

AD APPRENTICES

Lesson Descriptions

Ad Apprentices 1: Think Like an Advertiser

How do advertising teams construct public service announcements to create awareness of an issue?

Ad Apprentices 2: Setting Up Shop & Choosing a Topic

What skills does this project require, and what role will I play on my ad agency team?

Ad Apprentices 3: Planning and Storyboarding I

What's the best way to get our team's message across?

Ad Apprentices 4: Planning and Storyboarding II

What details will make our public service announcement effective?

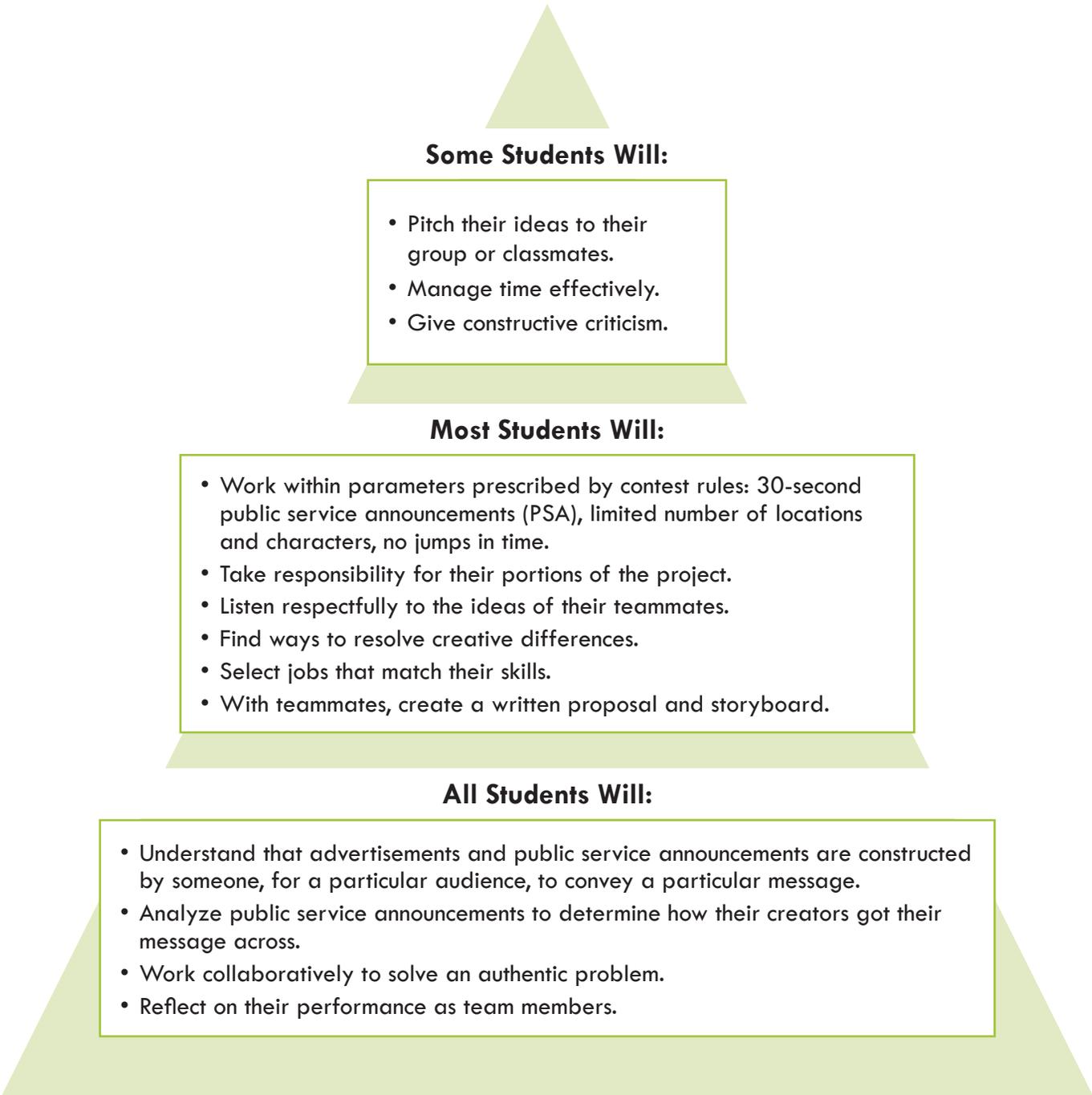
Ad Apprentices 5: Public Service Announcement Presentations

How effective was my team's public service announcement?

How did I contribute to the team?

PLANNING PYRAMID

GRADE 9, Unit 4, Ad Apprentices



Some Students Will:

- Pitch their ideas to their group or classmates.
- Manage time effectively.
- Give constructive criticism.

Most Students Will:

- Work within parameters prescribed by contest rules: 30-second public service announcements (PSA), limited number of locations and characters, no jumps in time.
- Take responsibility for their portions of the project.
- Listen respectfully to the ideas of their teammates.
- Find ways to resolve creative differences.
- Select jobs that match their skills.
- With teammates, create a written proposal and storyboard.

All Students Will:

- Understand that advertisements and public service announcements are constructed by someone, for a particular audience, to convey a particular message.
- Analyze public service announcements to determine how their creators got their message across.
- Work collaboratively to solve an authentic problem.
- Reflect on their performance as team members.

ROADS to SUCCESS

Grade 9

Ad Apprentices

Family Newsletter

21st Century Skills

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more info, visit www.roadstosuccess.org.

Did you know? 85% of jobs created between 2000 and 2015 will require education beyond high school.

What does your teen need to be ready for work? In 2010, executives across America were asked what skills they considered important for young workers.

The Basics

Not surprisingly, employers say new workers need to know the basics: reading, writing, and math. Good jobs go to people with these skills. Want to drive a truck for FedEx? There's a written test to see if you'll be able to sort packages, follow directions, and read a map. Want to drive a truck cross-country? Here are some of the skills you'll need, according to Don Hess, Director of Transportation & Public Safety Programs at John Wood Community College in Quincy, IL:

"Truck drivers must have good math skills. They have

to keep very detailed 'log books,' which keep track of all of the hours in the day, and how many hours the driver has been driving, loading, sleeping, eating, and resting. They have to know how to use fractions and decimals to calculate those hours. Truck drivers also must calculate the weight of their load, figure out how the load should be distributed in the trailer, supervise the loading process, then calculate the weight that is being put on each axle of the truck and the trailer." And so on.

Critical Skills

The list of employers' needs doesn't stop with basic academic skills. Employees also need to think critically, solve problems, innovate, collaborate and

communicate effectively. Examples:

Ability to communicate in writing—Write letters, memos, and business reports.

Creativity and innovation—The ability to see what's NOT there and make something happen.

Critical thinking/ problem solving—Figure out what actions can be taken, and the possible results of each.

Even students who do well in school may need improvement in applied skills. These take practice! Internships, jobshadowing programs, and summer jobs are great places to start.

—AMA 21st Century Skills Survey

Grade by Grade: Ad Apprentices

Ninth grade Roads to Success students will have a chance to apply their skills in a work situation. In the "Ad Apprentices" unit, students work together as part of a four-person advertising team. Their mission: to design a 30-second commercial on a Roads to Success theme.



Producer, storyboard artist, writer, and marketing director combine their talents to create a written proposal

and storyboard. Teams pitch their proposals to their classmates, who choose their favorite entries to go on to a ninth grade competition. The winning commercial in each school will be videotaped and shown to other students — evidence of job skills in action.

Think Like an Advertiser

The **BIG** Idea

- How do advertising teams construct public service announcements (PSAs) to create awareness of an issue?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's a PSA?
(10 minutes)
- II. Introducing the PSA Contest
(5 minutes)
- III. PSA Analysis (25 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS
 STUDENT HANDBOOK PAGES:

- Student Handbook page 28, Do Tag Lines Work?
- Student Handbook pages 29–31, Ad Analysis Forms
- Student Handbook page 32, PSA Topics

 FACILITATOR PAGES:

- Facilitator Resource 1, Do Tag Lines Work? (Answer Key)
- Facilitator Resource 2, PSA Contest Basics
- Facilitator Resource 3, Ad Agency Flow Chart
- Facilitator Resource 4, Ad Analysis Summary

 Laptop, LCD projector, and speakers

 Ad Council PSAs (See **PREPARATION**)

 Overhead projector
OBJECTIVES

During this lesson, the student(s) will:

- Discuss the purpose of a public service announcement (PSA), and recognize the difference between a PSA and a commercial advertisement.
- Analyze and evaluate PSAs, identifying the client, the target audience, and how the message was conveyed.

OVERVIEW

In this unit, students work in teams as ad apprentices challenged to develop a 30-second public service announcement (PSA) for which Roads to Success (RTS) is the client. In this first lesson, students work in teams to “think like advertisers” as they critically examine existing PSAs, evaluating what makes them effective. As part of their assessment of individual PSAs, students consider who created the message, who the target audience is, and what idea or action the ad is selling. If there is time, the lesson will wrap up with teams receiving a list of topics to consider for their own PSAs.

PREPARATION

- Students will be assigned to teams of four who remain together throughout the unit. Students will get into their teams at the beginning of lesson 2, so if your students have not previously been assigned teams, you should be ready to make these assignments at the beginning of the next lesson.
- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- Video preparation:
Go to the Ad Council’s website (<http://psacentral.adcouncil.org/psacentral/signon.do>) to preview and select three PSAs that will be of interest to your students. PSAs on educational themes are preferred over health themes, as these will be more helpful examples as students create their own PSAs. (Note: you will need a recent version of Windows Media Player to view the videos. Downloading instructions are provided on the Ad Council website.)

Make arrangements to view the videos in class:

- Via Internet
- By downloading to your computer prior to class.

Preview the “Sock Friend” PSA found on the Roads to Success website (<http://www.roadstosuccess.org/documents/psaYouthSockFriend.wmv>) and make arrangements to view it in class.

Review sample ad analysis summaries found in **Facilitator Resource 4**, and be prepared to discuss this information for the PSAs you’ve selected. See page 195 for an analysis of the “Sock Friend” PSA.

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 29–31, Ad Analysis Forms**
 - **Facilitator Resource 2, PSA Contest Basics**
 - **Facilitator Resource 3, Ad Agency Flow Chart**

- ❑ Check in with your school administrators to see if the winning PSA can be published on your school's website. If not, see if YouTube is an option, or consider presenting it at a school assembly. You want to create an opportunity for the winning group's PSA to be seen by others.

BACKGROUND INFORMATION

In this series of five lessons, RTS invites students to work in teams as ad apprentices, and create a public service announcement, an ad that provides education and awareness of significant social issues in an effort to change the public's attitudes and behaviors and stimulate positive social change. (Ad Council definition)

Experiential Learning

Each year, we hope to provide students with a real-world opportunity within the confines of the classroom. This is often referred to as experiential education or project-based learning. Through units like Ad Apprentices, we hope to connect work students do in school with real life and the work skills they will need as employees (for example, planning, organization, research, and time management).

Some of the hallmarks of the experiential learning process are:

- An authentic problem
- Academic rigor
- Learning applied to situations of consequence
- Active exploration
- Adult connections (This might include judging of entries and assistance with videotaping, as well as the usual facilitator support.)
- Assessment practices (At the project's conclusion, students will reflect on their roles as part of a team.)

Media Literacy

In addition, we expect that students will learn something about media literacy: that the media they see is constructed by someone, for a particular audience, to convey a particular message. The Center for Media Literacy provides five key questions for analyzing media:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles, and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

In this series of lessons, we'll be focusing on **items 1, 2, and 5**.

Advertising & TV Production

Finally, students will learn something about advertising techniques and the language of television production. This knowledge is necessary for an authentic, academically rigorous experience. But teamwork, leadership, and full participation in creating their own media messages come first.

NOTE: Each school will produce its own video with the participation of the winning team.

Technical requirements for local productions follow:

Video Parameters

Planning:

At the conclusion of the Ad Apprentices unit, the winning team will shoot and edit their 30-second PSA. If you've not already done so, please survey your school/district to make sure you have the equipment and personnel needed to make this happen.

For those unfamiliar with video equipment and editing software, it will be helpful to find someone who can provide advice or hands-on assistance in both the videotaping and editing phases of this project. A student filmmaker or school media specialist might be such a person.

Time Requirements:

- Allow at least two to three hours of editing to create the 30-second PSA.
- Allow about two weeks for filming and editing.
- All of the recommended equipment and software is consumer quality and fairly user-friendly. Please check to see what's available (and in working order) at your school.

Editing Software:

Both PCs and Macs have software for video editing. Check with your school to see what's available. You'll need at least two audio tracks and a basic menu of transitions. The amount of video you can download is contingent on the memory available on your hard drive. Thirty minutes of footage will require 10–15 GB of memory.

Camera Requirements:

- Mini digital video. (All companies make these, including Canon, Sony, and Panasonic.)
- Jack for an external microphone (optional; provides best sound quality.)
- Cable that connects the video camera to the computer. Make sure that the computer has the input jack that is compatible. If not, you would need to install a separate interface card.
- Tripod.
- Image stabilization (for handheld shots; not absolutely necessary, but helpful.)
- NOTE: You do not need in-camera editing features.

Microphone:

- You could use a lapel microphone (\$20; long cord with battery pack) or a handheld microphone; (optional.)

Additional Tips:

- Pay attention to the audio quality. An in-camera microphone may not be adequate if you're any distance from the subject, so plan accordingly.
- Make sure you're including only what's needed in the frame. Closer is generally better.
- If you're planning on doing multiple takes of a single scene, "slate" each so you can find it again. Press record, then have your subject hold a piece of paper that identifies the scene (e.g., "First lady greets students, take 1") before beginning the actual taping.

VOCABULARY

Brand: A name for a product, like Kleenex tissue or Xbox video games. In modern advertising language, brand can also mean a company image, like the Nickelodeon brand or the Disney Channel brand. It can also be used as a verb, “to brand” something means to associate it with the company image.

Emotional Appeal: A technique advertisers use to hook into viewers’ emotions as a way to persuade them to do or buy something.

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Tag Line: A brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

Target Audience: Specific groups of people that advertisers want to reach.

IMPLEMENTATION OPTIONS

In general, please note the following:

- During this five-week lesson plan, you can make time adjustments as needed. If a lesson is finished more quickly, move on, or if you need more time to complete it, carry it over to the next week. Just keep an eye on the overall picture so every class finishes its PSAs on time. If time allows, you may wish to split Lesson 5, PSA Presentations into two classes, adding an extra week for completion of this unit.
- It’s fine if more than one team wants to address the same topic for their PSA.

For this lesson in particular:

For **Activity III: PSA Analysis** feel free to put your students in either pairs or small groups, whichever works best for your class.

If you are running short on time, you may choose to review only two PSAs in **Activity III, PSA Analysis**. Review the first PSA as a class and have students review the second PSA in pairs.

