



TGJ4M

Communications Technology

iREACH Campaign: Public Service Announcement

[Abstract](#)

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Project Overview

Abbey Park (insert your high school name here) admin and teachers encourage students to graduate with a sense of community and with goals and values so they will be contributing members of society. This is to be communicated through character education and the APHS iREACH campaign. A campaign that focuses on teaching students at Abbey Park (your high school) to foster Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism.

Project Challenge

Your task is to make a PSA, then roll it into a campaign that focuses on communicating ONE of the following values. In other words, your spot needs to focus on one of the following (not all): Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism.

Keep in mind, some of them may cross over...

The goal of the project is to foster character develop and promote community to build capacity in the school and help graduates become responsible global citizens.

START WITH RESEARCHING the DEFINITION OF THE WORD!

This project will include three phases:

1. Pre-production Process
2. Production
3. Post-production

There will also be opportunities for the students to apply to design process and improve on their skill set as they learn.

Connections

SHSM and ICE Focus TIP:

This part of the project could be done as an ICE certification if you connect to an industry partner. Employer/sector partner involvement is essential to providing authentic challenges for SHSM students to develop skills and mindsets in innovation, creativity and entrepreneurship. Sector partners are the most important resource that educators and students have and it is essential we reach out and connect with these companies. Industry partners help students get an understanding of the world outside the classroom, understand client needs, business needs etc through tours, interviews, and even hosting this part of the project as an ICE training event.

Differentiated Instruction TIP

Provide an open-end approach when having students select a their PSA topic. Find out student interests and help them tap into these interests as they brainstorm their PSA topic.

Ontario's Equity And inclusive Education Strategy

This project is designed to reflect and promote the ideas set out in the Ontario Equity and Inclusive Education Strategy. This character development "iREACH PSA" is to provide a venue for the idea that Canadians embrace multiculturalism, human rights, and diversity as fundamental values. However, as stated in the policy, there are ongoing incidents of discrimination in our society that require our continuing attention.



	<p>SEF 3 Student Engagement Indicator 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. At the school: ❖❖ Equity, inclusivity and diversity practices reflect board and Ministry policy. In the classroom: ❖❖ Students and educators work together to build a collaborative and safe learning environment, free from discriminatory bias and systemic barriers. ❖❖ Learning experiences are engaging, promote collaboration, innovation and creativity (i.e. are clear, meaningful, challenging, productive and include problem solving and critical thinking on a variety of issues). Students: ❖❖ See themselves, their values, culture and interests reflected in their learning environment. ❖❖ Assume ownership in learning experiences that are collaborative, innovative and creative. ❖❖ Demonstrate confidence, resilience, self-regulation and self-efficacy in their capacity to learn and succeed.</p>
<p>Project Criteria</p>	<p>Examples</p>
<p>Create one final video that speaks to character development. Base your Public Service Announcement campaign on one of the following words: Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism.</p> <p>The final product will be “airable” on the school TV station, youtube channel, social media venues and/or on the school’s website. It is to include video, audio and production techniques learned through prior knowledge and through this project.</p> <p>Then, create a second Public Service Announcement to roll the first ad into a campaign.</p>	<p>QUIT GOSSIPING VIDEO EXAMPLE</p> <p>RESPONSIBILITY EXAMPLE</p> <p>CITIZENSHIP VIDEO EXAMPLE</p> <p>DON'T SKIP CLASS PSA</p> <p>MENTAL HEALTH - AFTER EFFECTS EXAMPLE</p> <p>DON'T ZONE OUT IN CLASS</p> <p>STUDY “HACKS”</p>



Project Synopsis and Timelines					
Act #	Activity Title/Name	Time (hrs.)	Curriculum Expectations	Assessment & Evaluation	Connections?
1	Pre-Production Research, Brainstorming, and Planning	5 Hours	A3, A4 A3.1,A3.3 A4.1,A4.2,A4.3 B1, B2 B1.1,B1.3 B2.4,B2.5 C2 C2.1 D1,D2.D3 D1.1,D1.2, D2.2 D3.6	K/U, T, C and A Assessment as, of and for learning.	<ul style="list-style-type: none"> Ontario Curriculum Growing Success School Effectiveness Framework Differentiated Instruction Literacy Math Literacy Equity Inclusive... Innovation, Creativity and Entrepreneurship FNMI First Nations, Metis
2	Production Filming and/or Frame and Character Creation	5 Hours	A1,A2,A3,A4 A4.1.,A4.2,A4.3 B1,B2,B3 C2 C2.1 D1,D3 D1.2,D3.6	K/U, T, C and A Assessment as, of and for learning	<ul style="list-style-type: none"> Ontario Curriculum Growing Success DI SEF Literacy Math Literacy Equity Inclusive... ICE FNMI First Nations, Metis
3	Post Production Editing, Critiquing, and Campaign Roll-out	6 Hours	A1,A2.A3,A 4 A1.2,A1.3 A2.1,A2.2 A3.1,A3.3 A4.1.,A4.2,A4.3 B D1 D1.2	K/U, T, C and A Assessment as, of and for learning	<ul style="list-style-type: none"> Ontario Curriculum Growing Success DI SEF STEM Math Literacy Literacy Equity Inclusive... ICE FNMI First Nations, Metis

