon, right after school when children's programming is on.
- ▶ Tape one channel for about 2 hours. There will be *at least* one PSA in that timeframe.
- ▶ Do not try to tape just the PSA, as you will cut off most of it –PSAs are often too short to tape selectively

Production of the PSA

Activity or project phase

Suggested tool

Based on your discussion, establish criteria for what makes a good PSA. Your students will use these criteria as they design and produce their own PSA.

Building criteria
What makes a good _____ ?
page 38

Students brainstorm different ideas for their PSA and decide on one idea to develop.

Brainstorm
page 22

Use a planner to plan out the whole process of producing a PSA. Model it and have students work in their groups to fill it out. Students work in groups of 2 to plan out the different parts of the PSA production process.

PSA Production Planner
page 39

Students use a storyboard to create their message using visual and sound language. Show students an example of a storyboard. They are encouraged to keep their storyboard rough and not worry about the quality of the drawings. Stick figures are fine! Storyboards should include audio and credits.

Storyboard
page 40

Students examine their storyboards in light of the criteria established by the class. They conference with peers or with the teacher. They revise their storyboard if necessary.

Building criteria
What makes a good _____ ?
page 38

Based on your discussion, establish criteria for what makes a good PSA. Your students will use these criteria as they design and produce their own PSA.

Students transfer their video footage onto the computer and begin editing. They are encouraged to keep editing simple and special effects to a minimum unless absolutely necessary to their message. Extra audio is added during the editing process and credits can be generated using the editing software.

A class viewing is scheduled so that everyone can enjoy each other's productions. Peer and/or teacher evaluations can be conducted at this time. Viewers can also respond to a PSA using the response process.



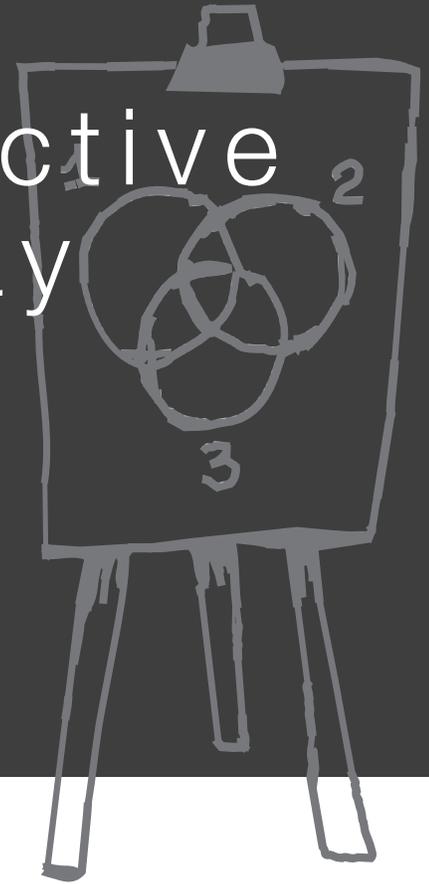
shelley and Tim's story

Feeling a bit apprehensive, Tim and Shelley decide to plunge into video production. They are assisted by their school board's ICT consultant and local RÉCIT animator, who lent them a couple of video cameras and will be helping students with the editing process. The two teachers have found a website that has copyright cleared commercials and clips that they will show their students. The discussion that ensues is lively as students eagerly give their opinions on a media so well known to them as consumers. Tim and Shelley's challenge? To turn their cycle 3 consumers of media into producers of media! The first step is to establish as a class what makes a good PSA.

Students begin storyboarding. Some groups are using a storyboard template with lots of prompts, while others are working with blank models, depending on their level of understanding of the process. Their storyboards contain stick figures and are in pencil – this is not the time for comic book worthy artwork! After conferencing with the teacher, groups go back and add camera shots and angles to their storyboard. They are keeping it simple and using the Setup-Action-Reaction formula that ensures that the PSAs are manageable as well as effective.

The big day is finally here! Students are excited as they pull down the blinds and dim the lights for a viewing session of their completed PSAs. The smell of popcorn fills the air, making the atmosphere even more festive as students turn their classroom into a movie theatre.

