








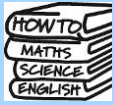


CONCEPT:	Communication- Messages that matter!		Curriculum Integration		
			<ul style="list-style-type: none"> • Reading • Writing • Oracy 	<ul style="list-style-type: none"> • Visual language • Science • Technology 	<ul style="list-style-type: none"> • Math • Arts • Social Studies
Key Competencies <ul style="list-style-type: none"> • Thinking • Language, symbols, & texts • Managing self • Relating to others • Participating & contributing 	Defining questions (Positive presuppositions, plurals, tentativeness, invitational stems, complex levels) <ul style="list-style-type: none"> • How do advertisers use graphical images and text to effectively communicate information <i>with impact</i>? • How can key messages relating to special events happening in the school be more effectively communicated to parents through the school's website? 		What if?		
Explicit Strategies / Understanding that will develop skills.	Learning Intentions The students are learning...	Success criteria We know we have achieved...	Curriculum Objectives Level 3/4		
<ul style="list-style-type: none"> • Learning how to use Marvin software (groups) • Exploring how advertisers use graphics and cartoon images/characters/animations to communicate key messages • Use of appropriate language for target audience (ie: parents/caregivers) • Structuring communication to ensure message is accurately and effectively conveyed 	<ul style="list-style-type: none"> • How advertisers use special techniques to appeal to their audience and ensure their message gets across; • How to create and use text with accuracy to ensure correct information is conveyed; • How some businesses endeavour to create a recognisable 'brand' to help customers identify with it; • How to use software effectively in communicating ideas; • How to work efficiently in teams to produce an outcome on time. 	<ul style="list-style-type: none"> • By identifying a number of strategies advertisers use to appeal to their market; • By creating high impact but brief messages for parents about our school gala; • By using Marvin animation software to create reliable and effective advertising for our school gala; • By working effectively in teams so that our production is completed on time. 	English: <ul style="list-style-type: none"> • Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas; • Show an increasing understanding of how texts are shaped for different purposes and audiences; Technology: <ul style="list-style-type: none"> • Undertake planning to identify key stages and resources required to develop an outcome. Revisit planning to include reviews of progress; • Investigate a context to develop ideas for potential outcomes etc. 		
Context/Scenario The school is holding its annual gala in 6 weeks and the class has been given the job of developing an innovative promotional campaign to advertise the gala on the school's website, and to develop a unique 'brand' for the gala itself. The promotions will be located on the class's section of the website, with the 'best' one being chosen for the school homepage.			Resources Needed (including IT) Internet, Marvin software, class PCs and laptops, Advert recordings, magazines, newspapers etc		

		<p>How to measure the success criteria (assessment)</p> <ul style="list-style-type: none"> • Feedback from parents and others about the effectiveness of the website campaign (possible survey?) • Marvin animation operates reliably; • Messages relate information accurately. 	
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<p>Learning Experiences (starter samples only):</p>	
<p>1. Introduce brief for unit based on scenario. Discuss with class the upcoming gala, and what the class has been asked to contribute to it. Introduce LIs and SC. Discuss purpose of advertising generally, and get students to list their favourite adverts. Why do companies advertise? What do they hope to achieve from it? What are your favourite adverts? Why? What about ones which you don't like- what is it about them that doesn't appeal to you?</p>	
<p>2. Get students to look at advertisements on TV or other digital media and identify the features of the adverts which appeal or do not appeal to them. Why? What devices do advertisers use to (hopefully) appeal to their audience? Who might these audiences be? How do you know? (Children, animals, 'feel good' things, emotional appeal, humour, comic characters, 'cute' things etc). Look at the language that is used in each case – how do advertisers make sure their message is getting across clearly and without 'clutter', in the short space of time they have? What do you think an advertisers 'brand' is? Why would it be important to companies to make sure they have a recognised 'brand'. Chart popular brands the students are aware of (Nike, Adidas, Apple, Coca Cola etc). Develop mindmap or chart summarising outcomes.</p>	
<p>3. Compare the 'devices' used on screen with those used in magazines or in the newspaper. What are the similarities or differences? Which have the greatest impact? What are the limitations of paper based forms compared with TV, internet etc? Create collage of favourite/least favourite ads from magazines etc. Annotate with text describing why such classifications have been made. Comment on devices used to ensure clear messages are related.</p>	
<p>4. Listen to the audio track of adverts identified by students as being their favourites. How does the 'voice over' add to the advert? In what ways does it contribute to its impact? Note the voice tone, pace, expression etc. How does the audio work in with the adverts images? Ditto for non-favourites. Compare. Students could create their own 'live' advert for a grocery item (or similar) and present it to the class, with an emphasis on the interaction of voice, movement, expression etc. Video and analyse for impact, if possible.</p>	
<p>5. Examine advertisements which use comic or animated characters. Why do you think advertisers would use these instead of 'real' people? What do you think they are hoping to achieve? Who are your favourites – why? Note the different use of voice and movement for most animated characters. How do they 'present' themselves (facial expressions, body language, movement, voice etc?) Link the use of Marvin to the design task – start to work out what key messages need to be delivered to parents via the website regarding the school gala. What do they need to know? What is the 'call to action'</p>	