CONNECTIONS RESOURCE LIST		
1	The Ontario Curriculum, Grade 11-12, Revised 2009	http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf
2	Growing Success	http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf



3	Student Success: Differentiated Instructions Educator's Package, 2010(DI)	http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf
4	School Effectiveness Framework, 2013 (SEF)	http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf
5	Think Literacy	http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/
6	Leading Math Success	http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf
7	Ontario First Nations, Metis, and Inuit Education Policy Framework (FNMI)	http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf
8	Ontario's Equity and Inclusive Education Strategy	http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf
9	Ontario Skills Passport (OSP)	http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml
10	OCTE Resources: SafeDocs, SafetyNet	http://www.octelab.com/

Activity 1 - Idea Development (Pre-Production)

Minds On (Engaging Prior Knowledge)

Activity 1 Project Research and Information Gathering

Activity Description:

This is the pre-production and planning phase of the iREACH campaign. Student will need to complete a variety of activities and task to come up with an idea to produce. This will include topic research, brainstorming, storyboarding, shotlist production, group debriefing and planning.

1. Pick a word
2. Research what the definition of the word actually is
3. Brainstorm
4. ICE, can play a role here as students brainstorm ideas for their word
5. Further development of idea and create a solid plan for filming



Activity 1 Criteria and Instructions

Students will pick which word they would like to focus on and start to brainstorm a concept related to it. Student will focus on communicating ONE of the following values: Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism. By the close of this activity students will have a solid concept to being the filming or production phase of the project.

Activity 1 Prior Knowledge

- Working in pairs and/or groups
- Google research skills
- School community and the school's vision and mission
- Clubs and teams around the school that foster inclusivity and equity
- The school or board's equity statement
- The board's initiatives around the First Nation, Métis, and Inuit
- The different pathways students can take in post-secondary and valuing ALL 5 pathways, Apprenticeship, College, University, Community and Workplace
- Different video and/or animation Shot Types including over the shoulder, Close ups, Medium shots, long shots. Establishing shots etc.
- Different camera angles
- 180 degree rule
- Sequencing in video
- Having taken art course can be an asset
- ICE training can be an asset

Connections

SEF 5 Pathways Planning and Programming

Indicator 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.

❖ Authentic tasks and experiential learning enable students to apply subject-specific knowledge and skills to work-related situations, explore subject-related education and career/life options and become competent, self-directed planners. ❖ ❖ Planned and purposeful experiential learning tasks, either individually, in small groups or as class projects, help students develop self-knowledge and opportunity-awareness.

You could have industry guest speakers come in and explain what it is like to work in this industry (storyboard artist, copywriter, camera operator, creative director etc).

Experiential learning can be done through field trips to a production studio, tv shoot.

Reach ahead opportunities to college programs such as Mohawk, Sheridan, Niagara.

Leading Math Success: Math Literacy

-opportunity to connect with spatial math literacy through the rule of thirds



	<p>-connect 180 degree rule and camera angles</p>
<h2>Activity 1 Planning Notes</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> - Be aware and knowledgeable of your school's vision and mission - Be aware and knowledgeable of clubs and teams around the school that foster inclusivity and equity - Be knowledgeable with the different pathways students can take in post-secondary and communicate the importance of valuing ALL 5 pathways, Apprenticeship, College, University, Community and Workplace - Understand and be knowledgeable in the school or board's equity statement - Use the Design Process and emphasize that every idea is a good idea at this point - If student wants to brainstorm in groups, come up with one word/concept then they can each take the same concept and develop it in different ways - Utilize strategies from ICE for brainstorming such as Empathy and Need Finding <ul style="list-style-type: none"> - Empathy is the ability to understand the thoughts and feelings of other people, as different from one's own. - Need finding is the ability to identify the unmet needs of others. Need finding is a key step in defining the problem or challenge to be solved. - Students can research the word using google so they are aware of the actual definition of the value - Create posters to display in the classroom that speak to these values - For storyboarding - consult the Art teacher(s) in the school for techniques on drawing for non-drawers - Before storyboarding review shot types and sequencing with the students - Allow access to your notes/previous lessons on shot types - Remind students that the storyboard is a working template and plan, once they start filming they may deviate from the shots somewhat, the end video may not end up exactly like the storyboard and this is OK - Provide access to storyboard templates in paper copy and digitally for students - Provide script templates for student that may want to write a separate script 	<p>SEF 2 School and Classroom Leadership SEF: 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</p> <p>Ontario First Nations, Metis, and Inuit Education Policy Framework To address the FNMI document, schools will strive to "employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students", it is recommended that students research some First Nation, Métis, and Inuit values and beliefs and tap into these for their PSA if desired.</p> <p>Ontario Skills Passport Implement the Ontario Skills Passport at the beginning of the project</p> <p>Ontario's Equity and Inclusive Education Strategy The equity and inclusive education is addressed in this iREACH Public Service Announcement project where students become aware of the cultural influences on values, beliefs, needs and empathy which are especially evident in a multicultural nation like Canada. Cultural diversity can become quite evident through character development and being sensitive to the needs of others. Students may even wish to involve their LGBQ or cultural group in the school in their PSA.</p> <p>Innovation, Creativity and Entrepreneurship - provide opportunities for students to solve their own problems, through support, encouragement and an inclusive learning environment, AND this goes back to empathy and need</p>