Interactive Display



▶ Description

An interactive display presents information visually as well as offering the opportunity for the visitor to interact with the information and to be actively involved in constructing his or her understanding of an issue. At school, science fairs abound with such interactive displays. In the community, we find interactive displays at conferences, county fairs and other exhibitions or shows.

Interactive displays are mainly characterized by the following attributes:

- ▶ Clear message
- ▶ Important visual component
- ▶ Engaging for the visitor

▶ Purpose

The main goal of an interactive display is to engage the visitor with the intention of introducing him or her to a new idea, product, service or lifestyle.

Mini-lesson ideas

- ▶ Play board games and discuss how to use the board game idea into an interactive display

▷ In the classroom

As a class, take a look at the different displays that exist in the school, such as bulletin boards and library displays. Take a walk through the neighbourhood and photograph different displays you encounter. Have students bring in display images if possible or talk about displays they have seen.



Discussion can be focused around the following:

1 ▶ **Purpose** — What is the display for?
What purpose does it serve?

2 ▶ **Message** — What message is it trying to communicate? Does it even have a message? How is the message communicated? What means are used?

3 ▶ **Interactivity** — What is interactivity? Does this display encourage interaction between the viewer and the display? Does it engage the viewer in some way? If not, can you think of ways that it can?

4 ▶ **Visual component** — How important is the visual component of the display? What is the display made of?

5 ▶ **Audience** — Who is the audience for this display? How do you know? What specific clues are there?



Production of the Interactive Display

Activity or project phase

Based on your discussion, establish criteria for what makes a good Interactive Display. Your students will use these criteria as they design and make their own display.

Working with their partners, students brainstorm different ideas for their interactive display. They choose their favourite. If they cannot choose, they can pick two ideas and write out the pros and cons of each idea. That may help them make their final choice.

Students use a planner to plan out the different steps needed to complete their interactive display. They sketch out roughly what their display will look like once they are done.

Students examine their planners and sketches in light of the criteria established by the class. They revise their sketch and ideas if necessary.

Students begin making their Interactive Display. Once they are done, they can show their display to another group in order to receive feedback. They can also conference with peers or with the teacher.

Students invite other classes, grades or schools to attend a fair, where they will be featuring their Interactive Display, as well as showing the PSAs and brochures. They hold a dry run as a class before opening the doors to their public.

The fair should be fun, a celebration of students' accomplishments!

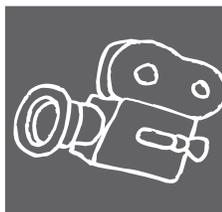
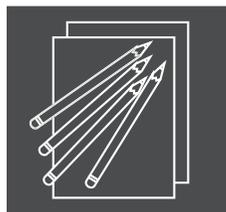
Suggested tool

Building criteria:
What makes
a good ___?
page 42

Brainstorm
page 22

Interactive
Display
Planner
page 43

Building criteria
What makes
a good ___?
page 26



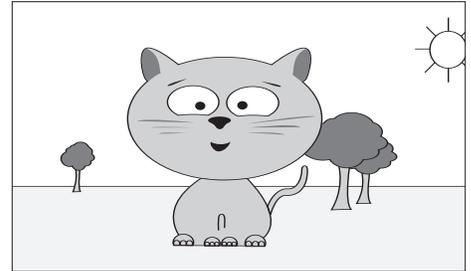
Camera Shots

Camera Shot

Visual

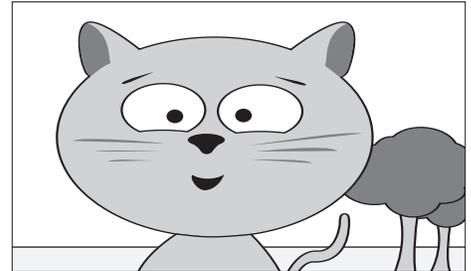
Long Shot

The person or object in the shot (also called the 'subject') is surrounded by other material, which give it context. If the long shot is of a person, you will be able to see his or her whole body with background or foreground material around him or her.



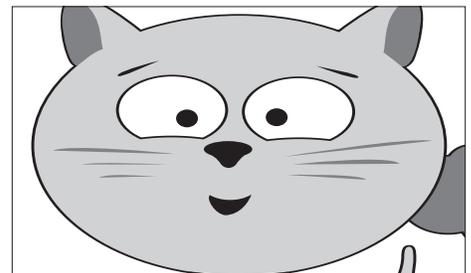
Medium Shot

The subject of the picture has some other material around it which gives it further meaning. If the medium shot is of a person, you will see the upper body of the person with background or foreground material around him or her.