ACTIVITY STEPS

I. Warm Up: What's a PSA? (10 minutes)

1. [As students enter the class, instruct them to turn to **Student Handbook page 28, Do Tag Lines Work?** Give students a few minutes to match the products listed with their corresponding tag lines.]
2. **SAY SOMETHING LIKE:** Which tag lines did people think were most effective and why? Who here has been persuaded to buy a product because of its tag line? [Allow students to respond.] It sounds like some commercial advertisements can be very persuasive. We're going to watch a special kind of advertisement now and think about whether or not we find it persuasive and why.
3. [Direct students' attention to the television, where you've cued up the first PSA. Click to play the PSA titled "Sock Friend," a PSA aimed at encouraging students to join afterschool programs.]
4. [When the clip is over, prompt a very quick discussion about students' impressions of the ad.
 - Who is this ad aimed at?
 - According to this ad, what's the advantage of after-school programs?
 - Does anyone know what kind of an ad this is?

Then encourage the students to describe how this ad is different from ads for things like clothing and food. Follow up by defining a PSA and comparing it to a commercial ad, as follows.]

SAY SOMETHING LIKE: This commercial is a specific kind of ad called a public service announcement, or PSA. PSAs are persuasive like the ads you see for things like jeans, movies, etc., but they are also very different. Rather than trying to get you to buy something, PSAs make you aware of an issue or a problem and encourage you to take action. You've probably seen PSAs on topics such as the dangers of smoking, the need for recycling, and the importance of staying in school.

5. [Display the following chart on an overhead or chart paper. Call on a few volunteers to identify PSAs they've seen on TV, who they're aimed at, and what their message is. Record the students' answers on the chart.]

PSA	Target Audience (Who is the PSA aimed at?)	Message

II. PSA Contest Introduction (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you have seen Donald Trump's show, *The Apprentice*? [Show of hands.] In the show, contestants work in teams to complete different tasks. In almost every season, teams create ad campaigns to promote items ranging from a new cereal brand to a cutting-edge video game. Like Trump's apprentices, your challenge is to work with a team as "ad apprentices" to develop a PSA. Today we are going to analyze three different PSAs to learn what they are all about. Next week, we'll talk about the different jobs and tasks for this project. Each of you will work in a team of four students, where each student has a different job. In a month each team will get to present their PSA to the class. The winning team gets to videotape their ad and have it appear on the school's website!
2. [Display **Facilitator Resource 2, PSA Contest Basics** on either an overhead or chart paper. Pick different student volunteers to read each of the following points aloud:
 - Student teams (of four) will develop a 30-second public service announcement with a Roads to Success message.
 - Each class will select two finished PSA proposals to advance to a ninth grade competition.
 - A winner will be selected from each school to be submitted to RTS for approval.
 - The winning video(s) will be produced and edited by the students.
 - Completed PSAs will be shared with the public. (Explain to students how their PSA will be shared. Do this on your school website or through another option you've decided for your students.)

Answer any big questions students have, but let them know that you will go over the rules of the PSA contest in more detail next class.]

III. PSA Analysis (25 minutes)

1. **SAY SOMETHING LIKE:** All ads, whether the goal is to sell a product or an idea, are created by someone (the client), for someone (the target audience), and for a particular reason, the client wants the viewers to buy something (example: a certain brand of soda), take an action (example: recycle), or be aware of something (example: smoking causes cancer).

So, for example, if Nike wants to create an advertisement for basketball sneakers, who do you think their target audience would be? [Allow students to respond, with the answer being something like teenage/adult males who play basketball.]

[Display **Facilitator Resource 3, Ad Agency Flow Chart** on an overhead or chart paper. Place an additional piece of paper over the flow chart. You will reveal the chart one piece at a time.]

SAY SOMETHING LIKE: Great. So, who was the client in the situation we just discussed? [Allow students to respond that the client was Nike. Display the first bubble of the flow chart (the one that says CLIENT: Nike).] Great! And does Nike create the advertisement themselves, or do they hire someone to create it for them? [Allow students to respond that Nike hires someone to create it for them. Display the second bubble of the flow chart (the one that says AD AGENCY: Ogilvy).] The name of the advertising agency in this case is called Ogilvy. And Ogilvy creates an advertisement that it thinks will appeal to the target audience. And again, who was the target audience in this case? [Allow students to respond that the target audience was teenage or adult men who play basketball. Display the whole flow chart.] What are some things you think Ogilvy might include in an advertisement that would get these boys and men to buy the basketball shoes? [Allow students to respond.]

[Then ask the students the following three questions and write the correct answers on the overhead.

- Who is the client for your PSA?
 - Who is the ad agency?
 - Who do you want your PSA to influence?]
2. [Explain to students that in preparation for creating their own PSAs they're going to look at some created by professionals, figure out whether they're convincing, and why. Explain that they're going to analyze the first ad as a whole class, then they

will analyze a second ad in pairs, and finally each student will analyze a third ad on his/her own. Let students know that you will go over the answers for each PSA as a class. Draw their attention to the television or display panel to watch the first PSA you selected (See **Preparation**). Display the topic, client, and title for the PSA on the board or chart paper and have a student read them aloud before viewing the PSA.]

[After the PSA, ask students to turn to **Student Handbook page 29, Ad Analysis Forms (form 1)** and display this page on an overhead projector or chart paper. Prompt students to discuss the ad.]

SAY SOMETHING LIKE: The first question we need to think about is who is the client behind the creation of the PSA. So in this advertisement, who was the client?

[Allow students to respond, and as you record their answers on the overhead, ask them to record their answers in their handbooks.]

SAY SOMETHING LIKE: Now that we know who the client is, who do you think they are trying to convince? Who is the target audience?

[Allow students to respond and record their answers on the overhead as they record them in their handbooks.]

[Then ask the students, “What is the message?” Record responses.]

3. **SAY SOMETHING LIKE:** To persuade viewers, advertisers use strategies such as heartwarming or inspiring stories or alarming statistics. One example of an alarming statistic could be the high percentage of high school kids who drop out of school each year. Some PSAs try to scare viewers with real-life examples, such as showing someone who is paralyzed from a drinking and driving accident. What technique was used in the first ad we saw, “Sock Friend?” (Humor) What technique did this ad use to persuade you? [Allow students to respond.]

[Assist students in completing questions 4 through 7 in the “Did It Work?” box. Review the different persuasive techniques, giving an example of each:

- **Real-life examples:** A commercial that shows a man who has a hole in his throat because of lung cancer.
- **Statistics/fact & figures:** Smoking commercials that say X number of people die from tobacco use every day.
- **Heart-warming or inspiring story:** A commercial where you see a young person who was able to go to college and become a doctor because someone gave him money to achieve his dream.]

- [Review definition of a tag line. Then ask students what the tag line was for the PSA “Sock Friend” (*Tag line: Things can get pretty ugly when you’re bored. In an after-school program, you can find something way better to do.*)]
4. [Once the class has completed **Student Handbook page 29, Ad Analysis Forms (form 1)**, divide the class into pairs. Explain that they will analyze the second PSA in pairs. Draw their attention to the television or display panel to watch the second PSA you selected. Display the topic, client, and title on the board or chart paper and have a student read them aloud before viewing the PSA.]
 5. [Have students turn to **Student Handbook page 30, Ad Analysis Forms (form 2)**, and give them five minutes to try to answer the questions. After five minutes, call the class back together to discuss. Review the form, calling on different pairs/groups to contribute.
 6. After **Student Handbook page 30, Ad Analysis Forms (form 2)** has been reviewed, explain to the students that they are now going to analyze the third PSA individually. Again, draw their attention to the television or display panel to watch the third PSA you selected. Display the topic, client, and title on the board or chart paper and have a student read them aloud before viewing the PSA.]
 7. Have students turn to **Student Handbook page 31, Ad Analysis Forms (form 3)**, and give them five minutes to try to answer the questions. Encourage them to circle anything they didn’t understand. After five minutes bring the whole class back together. Review the third PSA as a class.]

SAY SOMETHING LIKE: What sections did people highlight? [Review any concepts that students had trouble understanding. Then go on to lead a discussion, using the following questions:

- Which PSA did you find most effective? Why?
- Did any of the PSAs inspire you to action?
- Which of these do you think you will remember best next week? Why?
- Which persuasive techniques do you think are most effective in convincing you and your peers? Why?

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today you had a chance to analyze the elements of a persuasive PSA. Next week, as you and your team start to think about your own ads, remember what you found particularly moving, interesting, and attention-grabbing in the PSAs you've seen. And, between now and then, keep your eyes and ears open for other ads, TV, radio, billboards, etc. Inspiration is all around you!
2. [Before students leave, invite them to take a look at **Student Handbook page 32, PSA Topics**. Explain that when they arrive next week, they'll begin brainstorming with their teams about topics for their PSA. By reviewing the list right now, or between now and next week, they can take the time to consider which topics interest them the most.]

Do Tag Lines Work? (Answer Key)

McDonald's: I'm lovin' it.

Skittles: Taste the rainbow.

Burger King: Have it your way.

Subway: Eat fresh.

Sprite: Obey your thirst.

Nike: Just do it.

Allstate: Are you in good hands?

Verizon: Can you hear me now?

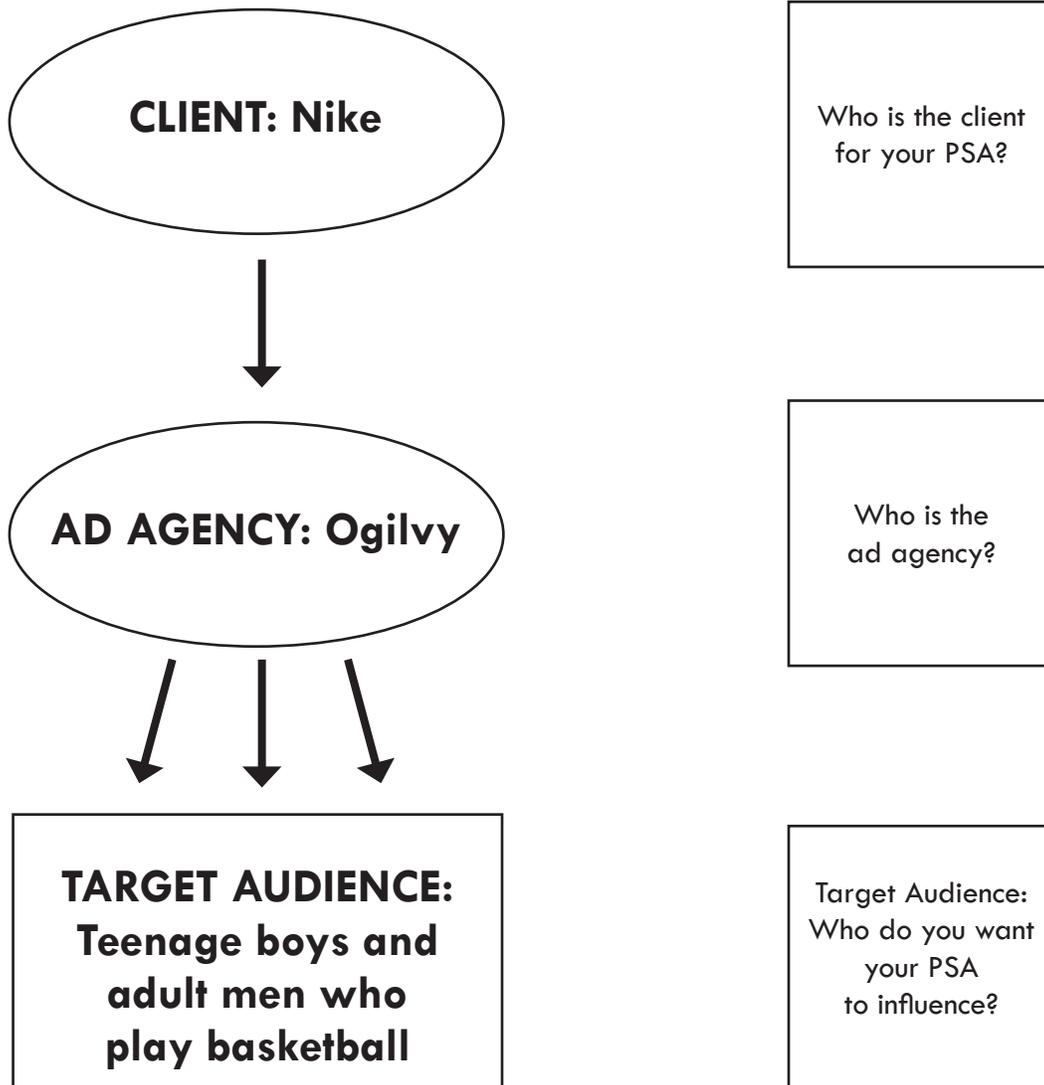
Gatorade: Is it in you?

Geico: So easy a caveman could do it.

PSA CONTEST BASICS

- Student teams (of four) will develop a 30-second public service announcement with a Roads to Success message.
- Each class will select two finished PSA proposals to advance to a ninth grade competition.
- A winner will be selected from each school.
- The winning video(s) will be produced and edited by the students.
- Completed PSAs will be shared with the public.

Ad Agency Flow Chart



Ad Analysis Summary

Friends

Client	Boostup.org
Background (from Ad Council website):	<p>Each day, more than 1,200 young men and women give up on their high school education, and, in many cases, on themselves. Once students make the decision to drop out, they lack the tools to compete in today’s society and diminish their chances for greater success in the future. But the decision to drop out of school does not happen overnight; it comes after years of frustration and failure. Often, those that drop out have run out of motivation and have no source of support or encouragement in school or at home.</p> <p>This new campaign, Boost, is intended to help create support and encouragement for those who may be at risk of dropping out. It encourages teens and parents to give these struggling kids a Boost, to help them stay in school and graduate.</p>
Locations	<p>Exterior: in school, in the neighborhood</p> <p>Interior: interviews, school shots</p>
Characters	Real people, telling their stories
Sound	Interviews
Persuasive Techniques	Real-life or personal examples
Tag Line	None, really; final interview line is “Cause if you don’t have anybody while you’re in school, there’s really not a way to get through it”

Airplane

Client	KnowHow2GO.org
Background (from Ad Council website):	<p>Research shows that regardless of income level, America’s young people want to go to college and recognize that postsecondary education is a key to their future.</p> <p>However, despite these high aspirations, low-income and first-generation students are underrepresented on college campuses. The reasons vary, but key barriers include affordability, a lack of college-going knowledge and preparation, low expectations, and a need for guidance and encouragement.</p> <p>This campaign encourages more low-income students and their families to take the necessary steps toward postsecondary education, with effective support from parents and adult influences (teachers, counselors, coaches).</p>
Locations	<p>Exterior: city streets (school bus in one shot), urban garden</p> <p>Interior: classroom</p>

Characters	Students folding paper airplanes, adults picking them up (couple in garden, older woman on street)
Sound	Voice-over only
Persuasive Techniques	Heart-warming or inspiring story
Tag Line	For the next steps, go to KnowHow2GO.org

Anthem

Client	United Negro College Fund
Background (from Ad Council website):	<p>The United Negro College Fund has had a profoundly positive impact on the lives of millions of minority students. The organization has helped more than 350,000 minority students graduate from college. However, despite their gains, a persistent gap in education remains between African Americans and other students and between low-income students and their more affluent peers. According to UNCF, the high cost of college and the lack of financial assistance are the major reasons that students don't enter or complete college.</p> <p>By highlighting the leadership and accomplishments of important African Americans and their inventions and innovations, the new PSA campaign asks potential donors to consider the impact of minority education on their own lives and, "Support minority education today, so we don't miss out on the next big idea tomorrow."</p>
Locations	Exterior: city street, suburban yard Interior: hospital hallway, rec room
Characters	Cab driver, pretty girl, hospital patient and doctors, TV viewer, lawn-mowing kid, hopeful African-American kid
Sound	Horn honking, hopeful music, voice-over
Persuasive Techniques	Emotional appeal
Tag Line	The United Negro College Fund: A mind is a terrible thing to waste.