	<p>finding that is part of the ICE templates</p> <ul style="list-style-type: none"> - give students the opportunity to define their own problems through empathy and NEED finding, incorporate a NEED finding exercise prior to at least one unit, use the ICE templates to accomplish this.
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Action (Introduce or Extend Learning)

Activity 1 Instructional Strategies	Connections
<p>PICKING A TOPIC and BRAINSTORMING IDEAS</p> <ul style="list-style-type: none"> - Research definition of word - Help students, through conversation, understand what the different words/values mean - Is there a value that is of particular interest to them? - Is there an event in the school that connects to the value - Share examples of previous student work that connects to the values - Explain there can be a strong message with your PSA that connects back to the value - such as QUIT GOSSIPING (Integrity), MENTAL HEALTH AWARENESS (empathy), DON'T SKIP CLASS (Honesty) examples - Have students conduct open-ended interviews with each other to discover a need in the school - Use Think, Pair, Share techniques to further develop concepts - Students may also mash-up ideas in groups or pairs <p>STORYBOARDING THE IDEA - Individual</p> <ul style="list-style-type: none"> - Create a visual storyboard for your PSA from your brainstorming sessions - Teach how to storyboard - Introduce drawing techniques for non drawers - Allow student to use on-line resources for drawing - Allow students - Multiple ways to teach this - through work backwards, - Youtube videos that show the importance of planning - <p>SCRIPT WRITING - Individual</p> <ul style="list-style-type: none"> - Many students may want to include the audio, SFX, on-camera talent, or voice over directly on the storyboard - Many students may want to write a separate script to help guide them with their production - Provide templates for students who may want to write a script in addition to the storyboard 	<p>DI TIP 1: Find out about students' interests individually to help connect them to a topic or open up the topic even more if there is something of particular interest to the student. For example, they want to learn how to make light sabres in After Effects...how could you tie this particular interest into this topic for that student?</p> <p>DI TIP 2: This is the perfect time to tap into something that interests each student, are they into drama, science, a school club or team - help them connect these topics to the PSA so they direct the learning and become truly engaged!</p> <p>SEF 3: Student Engagement SEF 3.3 (Be open minded with the topic/direction students chose) Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population. In the classroom: ❖ A positive learning environment is established to support student engagement and belonging. Students: ❖ Contribute ideas and identify their needs and interests in relation to school and classroom activities.</p> <p>ICE Training - there are many excellent references for the brainstorming process in the ICE training models - think/pair/share, using notes, chart paper and traditional methods that will seem new to your students</p>



<p>SHARING YOUR IDEAS</p> <ul style="list-style-type: none"> - Student will now work in groups of 2-3 to further develop and plan their concepts - Have students make lists of props they may need - They can now make a plan to execute and begin filming - This can be done through a list of discussions <ul style="list-style-type: none"> - Who will act? - Do they need to location scout? - Are actors needed? - Who will film? - What equipment is needed? - Is there music or voiceover? - Is there speaking on camera? - Students can create a final plan based on one storyboard and developing one student's storyboard into a shotlist - Share PSA samples that have aired and discuss how they pick the location, casting - Have small group discussions with each group on where they will film, who will act, props needed, set the students up for success - They should include the following in the final plan: <ul style="list-style-type: none"> - SYNOPSIS - SHOT LIST with TIMINGS - LOCATION - CASTING - PROPS 	<ul style="list-style-type: none"> - the ICE training could be used for this entire project if you secure an industry partner or certain parts can be pulled and used as references to aid students through the process such as illustrated in this ICE DECK <p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR:</p> <ul style="list-style-type: none"> -ergonomics -computer literacy -electronics <p>Think Literacy The synopsis, shot list and, casting and props planning provides student with an opportunity to focus on english literacy, writing for media is important and this skill can be introduced here.</p> <ul style="list-style-type: none"> - 'Making Notes' strategy is applicable for this activity. <p>Teaching Math Literacy Opportunity: actively encouraging teachers to deepen their understanding of mathematical content and of how to teach it; consult with a math teacher for unique ways to introduce numeracy into the shot list for planning</p> <p>Math Literacy</p> <ul style="list-style-type: none"> - use appropriate formulas and calculations to solve problems in pre-production, (e.g., calculating frame rates, timelines).
<p>Activity 1 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● To assess students on their knowledge and understanding, teachers will evaluate students' shot types in their storyboard planning and the sequencing of their shots. <p>Thinking</p> <ul style="list-style-type: none"> ● To assess students on their thinking skills, teachers will evaluate students' storyline based on flow, story has a beginning, middle and end and also their creativity. <p>Communications</p> <ul style="list-style-type: none"> ● The final plan will be assessed in terms of format, content and overall appearance. This should include: SYNOPSIS, SHOT LIST 	<p>SEF Component 1 Assessment for, as and of Learning Indicator 1.7: Describe what students are expected to learn. Provide students a clear vision.</p> <p>All communication about assessment must be personalized, clear, precise and meaningful. A system (e.g., using google classroom,, learning management system, blog) is in place to allow educators, students and parents to continuously monitor student progress.</p> <p>SEF, Growing Success Continue to include REAL-world learning opportunities through</p>