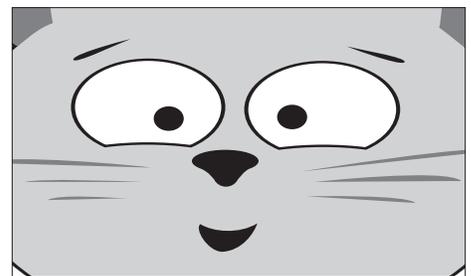
Close-up Shot

The subject of the picture is the only material in the picture. There is no other material to define the subject. If the close-up is of a person, you will see only the face or some other body part. A close-up shot usually carries more emotional weight, because the subject fills up so much of the frame. A close-up shot is literally in your face.



Extreme Close-up Shot

We see only a piece of the subject in the picture. When the subject is a person, this carries incredible emotional weight, especially if the focus is on the eyes.



shelley and Tim's story

Everything is coming together for the Health Fair! Shelley and Tim's students are working on the interactive displays that will allow visitors to find out more about a given topic or issue. Even though the public service announcements and the brochures will be available at each display, the students' challenge is to create a display area that will engage their public even more! There is much to think about and to plan, not to mention to design and produce. Tim and Shelley have collected some decorating magazines to show students how other people take an idea from sketch to reality.

Some groups have chosen to design a game that visitors can play. Others are making large posters with intriguing questions. Others yet are preparing experiments or making models. They have chosen their interactive display ideas based on the criteria they developed for what makes a good interactive display. They also have to make sure that what they choose to make corresponds well with their topic or issue.

Resources for Teachers

Resources (Some resources include PSA and brochure samples)

- ▶ Media Awareness Network — <http://www.media-awareness.ca>
- ▶ Health Canada Youth — http://www.hc-sc.gc.ca/jfy-spv/index_e.html
- ▶ Smoking (Health Canada) — http://www.hc-sc.gc.ca/hl-vs/tobac-tabac/youth-jeunes/index_e.html
- ▶ Drugs PSA — <http://www.mediacampaign.org/mg/television.html>

References

- ▶ Camera shot descriptions adapted from the Ontario Media Literacy Homepage
- ▶ <http://angelfire.com/ms/MediaLiteracy/Camera.html>