Schedule (alternate)

Client	United Negro College Fund
Background (from Ad Council website):	(See above)
Locations	Exterior: college campus shots Interior: bathroom, classrooms, library, science lab, dining room/restaurant
Characters	Perky female college student, guy sitting beside her while she's eating
Sound	Classroom sounds, thoughts while studying, dialog with guy, voice-over
Persuasive Techniques	Heart-warming or inspiring story, humor
Tag Line	Please support the United Negro College Fund. Because a mind is a terrible thing to waste.

TV Store

Client	FeedthePig.org
Background (from Ad Council website):	<p>1.5 million Americans filed for bankruptcy in 2010. In fact, according to the U.S. Department of Commerce, Bureau of Economic Analysis, Americans spend \$1.22 for every \$1.00 they earn.</p> <p>The Financial Literacy campaign aims to reverse this trend by teaching Americans how to take control of their finances and make saving a part of their lifestyle.</p> <p>The "Feed the Pig" campaign specifically targets those between 25 and 34. Statistics indicate that this group's financial behaviors, while less established, tend toward debt accumulation. More working time before retirement means that their current financial decisions have a greater impact (positive or negative) on their long-term financial security.</p>
Locations	Exterior: establishing shot, TV sign Interior: TV store
Characters	Customer, TV salesman, pig
Sound	Dialog, music with graphics, sound FX when money deposited
Persuasive Techniques	Humor
Tag Line	Skip the Toys. FeedthePig.org. Find the benefits of saving for every stage of life.

Sock Friend

Client	http://www.afterschoolalliance.org/index.cfm
Background (from Ad Council website):	<p>It is estimated that almost 15 million children have no supervised place to go after school. Most of these children are between the ages of 9 and 14, and are starting to take advantage of these hours of freedom.</p> <p>Unfortunately, this freedom has proven dangerous for many; as juvenile crimes triple between 3 p.m. and 8 p.m. However, these same hours have proven to be a positive experience for others. Young people who participate in organized after-school programs are 50 percent less likely to use drugs or alcohol. They also do better in school. Kids in after-school programs get to explore things like art, music, and sports in a safe environment with their friends. Having the opportunity to experience these things is becoming even more critical as schools are increasingly forced to cut these types of programs from the school day. One goal of the After-school Participation campaign is to make the after-school hours a positive and exciting experience for as many kids as possible.</p>
Locations	<p>Exterior: none</p> <p>Interior: Living room (notice how dingy lighting makes hanging out at home as unattractive as possible)</p>
Characters	Lonely guy, talking sock
Sound	TV in background, dialog, voice-over for tag line
Persuasive Techniques	Humor
Tag Line	Things can get pretty ugly when you're bored. In an after-school program, you can find something way better to do.

Do Tag Lines Work?

Below you will see a list of 10 companies and 10 famous slogans they use in their commercials. Match the tag lines with the brands they belong to.

Brand

Tag Line

McDonalds	Taste the rainbow.
Skittles	Obey your thirst.
Burger King	Is it in you?
Subway	Just do it.
Sprite	I'm lovin' it.
Nike	Are you in good hands?
Allstate	Can you hear me now?
Verizon	Have it your way.
Gatorade	So easy a caveman could do it.
Geico	Eat fresh.

Write down the two slogans that you think are most effective. Why?

Would you buy any of these products because of their slogans? Why?

Ad Analysis Forms: Form 1

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real-life examples
 - statistics/facts & figures
 - heart-warming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

Ad Analysis Form: Form 2

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real-life examples
 - statistics/facts & figures
 - heart-warming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

Ad Analysis Form: Form 3

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real-life examples
 - statistics/facts & figures
 - heart-warming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

PSA Topics

The following topics are addressed in the Roads to Success program. Review this list with your team to help you decide on a PSA subject.

Establishing Good Study Habits: The more good study habits you make part of your life, the better you'll do in school. Guaranteed.

Staying in School: A high school degree, and education after high school, increases your earning power, increases job advancement opportunities, and lowers the risk of unemployment.

Saving and Spending: Knowing how to budget gives you the power to make decisions about what you need and want to spend your money on.

Setting Goals: Reaching your goals is easier when you have a plan and people to help you along the way.

Avoiding Stereotypes: Stereotypes negatively affect how we communicate with others, and can damage relationships. Avoid pre-judging people, and take time to get to know them.

Building Credentials: Volunteer work, a part-time job, and after-school activities demonstrate to a college or future employer that you have what it takes to succeed.

Setting Up Shop & Choosing a Topic

The **BIG** Idea

- What skills does this project require, and what role will I play on my ad agency team?

AGENDA

Approx. 45 minutes

- I. Warm Up: Reviewing a Model Proposal (10 minutes)
- II. Setting Up Shop (10 minutes)
- III. Selecting and Researching a PSA Topic (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 15, Proposal I: Identifying Information & Research
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 33–38, Sample Proposal
 - Student Handbook pages 39–40, Ad Agency Job Description Cards
 - Student Handbook page 32, PSA Topics, (from previous lesson)
 - Student Handbook pages 41–46, Backgrounders
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, Monthly Calendar
- File folders, one per team
- Materials for grouping students (see **IMPLEMENTATION OPTIONS** for suggestions)
- Overhead projector
- “Sock Friend” PSA from Roads to Success website (<http://www.roadstosuccess.org/documents/psaYouthSockFriend.wmv>)
- Laptop, LCD projector, and speakers

OBJECTIVES

During this lesson, the student(s) will:

- Learn about ad agency job positions, and evaluate which would be most appropriate for their skills.
- Research a PSA topic, and establish the ad’s objectives.

OVERVIEW

This lesson begins with the students discovering different ad agency jobs, and what those positions involve. After reading the job descriptions, students determine which role they would like to take on within their team. Next, teams select a PSA topic from a list of RTS-related themes, and brainstorm what they know about the topic. Finally, they choose a goal or objective for their PSA and do background research as needed.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Prepare a folder for each team's work. Folders should remain in the classroom, so the team's work doesn't come to a halt if a member is absent.
- Create mixed-ability groups of four before this lesson.
- You will be watching the Sock Friend PSA at the beginning of this lesson. Preview this PSA and review its description from **Facilitator Resource 4, Ad Analysis Summary** (lesson 1).
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 33–38, Sample Proposal**
 - **Student Handbook pages 39–40, Ad Agency Job Description Cards**
 - **Student Handbook page 32, PSA Topics**
 - **Portfolio page 15, Proposal I: Identifying Information & Research**
 - **Facilitator Resource 1, Monthly Calendar**

VOCABULARY

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Tag Line: A brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

Target Audience: Specific groups of people that advertisers want to reach.

IMPLEMENTATION OPTIONS

DO NOW:

[If you prefer, you may choose to use **Student Handbook pages 39–40, Ad Agency Job Descriptions** as a DO NOW. Write the directions below on an overhead, chart paper, or board before class begins. Pass out one index card to each student. Give students three minutes to look over the job descriptions and select the two they'd be most interested in. Once students have completed the page, begin with the discussion in the Warm Up.

Directions: Read each job description on **Student Handbook pages 39–40, Ad Agency Job Description Cards**. Pick the two jobs that you think will best fit your skills and interests. On the index card, briefly explain why you think each job is a good fit for your skills and interests.]

If more than one team wants to address the same topic for their PSA, allow them to make that choice.

Below are some suggestions for seating your students in groups:

- Arrange the desks into small groups before class. Fold pieces of different colored paper in half and place one of the papers in the middle of each cluster of desks. As students enter the class, hand each a copy of the grouping list for the class. Instruct them to find what group they are in (e.g. green group, yellow group, etc.) and to sit at the cluster of desks that matches their color.
- Create a seating assignment chart on large chart paper or an overhead transparency. As students enter, ask them to check the seating chart and sit where they've been assigned. When class begins you can just have them turn to their neighbors, who will end up being their group members.

ACTIVITY STEPS

I. Warm Up (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back to class! Last week you watched some public service announcements (PSAs), and thought about what made them effective. Today, you and your team are going to select a topic, research it, and start thinking about creating your own ad.
2. **SAY SOMETHING LIKE:** The success of your PSA depends on your ability to work together as a team. Although each of you will have a specific role, everyone will be involved in each part of the PSA creation. You will all have a chance to brainstorm about the topic, write the script, select the pictures, and plan the overall look of the PSA. However, each team member will be responsible for making sure a different section of the proposal gets done.
3. [To help students decide what role they want to take on in the development of their PSA, they need to understand what each job entails. Begin by watching the PSA titled “Sock Friend” from last week’s lesson.]
4. [After watching “Sock Friend,” have students turn to **Student Handbook pages 33–38, Sample Proposal**. Explain that this sample proposal is for the “Sock Friend” PSA and it is a model for what they will submit at the end of this unit. Review with students each component of the proposal and storyboard. Let students know that this is just an introduction. You’ll go over the proposal in more detail next week.]
5. [As you walk them through the samples, explain which person is responsible for which part. For example, have a volunteer read aloud the research/brainstorming questions on **Student Handbook pages 33, Sample Proposal**. Tell the class that their team will review research on their topic, and that it’s the marketing director’s job to summarize what they already know and what they want their target audience to know and do after watching their PSA. Have another volunteer read aloud the production section of the **Student Handbook page 35, Sample Proposal**. Tell them that the producer is in charge of keeping track of all of the production details and making sure things go according to plan.]
6. [Now direct students’ attention to the sample storyboard. Explain that a storyboard shows what will happen in the PSA moment by moment in art and in words. Tell them that the writer is responsible for writing the words and the storyboard artist draws the pictures.]

II. Setting Up Shop (10 minutes)

1. [Have students turn to **Student Handbook pages 39–40, Ad Agency Job Description Cards**. Invite volunteers to read aloud each job description card. As they listen, encourage students to consider which jobs they think best fit their skills and interests and why.]
2. **SAY SOMETHING LIKE:** Now that you know what responsibilities each job involves, it's time to get together with your team and figure out who will do what job. You should pick the job you want most. In order to get the job, you must explain to your team what makes you best qualified to do that job. For example, if you make comic books as a hobby, then use that as a reason why you would be good as a storyboard artist.
3. [If students can't agree on who will do what jobs, then assign one student on the team the role of producer, and have that person assign jobs to the rest of the team members.]
4. [Give the students three minutes to determine their jobs. Then, invite each team to come up with a name for their advertising agency and to write it at the top of **Portfolio page 15, Proposal I: Identifying Information & Research**. They should write their names beside their assigned roles as well.]
5. [Display **Facilitator Resource 1, Monthly Calendar** on the overhead projector or chart paper. Walk students through each step of the proposal, highlighting when each part of the proposal is due and who is responsible for it. You may wish to have students record these dates in their planners as well.]

III. Selecting and Researching a PSA Topic (25 minutes)

1. [Remind students that at the end of last session, they were encouraged to review the list of PSA topics (**Student Handbook page 32, PSA Topics**). Ask each team member to write down two topics that interested them the most. Then, have teams share which topics appeal to them and why. Tell students that if they have a strong opinion, now is their chance to put their powers of persuasion to the test, a key skill they will need in the real world of work. Allow time to decide on a topic, and have them write it on **Portfolio page 15, Proposal I: Identifying Information & Research**.]
2. **SAY SOMETHING LIKE:** In preparing to work on an ad campaign, the first step is to consider everything you know about the product, or idea, you are trying to sell, and

to research what you don't know. If you've seen *The Apprentice*, you might remember that when creating ads, team members often go to company headquarters to meet with executives who can tell them all about the product they're selling. However, when a client doesn't provide enough information, the agency does its own research.

For this ad campaign, RTS has provided background information on each of the topics. Go to **Student Handbook pages 41–46, Backgrounders**, and find the page that matches your topic.

3. [Instruct students to read and discuss their background information. You can help jump start a discussion by asking: *What is the most important point in the article?* If your class has access to the Internet, you may also encourage them to go online to learn more about their topic.]
4. [Give students 10 minutes to read their articles and/or brainstorm their topics. Then address the whole class again. (Students should remain seated with their teams.)]

SAY SOMETHING LIKE: Now that you've had a chance to learn about and discuss your topic, think about what you want viewers to do, think, and/or know after seeing the ad. What message do you want them to walk away with? What actions should they take as a result? Answering these questions is a first and very important step in planning your PSA because it allows you to zoom in on the goal or message of your ad.

[Give teams 10 minutes to write down their agreed-upon responses to the questions about their PSA's message in the research/brainstorm section of their **Portfolio page 15, Proposal I: Identifying Information & Research.**]

IV. Wrap Up (5 minutes)

1. [Have each group share their PSA topic and two important facts they discovered during their research. On chart paper, list each group's PSA topic. This list can be kept and posted throughout the unit. Explain to the students that next week they will be working on their proposal's description and production notes. Thank the students for their hard work today!]

MONTHLY CALENDAR (month & year: _____, _____)

As a class, we will use this calendar to keep track of your PSA due dates. Write the month and year in the space above and write the correct date in each box.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Sample Proposal I: Identifying Info & Research

Identifying Information

Ad Agency: Cool Kidz Productions

Storyboard Artist:

Producer:

Writer:

Marketing Director:

Client: Afterschool Alliance

PSA Topic: Afterschool Participation



The **marketing director** reviews the research and helps the team create its message.

Research/Brainstorming Notes

List five important facts about this topic:

- 15 million kids have no supervised place to go after school (most are between nine and 14).
- Kids with nothing to do are more likely to get into trouble.
- Kids in after-school programs are 50 percent less likely to use drugs or alcohol.
- They also do better in school.
- Kids in after-school programs get to explore things like art, music, and sports in a safe environment with their friends.

What do you want viewers to know, think, or do after viewing the PSA?

Our PSA wants viewers to know that after-school programs can be cool, and offer opportunities that kids won't find at home. Kids should go to the Afterschool Alliance website (www.afterschoolalliance.org/index.cfm) to see all the cool stuff kids are doing in after-school programs.