<p>with TIMINGS, LOCATION, CASTING and PROPS.</p> <p>Learning Skills</p> <ul style="list-style-type: none"> ● Through observation and conferencing, students will be assessed formally or informally. ● The teacher will document the following: <ul style="list-style-type: none"> - the student's skills pertaining to conflict management skills; - student's ability to work effectively as a team member; - student's initiative, leadership and participation in a group. ● Conferencing assessment can take place on a daily basis. Be sure to provide encouragement and praising effort as tasks are complete building on self-confidence. <p>Assessment Tools:</p> <ul style="list-style-type: none"> ● Storyboarding Rubric ● Final Plan Checklist <p>Assessment strategies and tools in this assignment will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Assessment as Learning</p> <ul style="list-style-type: none"> - Conversations, verbal and online via google classroom - constantly walk around and monitor the process <p>Assessment for Learning Checklists</p> <p>Assessment of Learning Rubric for Final Storyboard and/or Pre-production work</p>	<p>open-ended projects and hands-on projects, as well ensure we continue to improve and include ASSESSMENT AS LEARNING</p> <p>-give opportunities for students to apply the design process and try things again.....this is on-going and provides ASSESSMENT AS Learning.</p> <p>SEF Component 1 Assessment for, as and of Learning</p> <p>Indicator 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <ul style="list-style-type: none"> ❖ ❖ Student learning is regularly documented to inform educator and student next steps. ❖ ❖ Multiple and varied opportunities are provided for students to demonstrate, communicate and refine their learning.
<p>Activity 1 Accommodations</p>	<p>Connections</p>
<p>Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations, and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications accommodations and/or alternative program goals.</p> <p>Teaching Strategies for students with special needs may include:</p> <ul style="list-style-type: none"> ● grouping design teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses ● providing a list of websites that will assist with finding specific research materials ● pairing experienced students with those who are not yet 	<p>SEF Component 1 Assessment for, as and of Learning Connections</p> <p>Indicator 1.1: Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <ul style="list-style-type: none"> ❖ ❖ Students are supported and assessed in the ongoing development of learning skills and work habits. <p>In this activity, a variety of assessment strategies and tools are used to improve learning and inform instructional decisions (e.g., observations, notes, brainstorming,</p>



<p>familiar with the techniques</p> <ul style="list-style-type: none"> the use of a support staff to assist students in reaching their IEP goals 	<p>rough drafts, regular conferencing, final drafts, storyboarding and final plans).</p>
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Consolidation & Connections (Provide Opportunities for Reflection)

Activity 1 Reflection Paper/Exit Card	Connections
<p>Through google classroom, cloud and on-going for each unit daily journaling, reflections (written and verbal).</p> <p>The final plan can have a feedback section as well where they can answer a few simple questions about the pre-production process. These questions might include:</p> <ol style="list-style-type: none"> List three things you learning in the pre-production process. What was your favourite part of pre-production? What was your least favourite part of the pre-production process? What would you do differently next time? 	<p>SEF Component 1 Assessment for, as and of Learning Connections</p> <p>Indicator 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</p> <p>Students:</p> <ul style="list-style-type: none"> ❖❖ Provide explicit feedback about their engagement and learning to educators. ❖❖ Advocate for what they need as learners. <p>Differentiated Instruction</p> <p>Teaching strategies may need to be changed based on student feedback.</p>

Materials, Tools and Resources

Activity 1 Websites
<p>EGLS TV (APHS) on youtube https://www.youtube.com/playlist?list=PLtpi54fq5_edUbqyg98UyMZIDKtO58Hhy</p> <p>Shot Types Reference http://www.mediacollege.com/video/shots/</p> <p>Storyboarding http://nofilmschool.com/2013/09/storyboarding-tips-dreamworks</p> <p>Framelines Tv on youtube https://www.youtube.com/channel/UC7AaoXd5rmdnISdlI2dA4yQ</p> <p>Film Riot on youtube</p>



<https://www.youtube.com/channel/UC6P24bhhCmMPOcujA9PKPTA>

Photography Rules of Composition

<http://www.photographymad.com/pages/view/10-top-photography-composition-rules>

Activity 1 Publications

N/A

Activity 1 Computer Software

- Google
- MS Word
- Adobe Photoshop
- Google Drive for Collaboration if necessary

Activity 1 Human Resources

- Guest Speakers
- Teacher, Parent, Staff or other Students
 - What does the word mean to them?

Activity 1 Other

- Board Computer Policies

Activity 1 Appendices

1. [TGJ4M Planning Definitions for Students](#)
2. [iREACH Student Storyboard SAMPLE](#)
3. [PSA Storyboard SAMPLE](#)
4. [Storyboard Rubric for Evaluation](#)
5. [Sample Storyboard](#)



6. [Storyboard Template](#)
7. [Storyboarding Video Links to Supplement Lesson](#)
8. [Shot Types Lesson \(ppt\)](#)
9. [Writing for MEDIA LESSON](#)
10. [ICE Training Tools from Ministry](#)

Activity 2 - Production

Minds On (Engaging Prior Knowledge)

Activity 2 Project Research and Information Gathering

Activity Description:

At this point the students will have completed the pre-production phase, and will move on to the production stage of their Public Service Announcement. With their ideas ready, whether it be a storyboard or a shotlist/proposal for a video, animation or multimedia production, students will get together in their groups of 3 to carry out their concepts and produce their Public Service announcement. This includes video, audio, lighting, equipment gathering, filming and bringing back footage to download and edit.