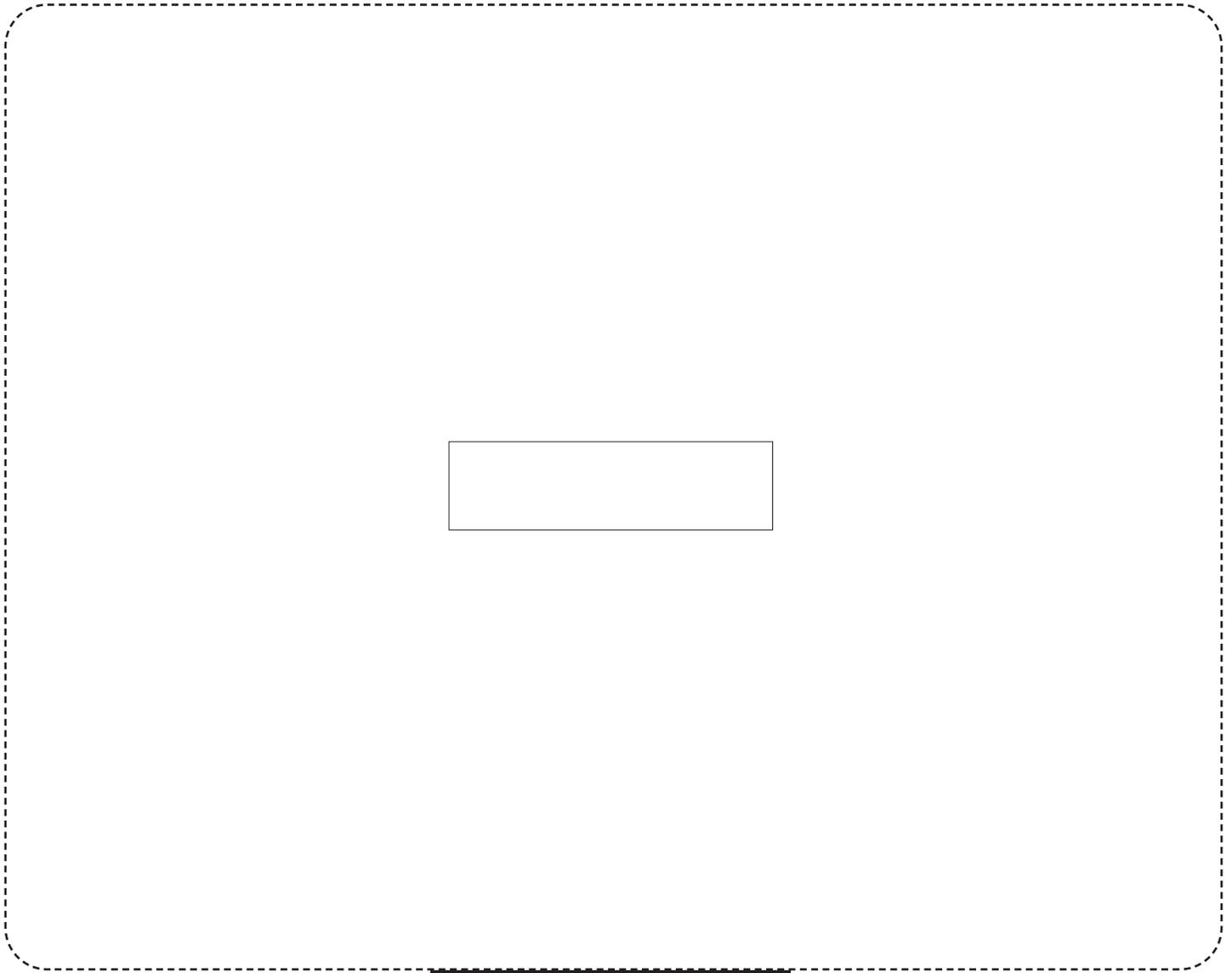


Tools for Students



Names: _____ Date: _____

Brainstorm!



A large, empty rectangular area with a dashed border, intended for brainstorming ideas. In the center of this area is a smaller, solid rectangular box.