Sample Proposal II: Description

Description

PSA Topic: After-school Participation

Target Audience: Kids ages nine to 14

One-sentence Summary: Bored kid talks to sock. Needs an after-school program.



The **writer** describes the story that will be told in the PSA.

Story:

A 13-year-old boy is hanging out by himself, dressed sloppily. He's lying on the couch, bored. There's absolutely nothing going on in his house. No video games, computer, or music. Nothing. The TV is droning on in the background, but the boy is clearly not interested. Even the room is a dull, dingy color. This kid is so lonesome and bored that he's talking to his sock, which looks like a puppet hanging off his foot. And he's using a funny voice to have his sock talk back at him. But he's not that pathetic. Just an average kid looking for something to do.

The PSA ends with upbeat music and cool graphics from the After-School Alliance website.

Tag Line: Things can get pretty ugly when you're bored. In an after-school program, you can find something way better to do.

Persuasive Technique (check any that apply):

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Sample Proposal III: Production Notes

Production Notes

Cast/characters: Thirteen-year-old boy

Voice-over: Boy who sounds a little older and cooler, like a role model

Sound Effects: TV in background

Music: Upbeat at end

Props: None

Words/Graphics: At end, Afterschool Alliance graphics pop up quickly in time to the upbeat music

Costumes: Hanging out clothing with droopy sweat socks

Locations:

Interior: Claustrophobic living room (on couch)

Exterior: None



The **producer** makes sure the team is on top of all the details.

Sample Proposal IV: Storyboard

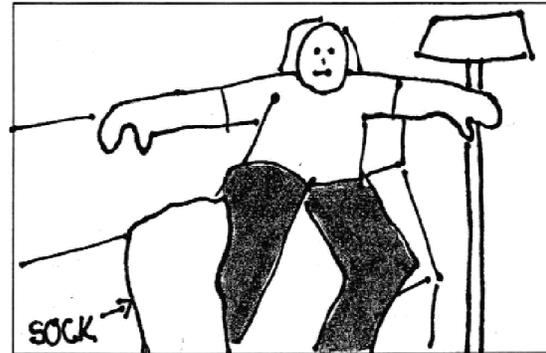


The **storyboard artist** creates the storyboards.



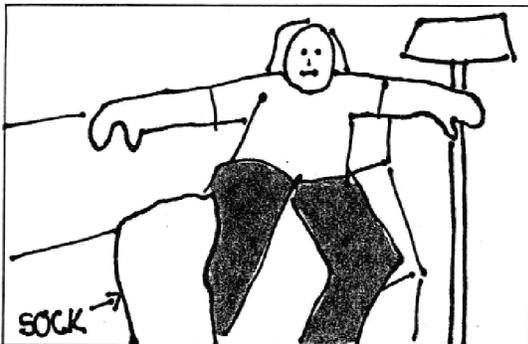
VIDEO: Close-up of kid watching TV.
It's so dark we can barely see his face.

SOUND: TV in background



VIDEO: We see kid sitting in his living room. It's dark and dingy. At first we think he's talking to us. (His foot is in foreground.)

KID: Hey there.

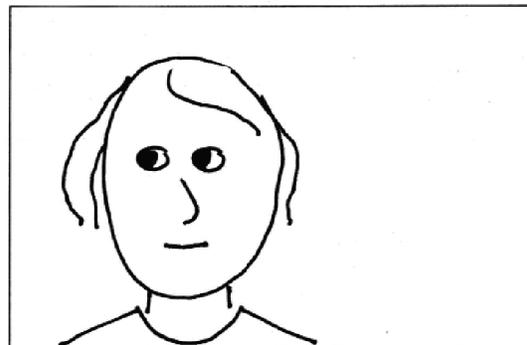


VIDEO: Change focus so sock is clear, with boy fuzzy in background.

SOCK: (BOY IN A HIGH VOICE): Hi

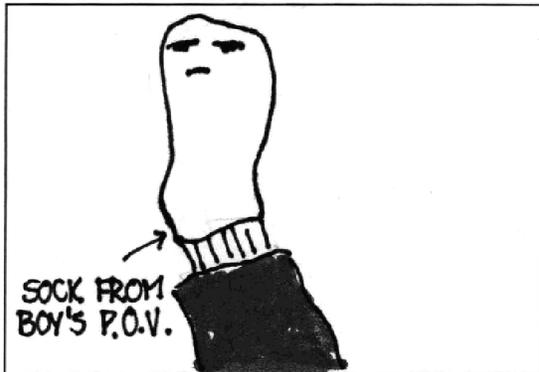
BOY: I haven't seen you before.

SOCK: Yeah, I just moved here.



VIDEO: Boy looks around like he thinks someone might be watching him talk to his sock.

SOCK: I'm new.



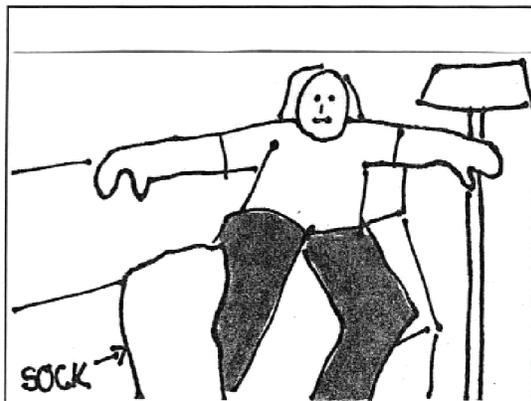
VIDEO: Close-up on sock from boy's point-of-view. (It looks a little more like a puppet.)

SOCK: Want to hang out or something?



VIDEO: Boy is doubtful and trying to be polite.

BOY: Ummm.



VIDEO: Boy with sock in foreground.

SOCK: I have a feeling we're going to be best friends.



VIDEO: Close-up of boy. He looks horrified.

VOICE-OVER: Things can get pretty ugly when you're bored.



VIDEO: Graphics of icons showing after-school activities, followed by website address.

SOUND: Upbeat music

VOICE-OVER: In an after-school program, you can find something way better to do.

Ad Agency Job Description Cards

Read the descriptions to find the job that you would be great for.

Storyboard Artist



The **storyboard artist** is responsible for:

- planning what the PSA will look, sound, and feel like.
- finding or drawing images to help the client imagine the PSA.
- working closely with the writer to pick images to match the script.
- helping the team choose the actors, location, costumes, props, music, and sound effects to bring the PSA story to life.

SKILLS: Artistic, creative

Producer



The **producer** is responsible for:

- making sure the proposal is completed by the client's deadline.
- helping the team reach agreement on all production decisions.
- developing a production plan.
- making sure that the production plan is workable (for example, that you know where you want to videotape and have transportation to the place you'll be taping).
- bringing together the script, storyboard, and ideas that your team has, and finding a way to make it all work together.

SKILLS: Leadership, organization, good at getting people to work together

Writer



The **writer** is responsible for:

- describing in writing what topic your team chose, and why.
- describing the story your PSA tells in paragraph form (with help from your teammates).
- writing the storyboard script, including anything the actors say during the PSA and any other text that is in the PSA. (For example, voice-over or text that appears on the screen.)

SKILLS: Good with words, creative

Marketing Director



The **marketing director** is responsible for:

- leading research by taking notes for the team and taking responsibility for additional research. The information that you gather will help your team decide what story your PSA will tell, and how to tell it.
- leading the team in identifying the specific message you want to focus on.
- identifying a way to tailor your message to your target audience.

SKILLS: Good reader and researcher, understands what motivates people

Collective Responsibilities

- Generating ideas and making decisions.
- Researching the topic and sharing prior knowledge and opinions about the topic.
- Brainstorming story ideas.
- Finalizing the proposal.
- Collaborating on the storyboard (brainstorming, finding pictures, etc.)

Backgrounders: Establishing Good Study Habits

Want to do better in school? Here are some of the study habits of good students:

- I have one place to write down my homework assignments and any books that need to go home every day.
- I check this list every day when I'm packing my book bag to go home.
- I have a special place to study that's comfortable and quiet.
- Where I study, I have all the materials I need: paper, pencil, calculator, and dictionary.
- I have a place to use a computer if I need it.
- I study at about the same time every day, and know that this is the best time for me.
- When I sit down to study, I have a clear goal of what I want to accomplish in each subject.
- I usually have enough time to finish my homework.
- I have the phone number of at least one person in each class that I could call with a question about an assignment.
- Every night, I put all the things I need to take to school the next day in the same place.

Backgrounders: Staying in School

College is expensive and it means staying in school after high school graduation. What's the point? Well, graduating from high school and continuing your education can give you a huge edge in the job market and can have other positive effects.

Think about this...

- By 2018, high school dropouts will be eligible for only 10 percent of jobs.*
- Unemployment rates are three times higher for high school dropouts than for college grads.**
- Sixty-eight percent of America's state prison inmates are high school dropouts.***
- High school dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetime.****

The good news is that staying in school can have a positive effect on your job and salary.

- College graduates (four-year degrees) make twice as much money (median weekly earnings) as high school dropouts.**
- Over a lifetime, the gap in earnings between someone without a high school diploma and someone with a degree from a four-year college (or higher) is more than 1 million dollars!*****

Sources:

* http://www.all4ed.org/publication_material/straight_as/06282010)

** http://www.bls.gov/emp/ep_chart_001.htm

***<http://www.princeton.edu/futureofchildren/publications/journals/article/index.xml?journalid=30&articleid=49§ionid=175>

**** <http://www.all4ed.org/files/Econ2008.pdfprod/2002pubs/p23-210.pdf>

***** <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/collegepayoff-complete.pdf>

Backgrounders: Saving & Spending

Teenagers in the U.S. spent an estimated \$208 billion in 2011.*

Unfortunately, most Americans don't save. The average American spends about 94% of their disposable income.**

Seniors graduated with an average credit card debt of more than \$4,100, up from \$2,900 almost four years ago. Close to one-fifth of seniors carried balances greater than \$7,000.***

More than a million people filed for bankruptcy in 2010.****

It's important to know how to manage your money because as you get older, things like credit cards, bills, loans, and rent start to be your responsibility. You need to know what you can afford, and what you need to do without, so you don't end up in debt or unprepared for emergencies.

So how can a teenager create a budget?

1. **Estimate:** How much money do you have each week?
2. **Decide:** What are you buying? Decide on the categories for your budget. For example, food, clothing, entertainment, savings, etc.
3. **How much?** Decide what you will need or be able to spend in each category for the week.
4. **Keep track:** Write down everything you spend, even the smallest things. These small things can really add up. Keep reminding yourself of what your money saving goals are.
5. **Adjust:** If you find that you are spending more than you thought in one category, you need to adjust another category in your budget so you don't wind up short.

Sources:

*<http://www.statisticbrain.com/teenage-consumer-spending-statistics/>

** <http://www.billshrink.com/blog/10053/how-much-do-american-save/>

***http://static.mgnetwork.com/rtd/pdfs/20090830_iris.pdf

****<http://online.wsj.com/article/SB10001424052748704111504576060181631140482.html>

Backgrounders: Setting Goals

Here are some steps successful people use to set goals and reach them.

Step 1: Write it down!

Writing things down makes them more concrete and real. Be specific about your goals.

Step 2: Plan it out!

Make a list of all the things you will need to know and do to go from saying you want to do something to actually doing it.

Step 3: Make a date!

After you've made your list of things to do, you need to arrange them step-by-step in a way that makes sense. Assigning actual calendar dates to each thing you need to do is a good way of creating "checkpoints" that can help you measure your progress and "test" your commitment to your goal.

Step 4: Find a friend!

Identify adults and friends you can trust to help you with your plan by giving you ideas, suggestions, information, advice and encouragement to keep you on track!

Is your goal a SMART goal? Here's how to tell:

S	=	Specific (detailed, not general or vague)
M	=	Measurable (includes some quantity or element that can be measured)
A	=	Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)
R	=	Realistic (the goal setter is willing and able to do the work for this goal)
T	=	Timed (establishes a time frame for accomplishing the goal)

Backgrounders: Avoiding Stereotypes

Stereotyping is making assumptions or value judgments about a group of people. And it can get in the way of working together as a team. The following quotes were taken from a transcript of PBS series *In the Mix*. This episode was called “Cliques: Behind the Labels.” For more information, visit the teen series *In the Mix* (www.inthemix.org).

Teen Guy: Everyone wants tha, to have that feeling that they fit in some group. You know, there’s no one who wants to be a loner in a high school, you know.

Teen Girl: I think it’s inevitable that kids form cliques because people naturally group together.

Teen Guy: That’s just the way that people identify other people.

Eliza: And it doesn’t have to be because of class distinction or special interests. It can be because of anything.

Daniel: It’s automatic. You know, you see somebody, you’re going to think something about them. You’re going to think something about the whole group because they have common interests and you can see that.

Daniel: On certain days, I know people just think I’m a thug, cause it might just be a day that I didn’t feel like getting dressed up. It might be, you know, I have a pretty straight face. When I walk down the street, I know people are thinking, ‘Oh, watch out. Watch out.’ It’s human nature to like just automatically label somebody. I mean, it’s always got to be in your head. You might not say it. You might not share it with somebody else, but you can feel that way.

Teen Girl: Jocks make fun of a lot of freaks and they’ll put them down because they don’t play sports.

Teen Girl: Jocks think, jocks think they rule the school.

Teen Guy: Just cause I play a sport, people gotta, you gotta mess with me. You got to bring me down cause I play a sport! What is that, bro?

Teen Guy: Oooh, oooh, look at that tough guy walking around school. He’s so tough cause he plays sports. I’m not tough! I’m just like a regular person... trying to pick my way in school. You know?

Frank: It’s not wrong to assume, but it’s wrong to look and judge without asking to get to know who the person is.

Olga: People are just scared of things that are different than them. And when they see someone on the street that looks different, really they just like make fun of them because they don’t know like what they’re about.

Backgrounders: Building Credentials

What does an employer want from a new employee?

Responsibility, a positive attitude, and hard work.

Most people try to demonstrate these qualities during a job interview. But how can an employer tell you'll work hard day after day, week after week? By asking someone who knows you well! Showing that you've been a good worker in one place builds an employer's confidence in your ability to do well in the next place.

How can you get the experience you'll need to impress future employers?

Here are some choices:

- **Extracurricular Activities**
A sport or after-school club is a great way to have fun. You can learn something new. And you can get to know an advisor or coach who can describe your good attitude and hard work to a future employer.
- **Volunteer Work**
Many organizations are looking for teens to lend a hand. Can you tutor a younger kid? Visit with a person who's sick? Collect paper for recycling? Paint a playground? Plant a garden? Walk for charity? Then someone, somewhere, can put your talents to use. You'll be paid in smiles and thanks. You'll also find people who'll say how great you are when you apply to college or look for your first paying job.
- **Your Own Business**
For teens under 15, going into business for yourself may be a good option. Babysitting, housecleaning, lawn mowing, snow shoveling, dog walking, computer tutoring, and car washing—all are great ways to put cash in your pocket and satisfied customers on your list of references.
- **Paying Jobs**
Look for companies that hire teens—stores at the mall, fast food restaurants, parks departments, grocery stores, and summer camps.