Activity 2 Criteria and Instructions

Each student completed their own storyboard with audio or separate script, then chose one concept in a group to proceed with, refined the concept through further group planning, and will now produce the PSA commercials in a group of 3.

In this production phase students will have to think about lighting, audio, video techniques, safety and cooperation.

Activity 2 Prior Knowledge

Connections



<ul style="list-style-type: none"> - Shot Types <ul style="list-style-type: none"> - Powerpoint Lesson on Shot Types and Angles - Youtube video TECH TIP on SHOT TYPES - Shot Angles - Principles of Design - Rule of Thirds - 180 Degree Rule - Sequencing - Continuity - Basic knowledge of shooting video with a DSLR camera including aperture, depth of field, focusing manually - Lighting for film including basic 3 point lighting, reflectors, light diffusion, lighting with a single light source - Audio for film production - Microphones - Tri-pods - Dollys - Sliders - Equipment use and management - Sd cards and downloading footage - Green Screen lighting and set-up for keying 	<p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR:</p> <ul style="list-style-type: none"> - Cameras and Tripods - Audio Devices - Dollys - Lighting <p>Leading Math Success: Math Literacy</p> <ul style="list-style-type: none"> -opportunity to connect with spatial math literacy through the rule of thirds -connect 180 degree rule and camera angles - frames per second - Aperture <p>STEM</p> <p>You could connect this to a STEM initiative through DSLR camera functions, lighting, light meters, and measurement of light.</p>
<h2>Activity 2 Planning Notes</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> - Some students may want to produce in a group of 2 - 4 students - Some students may be interested in carrying out their concept by themselves, this is OK too. - Students may use any method and equipment to produce their film to keep it open ended and student centered - They may want to use a slider, jib, dolly, shoulder mount or tripod but the students should use equipment for stability - Students may go out and shoot video after learning how to use the camera, lighting, tripods and equipment, they could come back with blurry footage, shaky footage, this is ok, let them learn from this and try again - Remind students to bring any necessary props the day before 	<p>SEF Student Engagement TIP:</p> <p>Props, costumes, be flexible and potentially start collecting props or use budget to start a prop collection for PSAs.</p> <p>Hands on learning is important in this stage so in order to keep students engaged let them get their hands on the equipment and learn from doing.</p> <p>SAFETY TIP:</p> <p>Ensure you use Safety Passports and cover all necessary OCTE SAFETY DOCS.</p>



Action (Introduce or Extend Learning)

Activity 2 Instructional Strategies	Connections
<ul style="list-style-type: none"> • Student will now work in groups of 2-3 to further develop and plan their concepts • Have students refer to their final plan (SYNOPSIS SHOT LIST with TIMINGS, LOCATION, CASTING, PROPS) and storyboard <p><u>DSLR Camera Lesson</u></p> <ul style="list-style-type: none"> - Review the different camera functions - Focusing Techniques - White Balance - Aperture - Depth of Field - Basic functions so students can get a hands on experience and go out and film sooner! - <p><u>Equipment Lesson and Safety</u></p> <ul style="list-style-type: none"> - Tripod, Slider, Dolly and/or Jib, how each of these work and how to get the best results - Make sure students use a tripod for stability - Teach the importance of professional looking camera work as this will be evaluated <p><u>Lighting Lesson</u></p> <ul style="list-style-type: none"> - Lessons on different types of lights, portable lighting, outdoor lighting, studio lighting, green screen lighting - Lighting Video Playlist on youtube - CLICK HERE - Career connections - What is a gaffer? - Green Screen INFO package <p><u>Audio Safety and Lessons</u></p> <ul style="list-style-type: none"> • DIEGETIC and NON-DIEGETIC SOUNDS <ul style="list-style-type: none"> ○ Lesson and then critique their plan for equipment and type of audio they will incorporate ○ Youtube Video Lesson • MICS and EXTERNAL AUDIO OPTIONS <ul style="list-style-type: none"> ○ such as using an H4N, lav mics, boom mics • The importance of planning and having good audio • Teach students to test the audio before leaving the room • FOLEY Production <ul style="list-style-type: none"> ○ Career Connection, what is a Foley Artist? <p><u>Filming and Equipment Lessons</u></p>	<p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR:</p> <ul style="list-style-type: none"> -Lighting -Cameras and Tripods -Audio Safety -Code of Conduct before Leaving Room to Film (see appendices) <p>SEF 4 Curriculum, Teaching and Learning SEF 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.</p> <p>Growing Success This activity provides an opportunity for students to interact in groups and develop the ability to relate to others, cooperate, work in a team and develop skills sets to manage and resolve conflict. Guide students through this and whenever possible encourage the group work option.</p> <p>Differentiated Instruction There are many ways to teach these skills. Use on-line resources, videos, individual instruction, small group instruction, peer instructions, hands-on is the most effective way - let the students try and test the equipment.</p> <p>SEF 3 Student Engagement SEF 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. Students: ❖ ❖ Try new tasks, take risks and share learning with others.</p> <p>SEF 3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship. In the classroom: ❖ Creative, innovative and diverse</p>