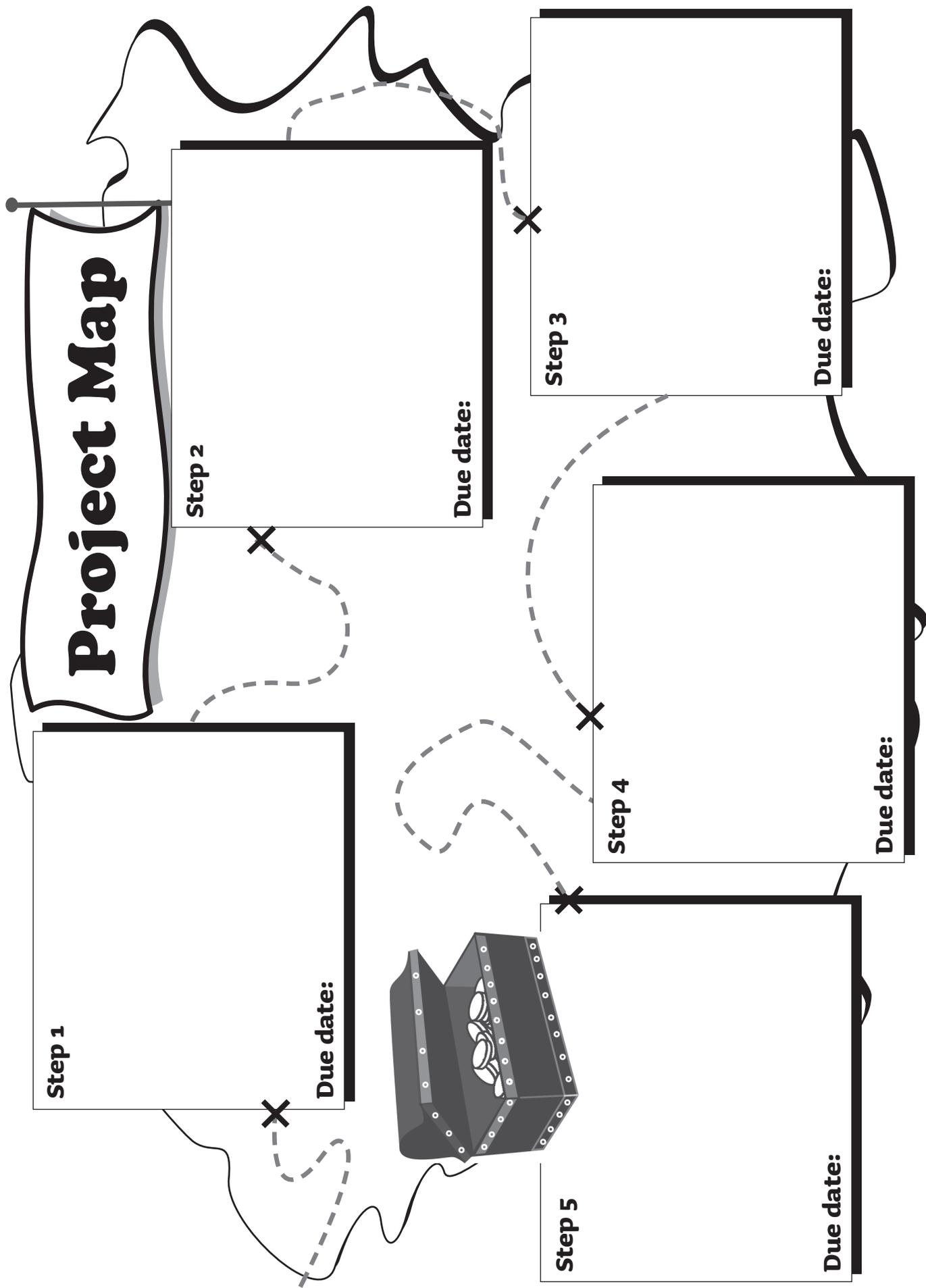
**Our final ideas
and questions**



A large, empty rounded rectangular area with a solid border, intended for recording final ideas and questions.

Names: _____

Date: _____



Names: _____ Date: _____

Project Timeline

Use the timeline below to plan what tasks you will do when. When you are finished, check off what you have completed. Use a highlighter for what you still need to do.

Revising the plan
 Are we on track with our plan? Does it need to be revised?

Date _____				
-------------------	-------------------	-------------------	-------------------	-------------------

Start Date	

Due Date	

Names: _____ Date: _____

Research Notes

Taking notes while searching for answers



My topic: _____

Questions I have about my topic: _____

Title of source or URL: _____
Author: _____ Year: _____

Notes

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Title of source or URL: _____
Author: _____ Year: _____

Notes

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Title of source or URL: _____
Author: _____ Year: _____

Notes

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Names: _____ Date: _____

What makes a good pamphlet?

Use the criteria below when creating your pamphlet. Are there any other criteria you can think of?

How does your pamphlet measure up? Check to see if you have met the criteria or if your pamphlet still needs more work.

Criteria	Our pamphlet
The message (opinion) is clear to the reader.	
The information is organized and makes sense.	
The layout is interesting and eye-catching.	
Fonts have been chosen to add meaning to the message or layout.	
The illustrations go with the information presented.	
If quotes were used, credit is given to the source.	
Resources from books, magazines and websites are clearly listed.	
The pamphlet is free of errors, including spelling, grammar, punctuation and capitalization.	