Proposal I: Identifying Info & Research

Your ad apprentice proposal demonstrates your ability to be creative and collaborative.



Identifying Information

Ad Agency: _____
Storyboard Artist: _____
Producer: _____
Writer: _____
Marketing Director: _____
Client: *Roads to Success* _____
PSA Topic: _____

Research/Brainstorming Notes

List five important facts about this topic:

-
-
-
-
-

What do you want viewers to know or do after viewing your PSA?

Planning and Storyboarding I

The **BIG** Idea

- What's the best way to get our team's message across?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. The Proposal: Part II:
Creating the Story Description
(20 minutes)
- III. The Proposal III: Developing a
Production Plan (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 15, Proposal I: Identifying Information & Research, (completed last lesson)
 - Portfolio page 16, Proposal II: Description
 - Portfolio page 17, Proposal III: Production Notes
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 47–49, Proposal Checklist
 - Student Handbook page 50, Persuasive Techniques
 - Student Handbook page 51, Keeping It Simple
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, Do Now: Commercial Favorites
- Overhead projector
- Team folders

OBJECTIVES

During this lesson, the student(s) will:

- Communicate ideas clearly in written and oral form.
- Create a PSA for a specific target audience.
- Work out agreements, compromise, and solve problems with others.

OVERVIEW

This lesson is a work session in which teams develop and create their PSA proposal. This lesson depends heavily on teamwork, as students must work cooperatively to generate a storyline and tag line, and make production decisions (e.g., voice-over versus words on screen, costumes, locations, etc.). Students will learn how to work together to make decisions when they can't agree, and will use this process as needed while developing their proposal. Students will continue to work in their "job roles" with the writer taking the lead on the description section of the proposal and the producer heading up the production notes section.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- If it is feasible, try to arrange the desks in groups before students arrive. Each team's folder could be placed at the team's group of desks.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 47–49, Proposal Checklist**
 - **Portfolio page 16, Proposal II: Description**
 - **Portfolio page 17, Proposal III: Production Notes**

BACKGROUND INFORMATION

The heart of this lesson is teamwork and collaboration. To create a powerful and effective PSA proposal and storyboard, team members must come to agreement on important decisions such as the storyline, persuasive technique, and various production elements. Figuring out the process of working together is even more important than the finished product, and in the final lesson of this unit, each student will be asked to reflect on his strengths and weaknesses as a team member. Your mission during this lesson is to act as a coach rather than an instructor.

At the beginning of the lesson, give clear directions for brainstorming, and explain how to share opinions, going around the table with each team member reporting in turn. Students won't need to use this formal method for each decision, but may be encouraged to use it if they reach an

impasse or if some team members are having trouble being heard. Where possible, allow students to struggle through and resolve their own disagreements, stepping in only as needed, asking questions rather than providing advice or arbitrary decisions.

Sample questions for re-directing teams:

- How can you show your teammate that you respect his opinion?
- How can you make sure all members participate in the discussion?
- How can you make sure each person does his share of the work?
- How can you resolve this disagreement?
- How can you encourage each other?

VOCABULARY

Proposal: A written description of the plan for the PSA, including rationale, storyline, target audience, persuasive techniques, and production elements.

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Tag Line: A brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. Think of commercials you’ve seen on TV for different products. What is your favorite commercial? Explain why it is meaningful to you and what product is being advertised.

2. Which of the following persuasive techniques does the commercial use (circle the correct answer)?

Humor

Real-life examples

Statistics/facts & figures (like X number of people die from smoking every year)

Heart-warming or inspiring story

Other _____

3. Why do you think this persuasive technique is effective for selling this product?

[Then call on students to read their answers and begin the **Warm Up** as written.]

To cut down on time spent transitioning into groups, you may want to provide teams with a designated area to work in for this and next week's lesson.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back! Last week, you had a chance to decide on your PSA topic and review the research. Today you are going to use that information to continue to develop a **proposal** for your PSA. You will work in your groups to develop Parts II and III. In Part II, the **Description**, you will come up with the story for your PSA: what is your message and how are you going to persuade people to listen to you? And in Part III, **Production Notes**, you will figure out all of the details you'll need to bring your PSA to life, like what the people in the story are going to be wearing and where the action will take place.
2. [Display **Student Handbook pages 47–49, Proposal Checklist** on the overhead projector and direct students' attention to it. Have them turn to this page in their binders.]

SAY SOMETHING LIKE: When your proposal is finished, you'll present it to your classmates, who will select the most effective PSA to go on to the ninth grade competition. The team with the winning proposal will videotape their PSA for the Roads to Success website. As you're completing your proposal, let these questions guide you, because your proposal will be evaluated on how well you address them. Go ahead and take these pages out of your binders so that you can refer to them as you work on your proposal. Let's review them now to make sure every team completed what they were supposed to complete last week.

Last week when you filled out **Portfolio page 15, Proposal I: Identifying Information & Research** you chose your topic, did some research, and thought about what you wanted your audience to know, see, or do after viewing your PSA. Take two minutes now to look over the first section on **Student Handbook page 47, Proposal Checklist, Section One: Identifying Information & Research**. In the first box, check off all of the tasks you've completed, and then answer the three questions in the second box.

[Allow students (in their groups) to review the first part of their proposal: **Identifying Information and Research**. Students should check off any tasks that they have already completed. After two minutes have passed, bring the class back together. Allow a few groups to share their PSA topic and target audience.]

II. The Proposal: Part II: Creating the Story Description (20 minutes)

1. [Project **Portfolio page 16, Proposal II: Description**, on the overhead for everyone to see. Have students turn to **Portfolio page 16, Proposal II: Description**. Point out that each team will submit just one proposal, but they can use the other copies of the proposal to take notes. (Finished proposals will be duplicated so that each team member can include the finished product in his/her portfolio.) Also, remind students that throughout this process, they should maintain their job “roles” with all team members, pitching in on certain aspects, such as deciding on the storyline.]
2. **SAY SOMETHING LIKE:** Last week, you figured out which topic you wanted to address, and what action you wanted viewers to take after viewing your PSA. Next you need to decide how you are going to get your viewers to take the action you want them to. Will you scare your audience with alarming statistics or quotations? Persuade them with humor? Show them a slice-of-life example that is similar to their own lives?

[Invite teams to look over **Student Handbook page 50, Persuasive Techniques** to review the strategies used in the PSAs they’ve watched over the course of this unit. Ask different students to read aloud. Point out that the technique they choose needs to make sense for the PSA’s message and the target audience. For example, it might not make sense to use humor for a very serious or sensitive topic, but in other cases, such as the “Sock Friend” PSA, humor is the perfect technique.

To help determine which technique would work best for their message, encourage teams to recall the research on their topic. For example, if they found alarming statistics about their topic, they could take advantage of them to capture viewers’ attention. Or, if something funny came to mind when researching the PSA topic, then humor might be a good way to go.]

3. **SAY SOMETHING LIKE:** Now that you’ve reviewed your purpose and determined your persuasive technique, the next step is to come up with a story that will capture your viewers’ attention and focus on the main message. Sometimes it can take advertisers weeks, or even months, to agree on a storyline! But, for this project, you only have a day and a half left to complete your proposal—today and part of next week’s lesson. So, the key is to agree on one idea your team thinks is the best and run with it. If you get bogged down arguing over ideas, you will lose valuable time.
4. [To come up with a storyline, guide teams to brainstorm all of their ideas, with the producer managing the process and another member jotting down ideas on chart

paper. As each member shares his or her ideas, the rest of the team is not to comment in anyway, positively or negatively. Rather, they should keep the flow going so that all the ideas are on the table.

Remind them, however, that while they should let their imaginations run wild, the PSA is only a 30-second spot; it's not an epic, so the storyline should be short and sweet. To give them a frame of reference, point out that "Sock Friend" is just 30 seconds. This should help them recognize that they only have time to tell a short and simple story.]

5. [Refer students to **Student Handbook page 51, Keeping It Simple**, and read through it together, having students take turns reading aloud.]
6. **SAY SOMETHING LIKE:** Before you write out all of the details of your story, you need to make sure it can be captured in one sentence. So, come up with a one-sentence summary of your commercial before you write out the entire story. To practice, how would you summarize "Sock Friend" in one sentence? [Allow students to answer.]
7. [After brainstorming, the writer prompts team members to look at all of the ideas, and to say, one at a time, which storyline they like best and why. If the majority selects the same one, they are to go with that story. Ask students who should make the final decision if the team is not in complete agreement. Any reasoning they use to decide this is fine: the writer rules this day. The producer is the overall supervisor of the project.]
8. **SAY SOMETHING LIKE:** Your PSA needs a **tag line** at the end of the story. What's a tag line again? [Allow students to respond. If they have trouble remembering, remind them of the warm up at the beginning of the unit, in which they matched brands with their famous tag lines.] Your PSA's tag line could be either a voiceover like in "Sock Friend," or a graphic (like Nike's "Just Do It.") on the screen, but you need to have one. Take 15 minutes now to complete your proposal descriptions.
9. [Give students 15 minutes to complete their description. Remind students that the marketing director and writer are responsible for overseeing the creation of **Proposal II: Description**, but every team member must participate in the process.]

III. The Proposal III: Developing a Production Plan (15 minutes)

1. [Project the Production section of **Portfolio page 17, III: Production Notes**, on the overhead.]
2. **SAY SOMETHING LIKE:** Now it's time to bring your story to life! Who are the characters? What do they look like? How do they act? Where does the story take place? What will the camera focus on? To develop your production plan, you need answers to these questions and more.

[Have students turn to **Portfolio page 17, Proposal III, Production Notes**. Review the various elements they need to consider and what they mean:

- **Cast/Characters:** Let students know that they don't need to give the people in their commercial names, nor do they need to figure out who in the group will be acting which part, but that they need to know what role each character in the PSA plays. Tell them that, for example, in "Sock Friend," the character was "the boy on the couch."
- **Voice-over:** Ask students if they know what voice-over means and allow them to respond. Then explain that voice-over is when someone is talking who isn't a character in the story, like the narrator. Give an example, such as the movie announcer who says, "For the first time in 10 years, Sylvester Stallone is ROCKY!" Suggest that the tag line might be a good time to use voice-over. And let them know that you don't want them to write down WHO is saying the voice-over but rather WHAT the voice-over will say.
- **Props:** Ask students if they know what props means and allow them to respond. Explain that props include all of the materials the students need to make their advertisement into a reality. Give an example, such as if they have a scene in a classroom, then they will need materials to make the classroom look real, like books and desks and a chalkboard and pens.
- **Words/Graphics:** For example, ask students how the "Sock Friend" PSA ends. (Students should recall that words and graphics appeared on the screen promoting the Afterschool Alliance). Let students know that the use of words/graphics is optional.
- **Costumes:** Remind students that you want to know what everyone in the commercial is going to be wearing. Emphasize that you want detail, not just "regular clothes" but "baggy jeans, a t-shirt, and a hoodie."
- **Locations:** Ask students if they know what interior and exterior locations means and allow them to respond. Explain that you want to know more than

“inside a school,” like where in the school? In a hallway? A classroom? The principal’s office?

To help them make the best use of their time, the producer needs to move the team along as they consider each element. And, as with the storyline in **Description**, the producer is responsible for leading the discussion. As the team discusses each element, the producer writes in their final decisions on the proposal. Give students **10 minutes** to complete the **Production Notes**.]

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Great job everyone; you have now finished three out of the four parts of your proposal. In your groups, take the next couple of minutes to go over the proposal checklist on **Student Handbook pages 47–49, Proposal Checklist for Section II: Description and Section III: Production Notes**. This checklist includes everything you were supposed to get done today.

[Give students a couple of minutes to complete their **Proposal Checklist for Section II: Description and Section III: Production Notes**.]

Next week we’re going to finish the last section: the storyboard. Then I’m going to give you some time to plan your presentation. Before you leave today, I need the writer to take **Portfolio pages 15–17, Proposal I–III: Identifying Information & Research, Description, and Production Notes** out of your binder and put them in your team’s folder, along with **Student Handbook pages 47–49, Proposal Checklist**.

DO NOW: Commercial Favorites

1. Think of commercials you've seen on TV for different products. Which commercial is your favorite (or one of your favorites)? What is it a commercial for?

2. Which of the following persuasive techniques does the commercial use (circle the correct answer)?

- humor
- real-life examples
- statistics/facts & figures (like X number of people die from smoking every year)
- heart-warming or inspiring story
- other _____

3. Why do you think this persuasive technique is effective for selling this product?

Proposal Checklist

In the first table of each section, check off each task to make sure you've completed everything in that section of the proposal. Then in the second table of each section, answer the questions with either a "yes" or "no" response.

Section I: Identifying Information & Research

Have you recorded the following information? (check each box if it applies)

The group name.	
Which students have taken which job.	
The PSA topic.	
The target audience.	
Important facts about the topic.	
What you want the audience to know or do after viewing the PSA.	

Does your PSA meet the following criteria? (yes or no)

Does the PSA reflect the client's (Roads to Success) mission?	
Have you identified the purpose for the PSA?	
Does the PSA address a topic important to the target audience?	

Section II: Description

Have you recorded the following information? (check each box if it applies)

The PSA topic.	
The target audience.	
The persuasive technique you've chosen.	
The one-sentence summary of your story.	
The description of your story.	
The tag line.	

Does your PSA meet the following criteria? (yes or no)

Does your story clearly describe what is going to happen in your PSA?	
Is your persuasive technique going to be effective at convincing your target audience?	
Has your team come up with a tag line that “speaks to” your target audience?	

Section III: Production Notes

Have you recorded the following information? (check each box if it applies)

Cast/characters	
Voice-over	
Props	
Words/graphics	
Costumes	
Locations: interior and exterior	

Does your PSA meet the following criteria? (yes or no)

Are all of your production decisions realistic? <ul style="list-style-type: none"> • Are the locations places that are easy to get to? • Do you have access to the props you’ve identified? • Will it be easy to find characters required for the story? 	
Can this story be told in 30 seconds?	

Section IV: Storyboard

Have you recorded the following information? (check each box if it applies)

A picture for each scene of the PSA	
A one-sentence description of action for each scene of the PSA	
Any dialogue or voice-over in each scene of the PSA	
Any other information needed to describe each scene of the PSA	

Does your PSA meet the following criteria? (yes or no)

Is it clear what is happening in each scene based on your drawings?	
Have you shown or described what you can see in the background?	
Have you described any action or speaking that's not obvious in the storyboard?	

Persuasive Techniques

Think back to the PSAs you watched at the beginning of this unit. How did each persuade viewers to take an action? Which techniques would work best for your PSA?