<ul style="list-style-type: none"> - Tripod, Slider, Dolly and/or Jib - Student take their plan and go out and film their production! - These may take a few days so lessons on continuity (clothing etc) should be reviewed. - Make sure student download their footage daily so they have a back-up. 	<p>perspectives are encouraged and nurtured.</p> <p>SEF 5 Pathways Planning and Programing EXPERIENTIAL LEARNING and guest Speaker Opportunity and/or trip to Sheridan (or other post secondary location) that has a Foley studio Foley Artist as a Guest Speaker.</p> <p>Indicator 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.</p> <p>GROWING SUCCESS The storyboard is a working document and can be modified as they go. If the students find they need to switch shot types, timings etc as they go this is good. Be flexible and allow for students to adapt. Make suggestions and work as a team.</p>
<h2>Activity 2 Assessment and Evaluation</h2>	<h2>Connections</h2>
<p>Assessment As Learning Watch footage that the students bring back before the continue to their final edit. Give verbal descriptive feedback on what is good and what might need improving. Allow students the opportunity to re-film that part if need be, or re-voice the audio, or seek out a prop that might help communicate the final product. Maybe they just need one additional shot...allow these opportunities on an on-going basis.</p> <p>Learning Skills</p> <ul style="list-style-type: none"> ● Through observation and conferencing, students will be assessed formally or informally. ● The teacher will document the following: <ul style="list-style-type: none"> - the student's skills pertaining to conflict management skills; - student's ability to work effectively as a team member; - student's initiative, leadership and participation in a group. ● Conferencing assessment can take place on a daily basis. Be sure to provide encouragement and praising effort as tasks are complete building on self-confidence. <p>Assessment Tools:</p> <ul style="list-style-type: none"> ● Production Rubric ● Filming Techniques Rubric ● Shot Types Test <p>Assessment strategies and tools in this assignment will include opportunities in monitoring students' achievement levels as well as</p>	<p>SEF 1.4: During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.</p> <ul style="list-style-type: none"> ❖ Student learning and progress is clarified throughout the learning process (e.g., through interviews, conferences and learning conversations with small groups, pairs and/or individual students). <p>Growing Success Allow students to learn by doing and use assessment as learning - if students film blurry, shaky or otherwise mediocre footage allow them to try again, even if it takes extra time to complete the project. Same for audio, if issues should arise. This can also give an opportunity for student to problem solve as a team if there are any audio issues that arise.</p> <p>Levels of Achievement Level 1 represents achievement that falls much below the provincial standard. Level 2 represents achievement that approaches the provincial standard.</p>



<p>learning skills.</p> <p>Assessment as Learning</p> <ul style="list-style-type: none"> - Conversations, verbal and online via google classroom - Touch base with the student groups daily to see where they are in the filming process - Student should be downloading footage from SD card daily as well - Review this downloaded footage for lighting, rule of thirds, 180 degree rule, stability etc and use a checklist to give the students feedback <p>Assessment for Learning</p> <ul style="list-style-type: none"> - Checklists and conversations - Demonstrations <p>Assessment of Learning</p> <ul style="list-style-type: none"> - Rubric for Final Storyboard and/or Pre-production work 	<p>Level 3 represents the provincial standard for achievement. Level 4 identifies achievement that surpasses the provincial standard.</p>
<p>Activity 2 Accommodations</p>	<p>Connections</p>
<p>TIPS: Provide resources in digital format, printed format and even videos for students to refer to.</p>	

Consolidation & Connections (Provide Opportunities for Reflection)

<p>Activity 2 Reflection Paper/Exit Card</p>	<p>Connections</p>
<ul style="list-style-type: none"> - Group work and challenges that were encountered working with peers - Provide digital and paper copy of anonymous forms for student feedback similar to a peer evaluation - This can be done in paper format or electronically through a google form 	<p>SEF 3 Indicator 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. Students: ❖❖ Willingly participate in feedback processes to refine thinking and learning.</p> <p>Differentiated Instruction Teaching strategies may need to be changed based on student feedback.</p>



Materials, Tools and Resources

Activity 2 Websites

Lighting

<http://www.mediacollege.com/lighting/>

EGLS TV (APHS) on youtube

https://www.youtube.com/playlist?list=PLtpi54fq5_edUbqxdg98UyMZIDKtO58Hhy

Shot Types Reference

<http://www.mediacollege.com/video/shots/>

Framelines TV on youtube

<https://www.youtube.com/channel/UC7AaoXd5rmdnISdII2dA4yQ>

Film Riot on youtube

<https://www.youtube.com/channel/UC6P24bhhCmMPOcujA9PKPTA>

Photography Rules of Composition

<http://www.photographymad.com/pages/view/10-top-photography-composition-rules>

Audio Diegetic and Non-Diegetic Sound

[Youtube](#) on Diegetic NonDiegetic by Stephen DaVega

<http://filmsound.org/terminology/diegetic.htm>

Activity 2 Publications

Activity 2 Computer Software

- Google
- Sd cards and computer for downloading footage



Activity 2 Human Resources

- Teacher for any questions or concerns with filming process
- Peers

Activity 2 Equipment

- DSLR cameras
- Sd Cards
- H4N for audio
- XLR cables and boom mics
- Lav mics
- Wireless mics
- Tri-pods
- Monopods
- Sliders
- Jib
- Steady Cam
- Any other video equipment you may have
- Lighting - red heads
- Soft boxes
- LED lighting