Conferencing with: _____ Date: _____

Notes

Names: _____ Date: _____

Pamphlet Design and Layout

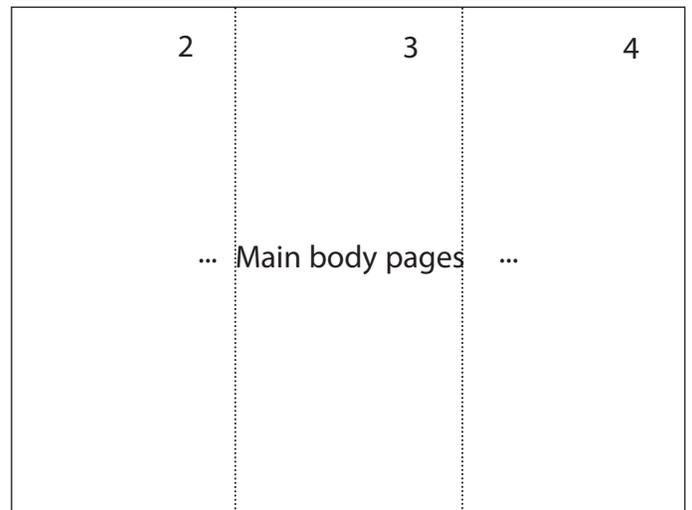
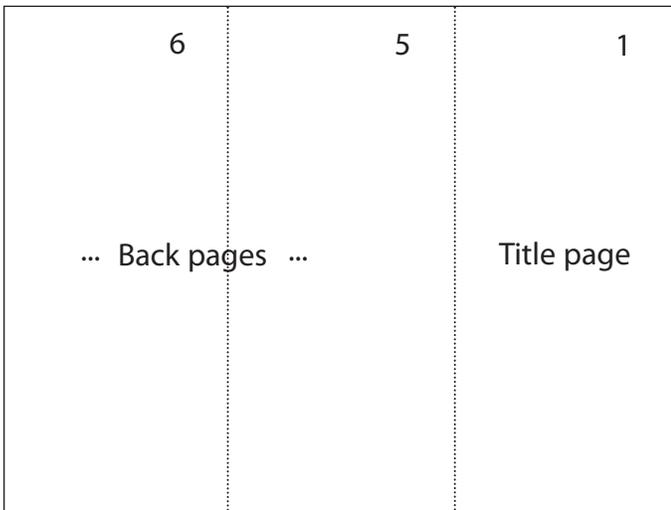
Before creating the final version of your pamphlet, use this design and layout tool to help you gather all your ideas, information and illustrations so that you are ready to go!



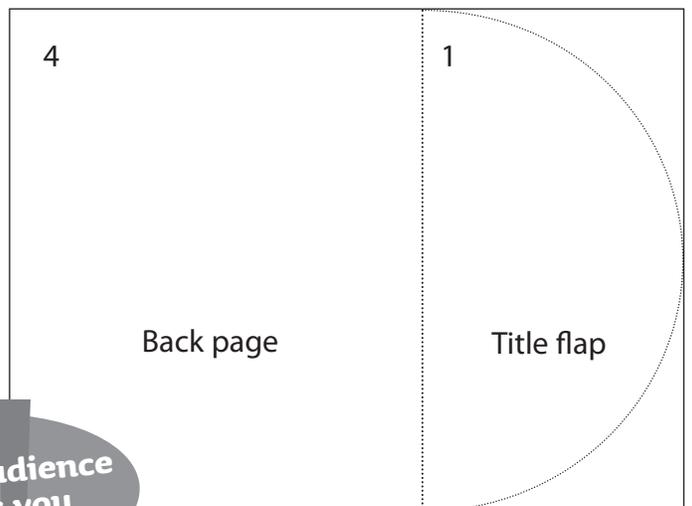
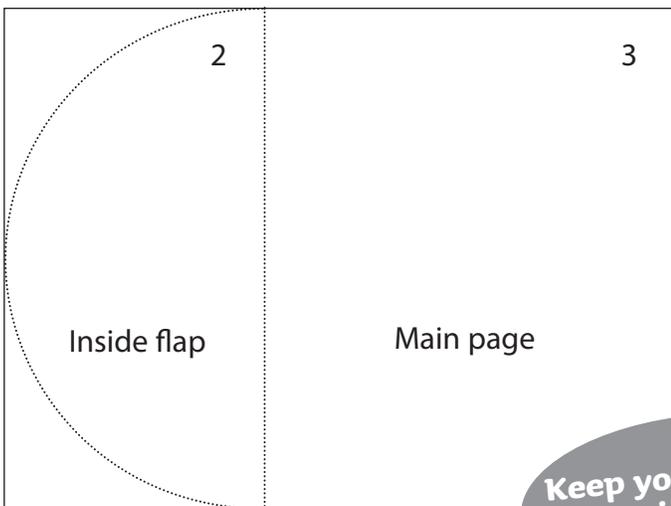
Main title (Text that draws the reader in): _____

Subtitle (Explanation of what is contained in the pamphlet): _____

Put all your information, illustration ideas and titles in the layout model below to create a working plan.



or



6

..... Back pages

Images, texts, graphs, charts, interesting links, books or resources would go here.

fold here - - fold here - - fold here - - fold here

1

Title page Pamphlet Design and Layout

Main Title
Text that draws the reader in.