Humor

PSAs that use humor make the viewer laugh. In “Sock Friend,” the mission is to show how boring hanging out after school can be. Boring enough to talk to your sock! In another PSA called “Feed the Pig,” a character is about to buy a big-screen TV that he can’t really afford. But he’s stopped by a look from his friend, a life-size piggy bank. Of course, the TV salesman isn’t too happy about this. The scene is silly, and memorable.

Real Life or Personal Examples

In these PSAs, people tell their own stories on camera. For example, high school students explain their own obstacles to graduation. Or a lung cancer victim explains the consequences of smoking.

Statistics/Facts & Figures

Numbers tell the story here. “Each day more than 1,200 young men and women give up on a high school education.” Or “The average high school dropout earns half as much as the average college graduate. And is four times as likely to be unemployed.”

Heart-warming or Inspiring Story

These PSAs use heart-warming stories to make us feel good about helping out a good cause. For example, we see a low-income family moving in to their own house, thanks to the efforts of Habitat for Humanity. Or we watch the graduation of a young man who’s the first in his family to finish college.

Keeping It Simple

Thirty seconds is a very short time. Use the following suggestions to keep your story simple:

1. No more than two locations.
2. No more than three characters with speaking roles.
3. No storytelling that involves big jumps in time. (Please don't use flashbacks or things that happen "10 years in the future.")

An effective PSA can be summarized in a single sentence. Write your story in one sentence before you create your storyboard, so you can tell if it's too complicated. Here are some examples:

1. Kids use paper airplanes to ask adults for help with college.
(www.KnowHow2GO.org)
2. A young woman works hard so she can attend college, and loves it.
(United Negro College Fund)
3. "The Pig" discourages a young man from spending too much on a TV.
(FeedthePig.org)

Say all of your dialog out loud, slowly. Time it. If it's more than 30 seconds, you need to cut something out.

Proposal II: Description

Team Leader: Writer

Description

PSA Topic:

Target Audience:

Persuasive Technique (check any that apply):

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

One-sentence Summary:

Story:

Tag Line: _____

Proposal III: Production Notes

Team Leader: Producer

Description
Cast/Characters: <hr/> <hr/>
Voice-over: <hr/> <hr/>
Props: <hr/> <hr/>
Words/Graphics: <hr/> <hr/>
Costumes: <hr/> <hr/>
Locations: Interior: _____ Exterior: _____

Planning and Storyboarding II

The **BIG** Idea

- What details will make our PSA effective?

MATERIALS

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. The Proposal IV: Storyboard/
Completing the Proposal
(25 minutes)
- III. Completing the Proposal/
Presentation Practice
(10 minutes)
- IV. Wrap Up (5 minutes)

□ PORTFOLIO PAGES:

- Portfolio page 15, Proposal I: Identifying Information & Research (completed in previous lesson)
- Portfolio page 16, Proposal II: Description, (completed in previous lesson)
- Portfolio page 17, Proposal III: Production Notes (completed in previous lesson)
- Portfolio pages 18–25, Proposal IV: Storyboard

□ STUDENT HANDBOOK PAGES:

- Student Handbook pages 33–38, Sample Proposal: Storyboard
- Student Handbook pages 47–49, Proposal Checklist (from previous lesson)
- Student Handbook page 52, Ad Apprentice Pitch Outline
- Student Handbook page 53, Presentation Tips

□ FACILITATOR RESOURCES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Sample Ad Apprentice Pitch Outline (optional)

□ Overhead projector

□ “Sock Friend” PSA from Roads to Success website (See **IMPLEMENTATION OPTIONS**)

□ Laptop, LCD projector, and speakers

OBJECTIVES

During this lesson, the student(s) will:

- Communicate ideas clearly in written, oral, and visual form.
- Create a PSA for a specific target audience.
- Work out agreements, compromise, and solve problems with others.
- Identify characteristics of a good presentation, and practice their pitches.

OVERVIEW

During this lesson, students complete work on their proposals and storyboards. They continue to work in their “job roles” with the marketing director and writer taking the lead on the proposal and the storyboard artist and producer heading up the storyboard elements. The final portion of the lesson is devoted to selecting presenters for next week’s presentations, with each team practicing its “pitch.”

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 47–49, Proposal Checklist**
 - **Student Handbook pages 33–38, Sample Proposal: Storyboard**
 - **Student Handbook page 52, Ad Apprentice Pitch Outline**
 - **Portfolio pages 18–25, Proposal IV: Storyboard**
 - **Facilitator Resource 2, Sample Ad Apprentice Pitch Outline** (optional)
- If it is feasible, try to arrange the desks in groups before students arrive. Place each team’s folder at their group of desks.
- Identify groups who are behind on their proposals. Be prepared to troubleshoot with students who are struggling to finish.
- Make arrangements to use the laptop, LCD projector, and speakers for optional reviewing of the “Sock Friend” PSA. (See **IMPLEMENTATION OPTIONS**.)

BACKGROUND INFORMATION

As in the previous lesson, allow students to struggle through and resolve their own disagreements, stepping in only as needed, asking questions rather than providing advice or arbitrary decisions.

Sample questions for re-directing teams:

- How can you show your teammate that you respect his or her opinion?
- How can you make sure all members participate in the discussion?
- How can you make sure each person does his or her share of the work?
- How can you resolve this disagreement?
- How can you encourage each other?

VOCABULARY

Storyboard: A series of panels showing scenes, dialog/script, production specs, and shots for a commercial. The storyboard gives the client a good idea of the agency's concept for a commercial before production begins.

Pitch: A presentation designed to persuade someone to buy or select a product.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. Next week, you'll be presenting your proposals in front of the class. Today you will be working on your storyboard. What is the purpose of the storyboard?
2. What are five qualities that make a good presentation? (example: good eye contact)

[After they have completed the DO NOW, call on students to read their answers. Then begin with the **Warm Up** as written.]

For **Activity II, The Proposal IV: Storyboard/ Completing the Proposal**, if you think your students will struggle to complete their storyboards you may choose to implement the following adaptations:

- Have students view the "Sock Friend" PSA before walking the students through the Sample Storyboard.
- Split up the storyboard into separate tasks:
 1. First, have the teams complete all of the information below each picture.
 2. Then, instruct the storyboard artist to complete the pictures, while the rest of the group members check the previous parts of the proposal and begin planning the presentation pitch.

In **Activity III, Presentation Practice**, if you think your students will struggle to complete their pitches, use **Facilitator Resource 2, Sample Ad Apprentice Pitch Outline** to model each section of the Ad Apprentice Pitch Outline.

For **Proposal IV: Storyboard**, if computers are available, have students create their storyboards online, using whatever media is available.

You may want to provide each group with a piece of posterboard to display their storyboards during their presentations.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** This is your last day to work on your proposals in class, and I know you're all eager to get to work. What sections of the proposal have we already completed? [Allow students to respond.] Before I give you time to complete the last section of your proposal, the storyboard, I have a couple of reminders:
 - Next week, you'll present your proposal to the whole class, and we'll vote on which ones go on to the next round. As some members of your team work on finishing the storyboard, other members will be planning what next week's presentation is going to look like: who is going to speak, what are they going to say, etc.
 - If you're worried about time, don't linger too long over your storyboards. Stick figures are as useful as detailed drawings for showing the action taking place.
 - Your proposal is not complete until you've finished all four sections. Please review **Portfolio pages 15–25, Ad Apprentice Proposal Sections I–IV**, to make sure each is completed to your satisfaction.
 - You can also review **Student Handbook pages 47–49, Proposal Checklist**, to make sure you covered each detail of the project.
 - Remember that this is a team effort. All members have something to contribute. If you have a disagreement, find ways to make sure each team member has a chance to be heard. And remember, next week you will have a chance to evaluate your own participation and that of your team members.

II. The Proposal IV: Storyboard/Completing the Proposal (25 minutes)

1. [Display the sample storyboard in **Student Handbook pages 33–38, Sample Proposal: Storyboard**, on the overhead projector, and remind students that it is a storyboard for the "Sock Friend" PSA. Explain that a **storyboard** is a series of panels showing the scenes, script, production notes, and shots for a commercial. The storyboard gives the client a good idea of the agency's concept for a commercial before production begins. Now that they've made all their decisions about the story, the tag line, and all the production elements, they are ready to make a storyboard for the client (Roads to Success).]

2. [Walk the students through the sample proposal. Point out that students will probably want to write the dialog before they create the pictures for the storyboard, checking to make sure their story can be told in just 30 seconds.]

SAY SOMETHING LIKE: Is your PSA really only 30 seconds long? Time yourself! Read through the dialog, slowly and leave plenty of space between. Leave a few seconds at the end for the RTS logo. If it's too long, you'll need to revise and make adjustments.

3. [Once the dialog has been agreed upon, the producer and storyboard artist are to collaborate on the creation of the storyboard. The storyboard artist's primary role is to find or draw images for the panels, while the producer writes the production notes to accompany each panel, including sounds and visual effects, voice-overs, graphics, etc. The producer's notes should clearly express what is happening in each scene, so that the client can really picture it. Encourage teams to use the sample storyboard (**Portfolio pages 18–25, Sample Proposal IV: Storyboard**) for reference.]
4. [When the storyboard artist and producer complete the storyboard, have the rest of the team members carefully review the rest of the proposal to make sure everything makes sense and is grammatically correct, and represents everything your team agreed to.]
5. **SAY SOMETHING LIKE:** You're almost done! Now, just take a few moments to review **Student Handbook pages 47–49, Proposal Checklist** to ensure that you are meeting the needs of the client and that you've each accomplished what you set out to do.

III. Completing the Proposal/Presentation Practice (10 minutes)

1. **SAY SOMETHING LIKE:** As ad agencies, you've worked very hard to create imaginative proposals that will win the approval of your client, Roads to Success. The final, and very important, step in the process is called the pitch. The **pitch** is the persuasive speech you'll make to your classmates next week to convince them that you have a winning idea.

Your team will have only two minutes to speak, so you'll have to make each moment count. In the time that remains, there are four things that you can do to get ready. [List these on the board.]

1. Decide what you want to say by filling out **Student Handbook page 52, Ad**

Apprentice Pitch Outline. You can use this to take notes on what to include in the pitch.

2. Decide who you want your spokesperson to be. (You may want to take turns reading the dialog from your PSA, and assign team members to play various parts.)
3. Review the characteristics of a good presentation. See **Student Handbook page 53, Presentation Tips**, for help.
4. Practice! (You can continue this at home, standing in front of a mirror, if you run out of time today.)

[If you think your students will need more modeling to complete the pitch, see **IMPLEMENTATION OPTIONS.**]

2. [Walk around the groups making sure that students are working on completing their storyboards and practicing their presentations. Keep them updated on how much time remains.]

IV. Wrap Up (5 minutes)

1. Great job everybody! You just finished your proposals. Take the next two minutes to look over your **Student Handbook pages 47–49, Proposal Checklist** to make sure you have completed every part. [Give students a couple of minutes to fill out their checklists.]
2. [Collect proposals and storyboards, and thank the teams for their hard work. Remind students that the pitching and judging process will take place next week.]

DO NOW

Ad Apprentices 4: Planning and Storyboarding II

1. What are five qualities that make a good presentation? (example: good eye contact)

- _____
- _____
- _____
- _____
- _____

2. Today you will be working on your storyboard. What is the purpose of the storyboard?

Sample Ad Apprentice Pitch Outline

1. Ad agency name and the names of every member of your ad agency:

Our Ad Agency is called the Famous Four and the people in our agency are Sally Jenkins, Shakira Hernandez, Jake Richards, and Bill Chen.

2. PSA topic and target audience: Our PSA topic is staying in school and our target audience is high school students.

3. Two reasons why this topic is important to our target audience:

- High school students need to know that if they drop out of school, they will have a hard time getting a job.
- People who don't have a high school degree make much less money on average than people with a high school degree or higher.

4. Persuasive technique and reason we chose it.

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Reason we chose this technique:

We decided to use statistics/facts & figures to persuade our audience to stay in school because we thought that the numbers would shock students and convince them that staying in school is best for them.

5. Who will present your storyboard? (One speaker, or several people playing various parts?) List presenters' names and assignments below.

Sally Jenkins and Jake Richards will present the storyboard. Bill Chen will introduce our PSA topic and our target audience. Shakira Hernandez will explain why this topic is important to our target audience, what persuasive technique we used, and why we chose it.

Ad Apprentice Pitch Outline

1. Ad agency name and the names of every member of your ad agency:

2. PSA topic and target audience: _____

3. Two reasons why this topic is important to our target audience:

- _____
- _____

4. Persuasive technique and reason we chose it. (Check one below.)

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Reason we chose this technique:

5. Who will present your storyboard? (One speaker, or several people playing various parts?)

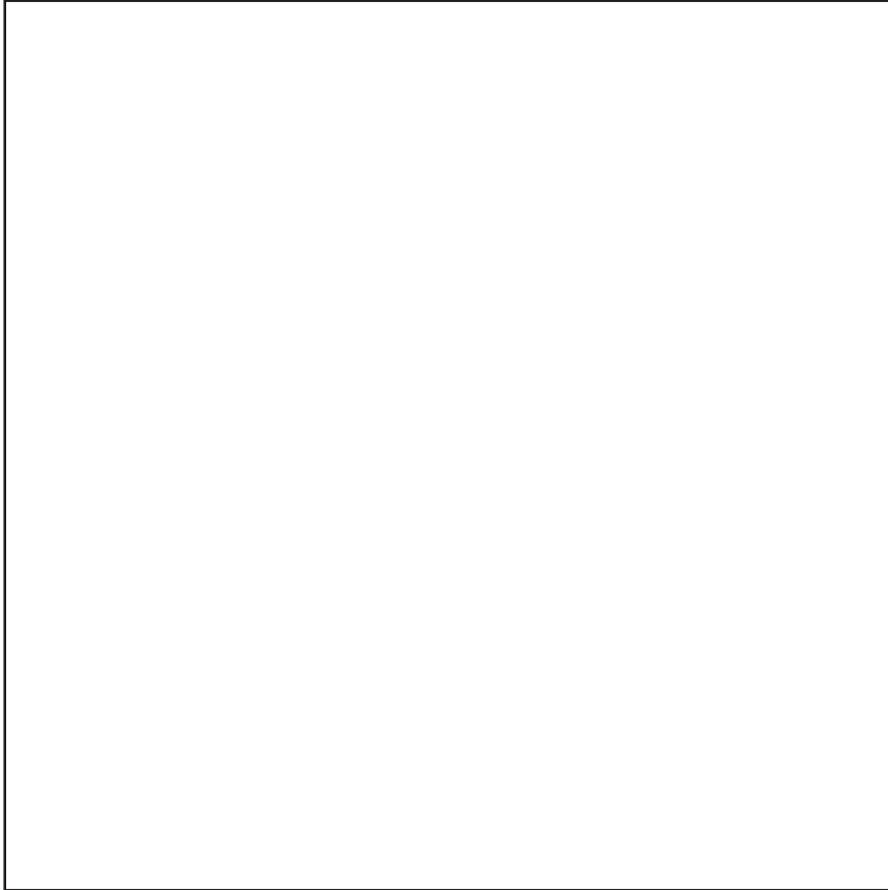
List presenters' names and assignments below.