Activity 2 Appendices

1. [Shot Types and Angles Powerpoint](#)
2. [Youtube video TECH TIP on SHOT TYPES](#)
3. [180 degree rules youtube video](#)
4. [Code of Conduct for Filming](#)
5. [Storyboard Planning Sheet](#)
6. Lighting Safety - see OCTE SafetyNet
7. [Lighting Lesson](#)
8. [Lighting Video Playlist on youtube - CLICK HERE](#)
9. [Lighting Board Usage Reference](#)
10. [Green Screen Info Package](#)
11. Camera and Tripod Safety - see OCTE SafetyNet
12. Audio Safety - see OCTE SafetyNet
13. Cable Safety - see OCTE SafetyNet
14. [Filming/Production Rubric](#)
15. [Shot Types Test](#)



Activity 3 - Post-Production

Minds On (Engaging Prior Knowledge)

Activity 3 Project Research and Information Gathering

Activity Description:

Once all raw footage is gathered students will come back and edit their productions to create a final Public Service Announcement to be aired on your school's TV station or via your TGJ4M youtube channel or other social media venues.

Then, they can produce a second PSA from the initial concepts created by their peers to extend their learning or they can create a second PSA and roll their first one into a campaign.

Activity 3 Criteria and Instructions

1. Download all footage including audio if applicable
2. Work your footage (or animation of student has chosen different media) into a rough cut.
3. Create final edit in editing software.
4. Create any additional effects in program such as After Effects.
5. Lay audio rough track together which may include one or all of the following depending on the students' project: music, voice over, audio from video, sounds effects.
6. Work as a group to refine audio, video.
7. Create their final product and share with group/class- invite self, teacher and peer feedback at this point.
8. Refine video again and export for viewing and handing in for evaluation.
9. Allow reflection and final feedback from evaluation.



<h2>Activity 3 Prior Knowledge</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> ● Teamwork ● Leadership ● Cooperation ● Downloading footage ● Capturing audio clips and sound effects ● Adobe Audition or Acid Audio editing programs ● Editing with industry standard software such as Adobe Premier, Avid, Sony Vegas, Adobe After Effects ● Some of this prior knowledge may need extensive review if the students have not edited for while (these processes can be reviews through the instructional strategies ● Exporting and using USB keys 	<p>SEF Student Engagement SEF Indicator 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.</p> <p>At the school: ❖ Programs and activities enable students to work as effective team members with peers, educators and the wider global community</p>
<h2>Activity 3 Planning Notes</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> ● The idea is to build transferable skills ● If you do not have industry standard editing software do not get “stuck”, any editing software will teach transferable skills - try imovie, or adobe premier elements - these are more affordable options and some school board already own the licenses to Premier Elements - higher end industry standard software is preferred but you are still building capacity and teaching transferable skills ● TIP: Adobe Creative Cloud allows a trial period, so students could download the software on a trial basis if need be ● Prior to airing student should be given feedback from peers and teachers and given an opportunity to improve their final product. ● Allow students to direct the learning and decide what part of this process interested them most- audio, video. ● This is an excellent time to continue their team building or problem solve any challenges they have encountered as a team. 	<p>SEF 3 Student Engagement SEF Indicator 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all learners and reflects individual student strengths and needs, learning preferences and their cultural perspectives.</p> <p>Students may have preferences of what software they want to use, or they may have their own computer they want to edit on.</p>



Action (Introduce or Extend Learning)

Activity 3 Instructional Strategies	Connections
<p><u>Video Editing Lessons</u></p> <ul style="list-style-type: none"> • Small Group Instruction is a great way to teach editing or review the process, this way the student can have their hand on the mouse/computer as they work and learn by doing • Teach students in small groups, take them step by step • Alternatively you can use videos to teach videos or step by step tutorials • Build leadership by having versed student editors teach other students in their group editing techniques and tricks as they do a rough edit of their first draft • Have the group divide and conquer - one student could be mixing the music track, one student could be making/building graphics in after effects, while another student is assembling a rough edit • The students may want to stay together as the put together the first rough edit, this works too! <p>Specific Editing Software that can be taught to students:</p> <ul style="list-style-type: none"> • SONY VEGAS PRO • ADOBE PREMIER • iMOVIE • ADOBE After Effects • AVID <p><u>Integrating Audio Lessons</u></p> <ul style="list-style-type: none"> • Adding Voice over • Adding music and mixing audio lines • Ensuring audio and video connect <p><u>Final Cut and Export</u></p> <ul style="list-style-type: none"> • Creation of the final edit • Group review • Export of the final product/video <p><u>Campaign Roll Out (time permitting)</u></p> <ul style="list-style-type: none"> • Take this to the next level and have students create a campaign • They can work in the same group, do a new word, try a different media such as animation, video, audio (radio ad). • Or they can roll their campaign out and do a second word, the video can have the same look • Opportunity to create and teach Campaign CONTINUITY 	<p>SEF Curriculum, Teaching and Learning</p> <p>Indicator 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. In the classroom:</p> <ul style="list-style-type: none"> ❖❖ Realistic and ambitious learning goals are set and regularly reviewed with students. ❖❖ Multiple and varied opportunities are provided for students to demonstrate learning. ❖❖ Ongoing monitoring and moderation of student work informs instruction to ensure that each student learns, progresses and achieves stated goals. <p>Indicator 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <ul style="list-style-type: none"> ❖ Work in groups and follow collaborative group norms. ❖❖ Have opportunities to identify their learning preferences and/or environment (e.g. individually, in a quiet location away from others, in an active area of the room, as part of a group). <p>Math Literacy <u>Establishing A Positive Classroom Climate</u> Valuing Mathematics:</p> <p>Valuing mathematics implies being productively disposed towards the subject. It involves seeing mathematics as sensible, useful, and worthwhile, and seeing oneself as able to learn and use it. This will be extremely useful during the editing process as students calculate frame rates and create their final cut. Did they shoot at 24 fps, 30fps, 60 fps. Frame Rate is a good math reference as students will also need to match camera settings to editing settings. What format did students shoot in?</p> <p>Growing Success</p>