Subtitle
Explanation of what is contained in the pamphlet.



4

..... **Main body pages**

Images, texts, graphs, charts

Put all your information, illustration ideas and titles in the layout model to create a working plan.

3

fold here - - fold here - - fold here - - fold here

2

fold here - - fold here - - fold here - - fold here



1

6

5

Title page

.... Back pages

4

3

2

.... Main body pages

4

Back pages

Images, texts, graphs, charts, interesting links, books or resources would go here.

1

Title flap

Main Title

Text that draws the reader in.

Subtitle

Explanation of what is contained in the pamphlet.



fold here - fold here - fold here



Main body pages

Images, texts, graphs, charts

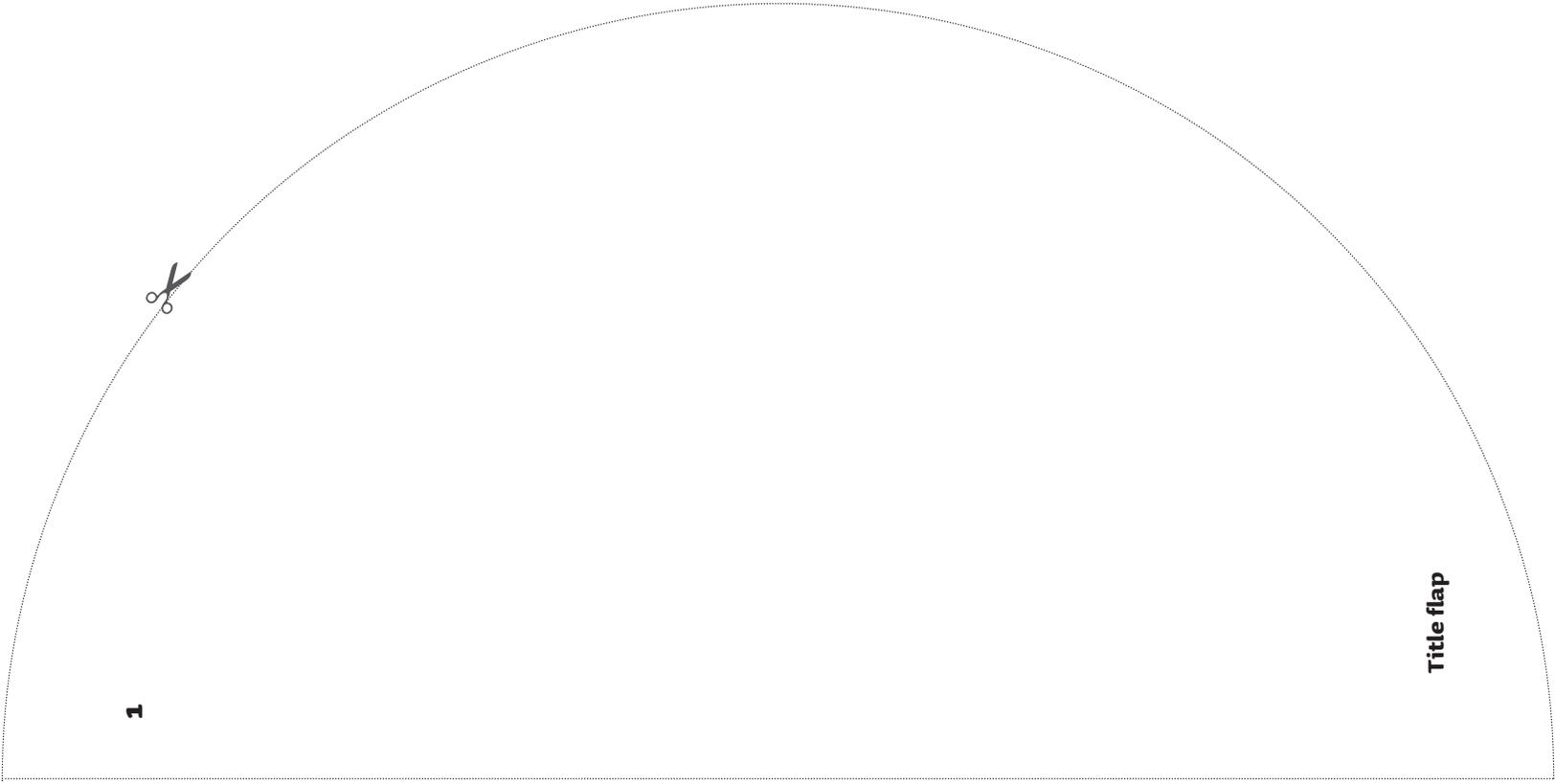
Put all your information, illustration ideas and titles in the layout model to create a working plan.