Presentation Tips

Try these tips for making a convincing pitch. (You can rate yourself using the numbers at the right to identify areas you'd like to work on.)

	Needs Improvement	Below Average	Fair	Good	Excellent
1. Stand up straight.	1	2	3	4	5
2. Speak clearly.	1	2	3	4	5
3. Speak loudly enough to be heard.	1	2	3	4	5
4. Speak slowly, and pause for punctuation or to make a point.	1	2	3	4	5
5. Look up from your notes to make eye contact with the audience.	1	2	3	4	5
6. Relax!	1	2	3	4	5

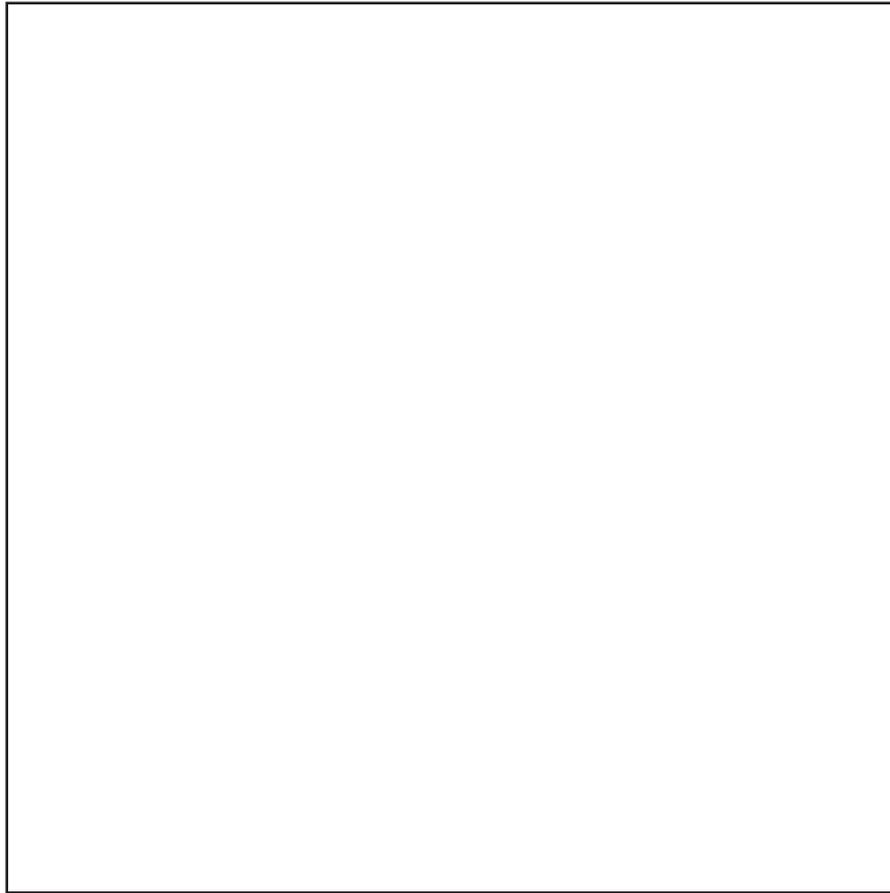
Proposal IV: Storyboard



Description of Action:

Dialog or Voice-Over (if any):

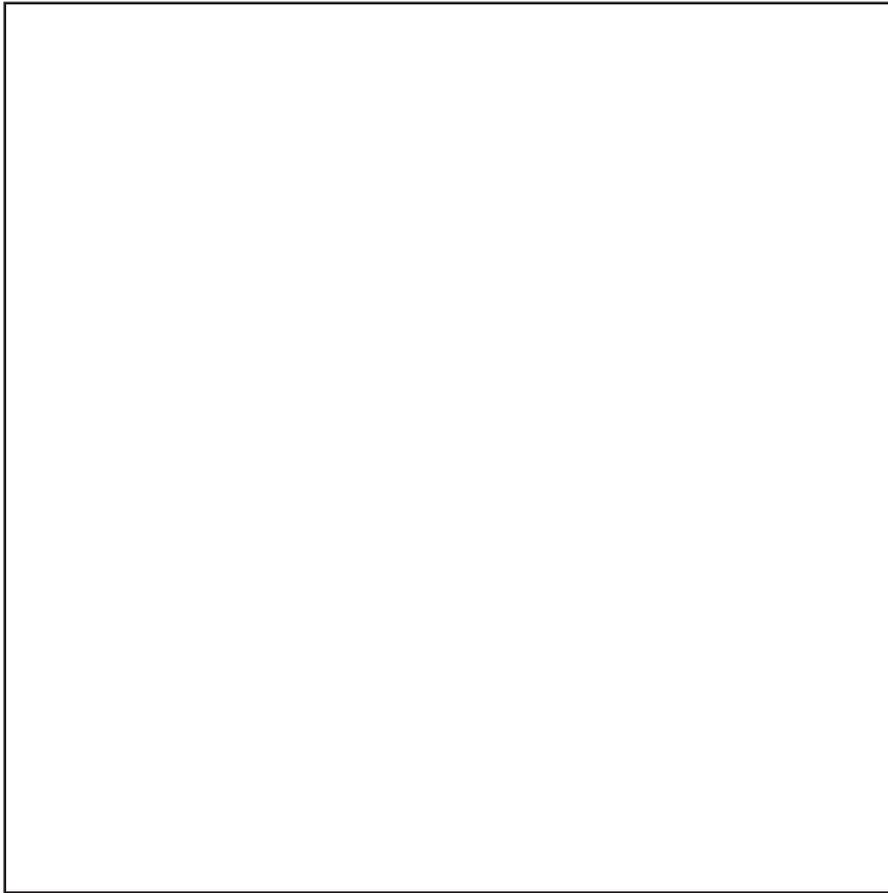
Other:



Description of Action:

Dialog or Voice-Over (if any):

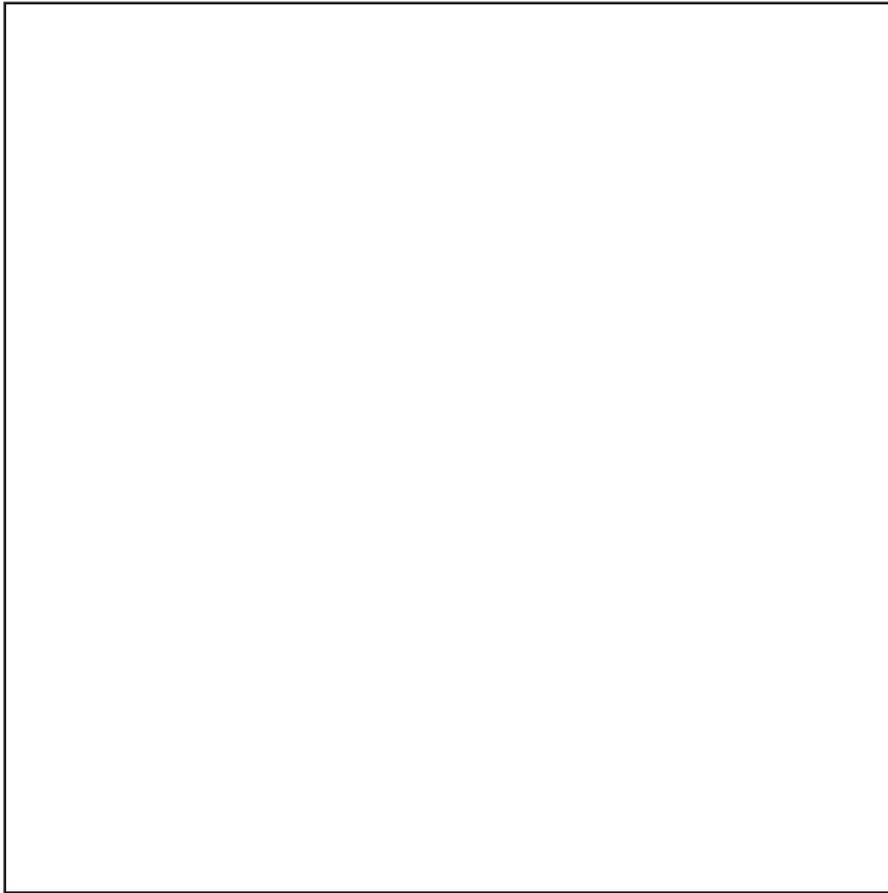
Other:



Description of Action:

Dialog or Voice-Over (if any):

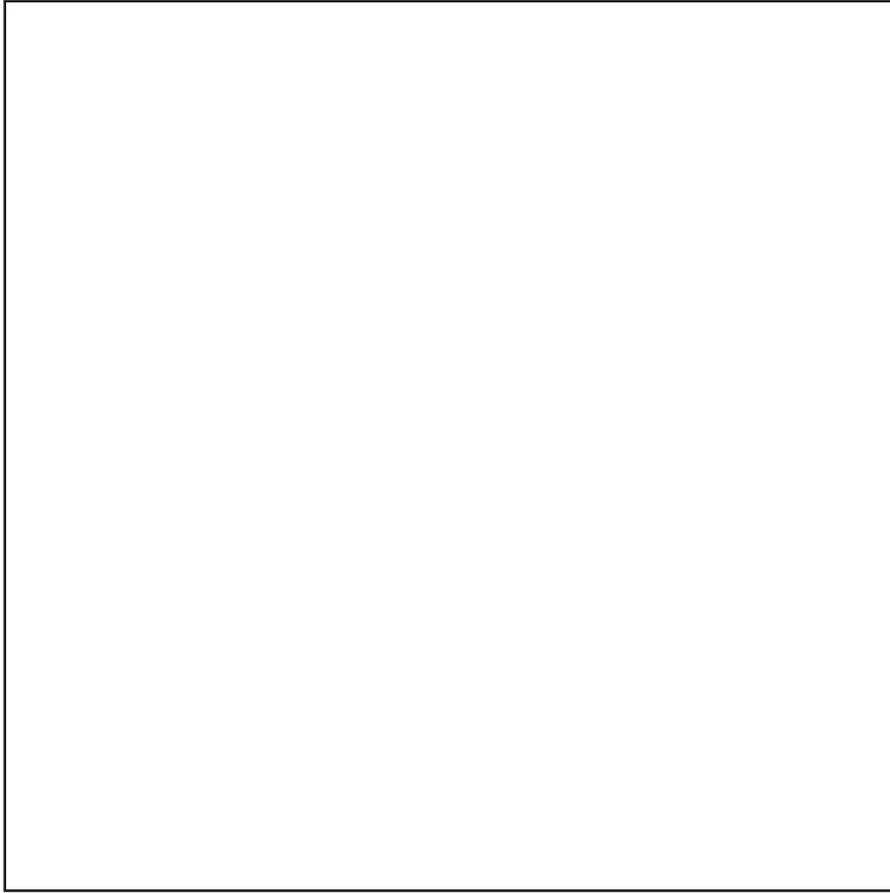
Other:



Description of Action:

Dialog or Voice-Over (if any):

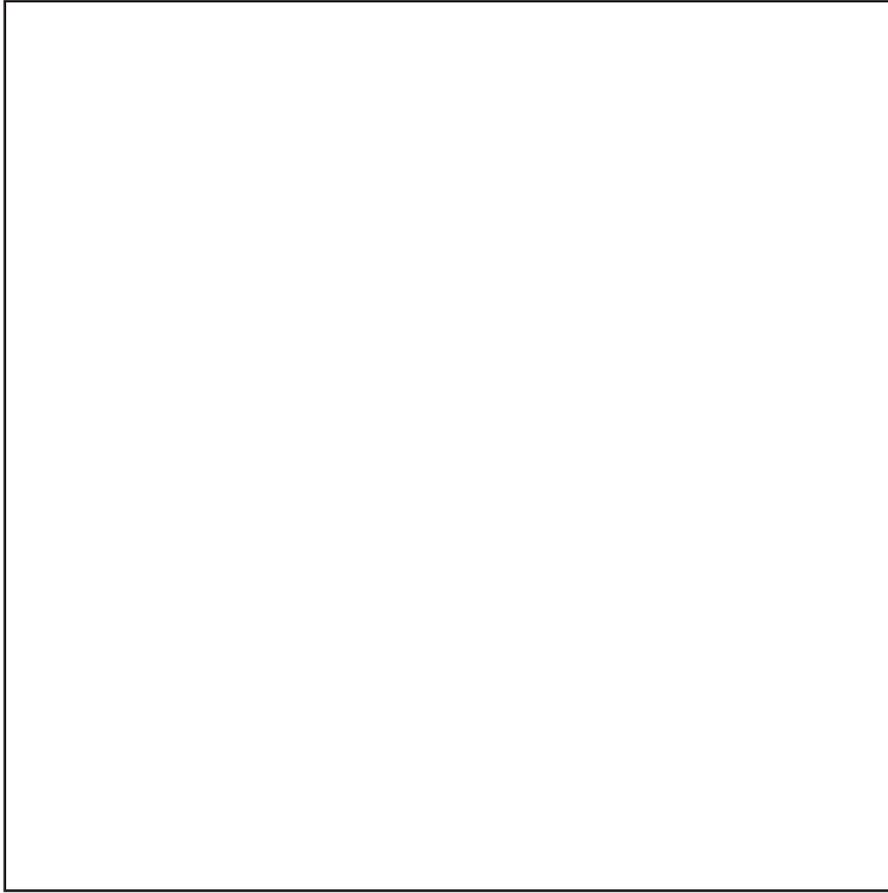
Other:



Description of Action:

Dialog or Voice-Over (if any):