	<p>This project provides student opportunities to interact in groups and develop the ability to relate to others, cooperate, work in a team and develop skills sets to manage and resolve conflict.</p> <p>Growing Success Keep the campaign roll out open ended and student driven. Equity multiculturalism, human rights, and diversity as fundamental values. However, there are ongoing incidents of discrimination in our society that require our continuing attention</p>
<p>Activity 3 Assessment and Evaluation</p>	<p>Connections</p>
<ul style="list-style-type: none"> - Watch the video as a small group, have the students share with you first, have them verbally reflect on what they would do differently next time - Challenge the students to make the change, and give them the opportunity to go back and make those adjustments, whether it be re-filming something, a different audio track, etc. - Then let them re-hand it in to increase their mark, remind them that this is not a linear process - Prior to airing student should be given feedback from peers and teachers and given an opportunity to improve their final product. - Do a final evaluation with the rubric 	<p>SEF 1 Assessment for, as and of Learning SEF Indicator 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p> <p>Encourage students to participate in skills competition.</p> <p>Levels of Achievement Level 1 represents achievement that falls much below the provincial standard. Level 2 represents achievement that approaches the provincial standard. Level 3 represents the provincial standard for achievement. Level 4 identifies achievement that surpasses the provincial standard.</p>
<p>Activity 3 Accommodations</p>	<p>Connections</p>
<p>This is a grade 12 course project so you could easily let a student focus on their interest through open ended learning - let the student direct the media that they want to develop the project through. Some student in your class may have a focus on animation, or after effects, or audio, they could change the medium to communicate their message in.</p>	<p>Equity: Learning experiences are engaging, promote collaboration, innovation and creativity (i.e. are clear, meaningful, challenging, productive and include problem solving and critical thinking on a variety of issues). Students see themselves, their values, culture and</p>



<p>Please be aware of and study student's IEPs prior to any instruction and evaluation in the course.</p> <p>If accommodations are required to assess and evaluate student learning, the strategies to be used are outlined in the student's IEP.</p> <ul style="list-style-type: none"> ▪ Teaching Strategies for students with special needs may include: <ul style="list-style-type: none"> - grouping teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses; - providing a list of designs and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors; - pairing experienced students with those who are not yet familiar with the techniques. 	<p>interests reflected in their learning environment.</p>
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Consolidation & Connections (Provide Opportunities for Reflection)

Activity 3 Reflection Paper/Exit Card	Connections
<p>Watch the video as a small group, have the students share with you first, have them verbally reflect on what they would do differently next time.</p> <p>Again provide another opportunity for feedback on group work:</p> <ul style="list-style-type: none"> ● Group work and challenges that were encountered working with peers ● Provide digital and paper copy of anonymous forms for student feedback similar to a peer evaluation ● This can be done in paper format or electronically through a google form ● Appendix - Group Work Reflection 	<p>SEF 3 Student Engagement SEF Indicator 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. Students: ❖❖ Willingly participate in feedback processes to refine thinking and learning.</p> <p>Differentiated Instruction Teaching strategies may need to be changed based on student feedback.</p>



Materials, Tools and Resources

Activity 3 Websites

EGLS TV (APHS) on youtube

https://www.youtube.com/playlist?list=PLtpi54fq5_edUbqxdg98UyMZIDKtO58Hhy

Shot Types Reference

<http://www.mediacollege.com/video/shots/>

Framelines TV on youtube

<https://www.youtube.com/channel/UC7AaoXd5rmdnISdII2dA4yQ>

Film Riot on youtube

<https://www.youtube.com/channel/UC6P24bhhCmMPOcujA9PKPTA>

Photography Rules of Composition

<http://www.photographymad.com/pages/view/10-top-photography-composition-rules>

Audio Diegetic and Non-Diegetic Sound

[Youtube](#) on Diegetic NonDiegetic by Stephen DaVega

<http://filmsound.org/terminology/diegetic.htm>

Activity 3 Publications

N/A

Activity 3 Computer Software

Editing Software such as:

Adobe Premier

Sony Vegas

imovie

Final Cut Express or Final Cut Pro

Adobe After Effects (choice)

Adobe Audition

Acid

Audacity



Activity 3 Human Resources

Instructor
Peers

Activity 3 Other

Activity 3 Appendices

1. [Rubric for Final Evaluation](#)
2. [Appendix - Group Work Reflection](#)
3. [Animate a Title in After Effects for Use in Premier](#)
4. [Time Remapping in Adobe Premier \(Slow Motion\)](#)