Inside flap



fold here - fold here - fold here



1

Title flap

3

Main page

2

Inside flap



Names: _____ Date: _____

What makes a good PSA?

Use the criteria below when creating your PSA. Are there any other criteria you can think of?

How does your PSA measure up? Check to see if you have met the criteria or if your PSA still needs more work.

Criteria	Our PSA
The storyboard is complete.	
The PSA has a Setup-Action-Reaction format.	
The message is clear to the viewer.	
The camera shots chosen contribute to the message.	
The audio is clear (it is easy to understand what is being said) and goes with the visuals.	
The translations are smooth.	
The PSA is not too long.	

Conferencing with: _____ Date: _____

Notes

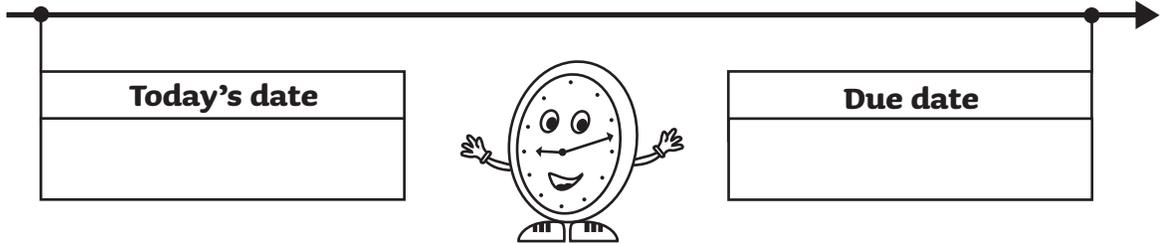
Names: _____ Date: _____

PSA Production Planner

(Public Service Announcement)

Timeline

When are things due?



Props

What objects and special clothing will we need?

_____ Who is bringing it? ▶ _____

Locations

Where will we be videotaping?

Do we need permission?

_____ No Yes _____

_____ No Yes _____

_____ No Yes _____

_____ No Yes _____

Names: _____ Date: _____

Storyboard

What is the main message you want to communicate?

1 Setup – What do we see?



1 Setup – What do we hear?

2 Action – What do we see?



2 Action – What do we hear?

3 Reaction – What do we see?



3 Reaction – What do we hear?

Names: _____ Date: _____

What makes a good Interactive Display?

Use the criteria below when creating your Interactive Display. Are there any other criteria you can think of?

How does your display measure up? Check to see if you have met the criteria or if your display still needs more work.

Criteria	Our PSA
The display catches the eye.	
The display has an interesting or memorable slogan or title.	
The display engages the visitor through an activity.	
The display functions even when you are not there to take visitors through it – it stands alone.	

Conferencing with: _____ Date: _____

Notes

Names: _____ Date: _____

Interactive Display Planner

Use this planner to guide you in the preparations for your Interactive display.

Basic Info

Title or name of display: _____

Catchy slogan _____

What words will make people want to see your display? _____

Interactivity

Sketch out your Interactive display in the box below. Keep in mind the questions asked as you design.

▶ What will people **SEE** at your display?

▶ What will people **DO** at your display?

▶ Do you have to be there? Can the display function on its own?

▶ **WHO** will come to see your display?

Resources

What Resources do you need to create your display?

Where will you get these resources?

_____	▶	_____
_____	▶	_____
_____	▶	_____
_____	▶	_____
_____	▶	_____



LEARN

Leading English Education
and Resource Network