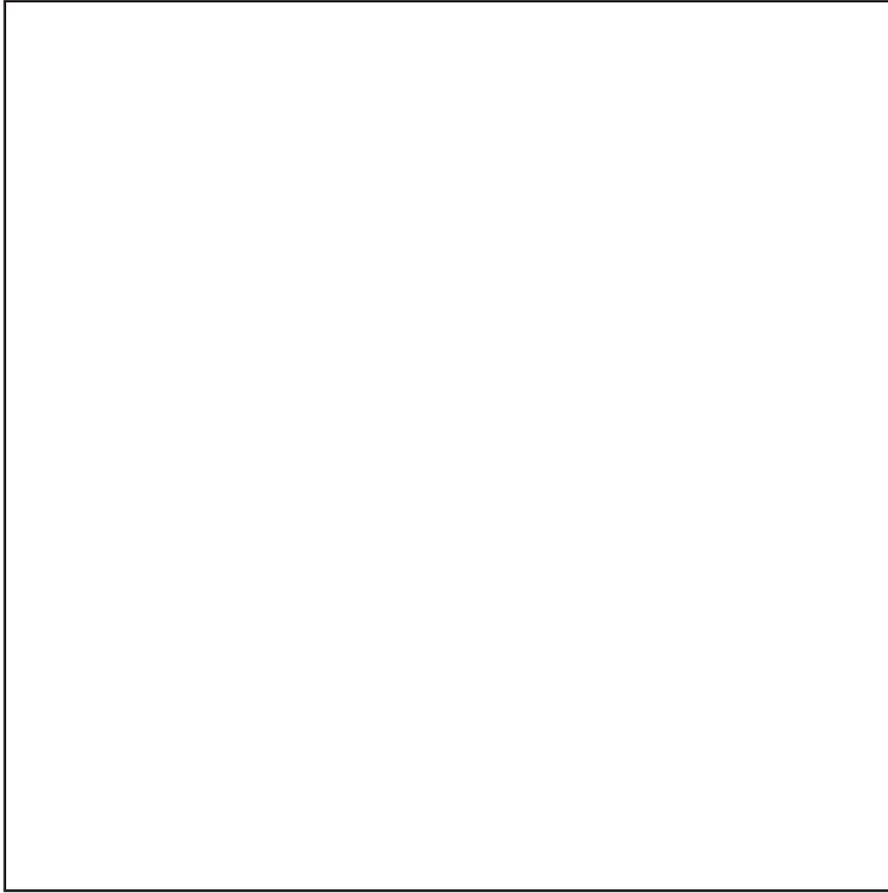
Other:



Description of Action:

Dialog or Voice-Over (if any):

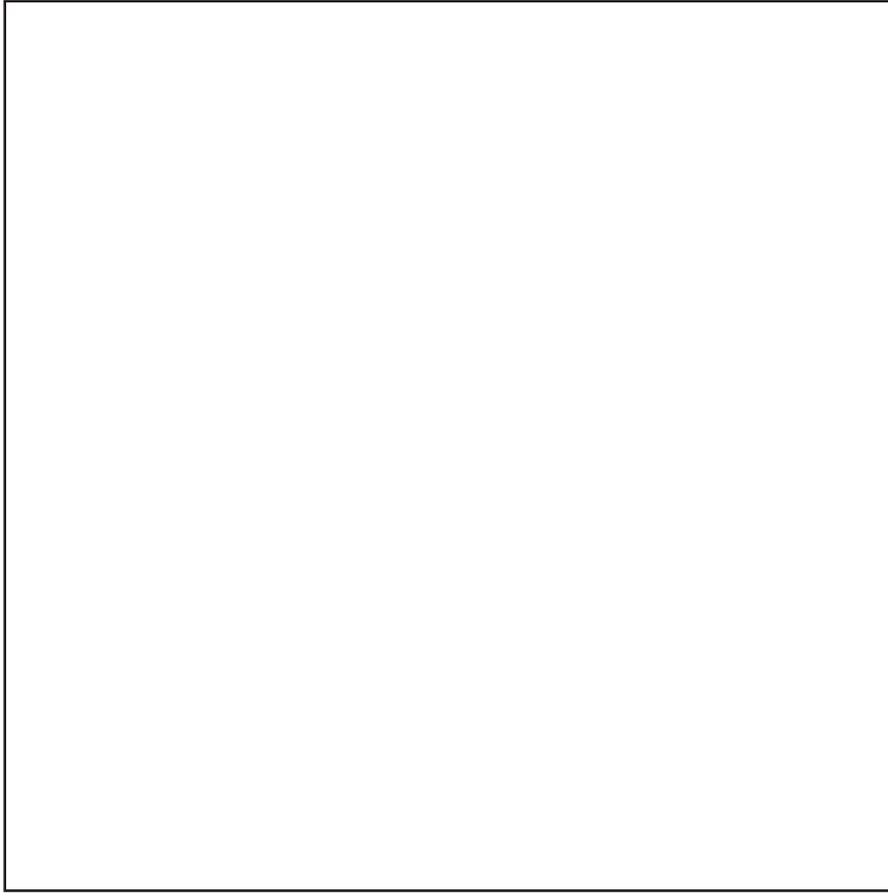
Other:



Description of Action:

Dialog or Voice-Over (if any):

Other:



Description of Action:

Dialog or Voice-Over (if any):

Other:

PSA Presentations

The **BIG** Idea

- How effective was my team's PSA?
- How did I contribute to the team?

AGENDA

Approx. 45 minutes

- I. Warm Up (10 minutes)
- II. PSA Presentations & Evaluations (25 minutes)
- III. And the Finalists Are... (5 minutes)
- IV. Wrap Up (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 15, Proposal I: Identifying Information & Research (completed in previous lesson)
- Portfolio page 16, Proposal II: Description (completed in previous lesson)
- Portfolio page 17, Proposal III: Production Notes (completed in previous lesson)
- Portfolio pages 18–25, Proposal IV: Storyboard (completed in previous lesson)
- Portfolio page 26, Self Evaluation
- Portfolio page 27, Ad Apprentice Reflection
- Portfolio pages 31–33, Grade 9 Skills Checklist (Ad Apprentices skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide
- Student Handbook page 55, Peer Evaluation

Enlarged Storyboards (see **PREPARATION**)

LCD or overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Present PSAs clearly, in oral and visual form.
- Work as a class to evaluate other teams' PSAs.
- Demonstrate good listening skills.
- Self-evaluate personal contributions to a team effort.

OVERVIEW

In this last lesson of the unit, teams present their 30-second public service announcement. Using criteria listed on a judge's rubric, students evaluate the other teams' PSAs. Based on the peer evaluations and facilitator input, the class will then select two PSAs to advance to a grade-wide competition. Finally, students reflect on the five-week experience, particularly on their ability to work as part of a team, by completing a self-evaluation.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handout needs to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide**
- Copy the following handouts:
 - **Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide** (40 copies)
 - **Student Handbook page 55, Peer Evaluation** (12 copies per group)
- You may wish to have desks placed in groups before students arrive, and each team's folder may be placed at their group of desks.
- If you did not provide your students with posterboards, you may want to enlarge each team's storyboard to a size appropriate for the whole class to see (e.g., create an overhead transparency for each storyboard or scan them so they can be presented via your laptop and LCD projector).
- Decide on order of teams for PSA presentation and make a list.
- Ask school administrators or other teachers to serve as judges for the grade-wide competition.

BACKGROUND INFORMATION

Teamwork and collaboration are keys to the success of an ad campaign, or any project. Throughout this five-week “job apprenticeship,” students experienced first-hand just how essential teamwork is to a successful outcome, an effective PSA. Following this final lesson, students will complete a self-evaluation asking them to reflect on their strengths and weaknesses as team members. Hopefully, students will carry this experience into their lives outside of school and into the world of work.

VOCABULARY

NOTE: These terms were presented in previous lessons.

Proposal: A written description of the plan for the PSA, including rationale, storyline, target audience, persuasion techniques, and production elements.

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Rubric: A scoring guide that describes the expected qualities are of the work being evaluated, (in this case, the PSA proposal and storyboard.)

Storyboard: A series of panels showing scenes and dialog for a commercial or PSA. The storyboard gives the client a good idea of the agency’s concept before production begins.

Tag Line: Brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

IMPLEMENTATION OPTIONS

For **Activity II, PSA Presentations & Evaluations**, you may find that your students need more than the allocated time to present and evaluate the proposals. Feel free to determine the best pace for your classes, aiming for consistent expectations from team to team.

For **Activity IV, Wrap Up**, you may decide to wait to tally the votes at home and declare the winners next week. This could allow you time to review the completed proposals before deciding on the winners.

For **Activity IV, Wrap Up**, if you don't have time to finish the **Ad Apprentice Reflection**, please assign it as homework.

Depending on how much time you have available during the school year, you may want to split this lesson into two weeks. This will provide each team with more time to present and will give students more time to complete their self and peer reflections.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today is the big day! You've been working hard on developing a concept for your PSA. Now it's time to present your proposal to your peers. You will have just two minutes to present your PSA concept to the other teams. Your classmates will listen and watch your presentation carefully. As a class, we'll evaluate each PSA using the judge's rubric, or scoring guide. I will comment on the first PSA to show you how to respond to your classmates' work with positive feedback and constructive criticism.

Let's review a few guidelines for providing positive and constructive criticism:

- **Make your comments detailed.** Rather than saying, "The storyboard was good," you could say, "The drawings in the storyboard were really neat and easy to understand."
 - **Frame your comments in a productive way—no put downs.** You wouldn't want to say, "Your presentation was awful." Instead explain how they could have improved their proposal. "It would have been easier to follow your storyboard if your pictures better matched your dialogue."
 - **Make your comments to the whole group.** Your comments should not target any one student, such as "I couldn't hear Johnny at all." Instead make general comments to the entire group, such as "I had trouble hearing some of the presenters."
2. **SAY SOMETHING LIKE:** After everyone has presented, we'll vote by secret ballot to select two teams to move on to the finalist round. I will also weigh in, with an opportunity to select a "Teacher's Choice" different from the two proposals chosen by the class.

II. PSA Presentations & Evaluations (25 minutes)

1. [Display **Student Handbook page 54, Judges' Rubric: PSA Evaluation Guide** on the overhead projector, referring students to their own individual copies. Explain that the class will complete an evaluation after each presentation. You will designate a recorder to make a paper copy of each team's evaluation.]

2. [Tell the class that you've decided on the order of presentations in advance. Explain that when you call a team, they should come right up to the front of the class and begin to present. Remind them that they have just two minutes, and that you will give them a 30-second warning before their time is up. Meanwhile, remind the rest of the class that they are to give the presenting team their complete attention. Ask them how they could demonstrate that they are paying complete attention and allow students to respond. If students' desks are in groups, make sure students face forward for the presentations.]
3. [Invite the first team on your list to come up to the front of the classroom and present their PSA. Help them display their storyboard. Time their presentation with a stopwatch, and alert them when their time is almost up. When the team is finished presenting, have them take their seats.]
4. [Remind students of the class guidelines regarding respect for others, and model a critique of the first PSA, first stating what the team did well, followed by a constructive criticism or two. Following each question, assign a number to describe the team's performance.]
5. [Repeat the process as described above with each team, allowing class members to give feedback. You'll complete the judge's rubric for each team on the overhead projector, with a designated student making a copy for each team.]

III. And the Finalists Are... (5 minutes)

1. **SAY SOMETHING LIKE:** Great job, ad apprentices! Now it's time to determine which teams you are going to send to the finalists' round. Remember, two teams from your class will be selected by you to go on to a grade-wide competition. The judges will review the finalists and decide which agency they want to hire. The winning team will launch their ad on our school website (or whatever venue you've decided) for all to see!
2. [Write the name of each proposal on the board, and have students vote by writing their top three choices on a slip of paper. Explain that the top two vote-getters will move on, with an additional third PSA (Teacher's Choice) added at your discretion. After two minutes, designate a student to collect the votes for you.]
3. **SAY SOMETHNG LIKE:** Congratulations to all the ad teams for your hard work. Not only did you learn how to develop and present an ad proposal, you learned how to work together and make decisions—skills you'll need in any career.

IV. Wrap Up: Reflection (10 minutes)

1. [While you tally the votes, have students take a moment to evaluate their roles in this project by completing **Portfolio page 26, Self-Evaluation; Student Handbook page 55, Peer Evaluation;** and **Portfolio page 27, Ad Apprentice Reflection.**

Tell the class that they are going to have a chance to think about all they accomplished during this unit as well as how they worked together as a team. First, they'll evaluate their own performance, and then rate how well their teammates did. Direct students to **Portfolio page 26, Self Evaluation,** and give them a few minutes to complete it.]

2. [Direct your students to **Student Handbook page 55, Peer Evaluation,** and distribute additional copies so that each student can complete one evaluation for each team member.]

SAY SOMETHING LIKE: Each of you should have ____ [Insert #] **Peer Evaluation** sheets in front of you. You'll notice these are very similar to the **Self Evaluation** sheet. You are going to use these sheets to let your teammates know how they helped your committee. If someone worked really hard, this is the place to show your appreciation. If they didn't participate, or actually kept the group from getting things done, this is also the place to let them know. You will not sign these papers. Please remember to be as thoughtful and honest with your teammates as you want them to be with you.

You will have a few minutes to complete this work. Once everyone has finished their peer evaluations, I will walk around and collect them. Next week you will have a chance to read your teammates, comments.

[Once the students have had a chance to complete all of their peer evaluations, ask them to open to **Portfolio page 27, Ad Apprentice Reflection.** Tell students that they will have five minutes to complete this portion of their portfolio.]

4. [If time permits, you may want to ask volunteers to share some of their thoughts about their ad apprentice experience. Then give the class some positive feedback about what you've noticed during the last five weeks.]
5. [**NOTE:** Once you have collected student portfolios and the judging has been completed, make copies of the proposal for each group member. Replace the blank Portfolio pages (x-x) with a copy of the class's completed proposal.]

6. If you choose to tally the votes during class, announce the winners at the end of class and congratulate them. (See **IMPLEMENTATION OPTIONS** for suggestions.)

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 31–33, Grade 9 Skills Checklist**. Have students complete the skills checklist questions for Ad Apprentices skills.

AD APPRENTICES

I can ...

Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Creatively solve problems with other members of my team.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Take responsibility for my portion of a project and see it through to completion.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Judge's Rubric: PSA Evaluation Guide

For each question, check one score. 1 is lowest and 4 is highest.

	1 Not really	2 Somewhat	3 Well	4 Couldn't be better
Will the PSA grab the viewers' attention?				
Is the storyboard easy to follow, and does it make sense?				
Does the tag line communicate the message of the PSA?				
Can this story be told in 30 seconds?				
Can this PSA be realistically videotaped by high school students?				

One Thing They Did Well:

One Thing That Needs Improvement:

Peer Evaluation

Group member's name: _____

Below each sentence, circle the number that best describes the group member's performance on the ad apprentice proposal.

He/She completed his/her share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She put a lot of effort into the work we did on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She cooperated with the members of the team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She respectfully listened to our team members without interrupting.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She asked for assistance when he/she needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She offered help to our team members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She shared in the planning of the project with our team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

How did you contribute
to your team?



Self Evaluation

Below each sentence, circle the number that best describes your performance on the ad apprentice proposal.

I completed my share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I put a lot of effort into the work I did on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I cooperated with the people on my team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I respectfully listened to my team members without interrupting them.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I asked for assistance when I needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I offered help and suggestions to my team members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I shared in the planning of the project with my team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

How did you contribute
to your team?



AD APPRENTICE REFLECTION

Take a moment to reflect on your experience during the ad apprentice project by answering the questions below.

1. The best thing about the ad apprentice project was

2. The most difficult part of the ad apprentice project was

3. One thing I learned about myself in the process of participating in the ad apprentice project was

4. One thing I learned about team work by participating in the ad apprentice project was

5. I am proud/not proud of my performance in the ad apprentice project because