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<p>6. Check out the operation of Marvin (Projector or IWB). Go over the basics of creating a presentation/procedure – selection and ‘customisation’ of characters, adding text and voice, movement, creating backgrounds etc. Allow students ample time to explore the software (in groups), possibly using a ‘dummy’ advertising scenario as a context. Develop these as movie presentations and share with class – evaluate and compare with what students have learnt previously about effective advertising. Review and revise as necessary in relation to developed criteria.</p>
<p>7. In groups, students independently commence their brief. This phase will largely involve the teacher in working with the groups offering technical advice, reminding them of compliance with the brief, and keeping them focused on the evaluation criteria and what they have learnt about effective advertising using animations. Don’t forget to remind students to save their work regularly!</p>
<p>8. When group work has been completed (allowing plenty of time for revisions and self-assessment against criterion), get each group to share their presentation with the rest of the class (via IWB or projector). Allow for feedback from other groups about suggested improvements. Allow time for revisions to be made (where valid) to reflect feedback. Present revisions and evaluate. Vote on ‘best in class’.</p>
<p>9. Liaise with relevant staff (if necessary) to get presentations installed on class page on school website. Install ‘best in class’ to homepage. Extension: design and carry out survey of parents, teachers, students etc as to their views on how well presentations promote the event, and communicate what</p>

A Framework for Thinking at Different Levels: Useful strategies for this topic

 WHAT	1. Thinking Skills		 WHY	2. Bloom		 HOW	3. Some Thinking Strategies		4. Some collaborative strategies you might use in discussions or for brainstorming	
	Complexity Designing Elaborating Extrapolating Flexibility	Forecasting Formulating Hypothesising Modifying Organising	Originality Planning Proposing Risk-taking Synthesising		CREATE <i>acting like Thomas Edison – always improving, designing, planning</i>		Brick Wall Key, Disadvantages/Improvements T chart, Forced Relationships, MAS, P:M:Improve, Random Input, Scamper, Six Thinking Hats®, “So What is the Problem?”, The Ridiculous Key, TWERP, What If Key, Word Association, Y Chart		 WHO	Assigning Roles Doughnut Hot Potato Jigsaw Judge Jury Numbered Heads Pairs and RAS Alert Round Robin Setting Group Goals Think, Pair, Share TRIAD
	Arguing Assessing Choosing Concluding Deciding	Determining Judging Justifying Prioritising	Rating Recommending Selecting Verifying		EVALUATE <i>acting like a judge – based on the evidence</i>		Advantages/Disadvantages T chart, Decision Making Matrix, Disadvantages/Improvements T chart, Extent Barometer, Judge and Jury, PMI chart, Relevant/Irrelevant T, Reliable/Unreliable T, Six Thinking Hats®, Tournament Prioritising, Y Chart			
	Arguing Analysing Categorising Comparing Complex Summarising	Contrasting Debating Deducing Deeper Thinking Differentiating Discussing	Distinguishing Examining Explaining Identifying Investigating Separating		ANALYSE <i>acting like a sorting tray – examining and breaking up an issue into its component parts</i>		Attribute Grouping, Brainstorming, Commonalities/differences key, Decision Making Matrix, Disadvantages/Improvements T, Double Bubble, Fact/Opinion T, Five Whys?, Good/Poor Reasoning T, Icon Prompt, Judge and Jury, Mind Map, Picture Key, PMI, Ridiculous Statement, S.W.O.T. Analysis, Six Thinking Hats®, T Charts, Y Chart.			
	Applying Calculating Compiling Completing	Constructing Demonstrating Extrapolating Illustrating	Inferring Showing Solving Using		APPLY <i>acting like a 'How To Manual' – applying previously learnt data in similar or novel situations</i>		Blue Hat, Brainstorming, Different Uses Key, Flow Chart, Graphic Organiser, Reverse Listing Key.			
	Describing Explaining Interpreting Outlining	Paraphrasing Restating Simple Summary	Translating Understanding		UNDERSTAND <i>acting like a dictionary – understanding words, concepts, cause-effect and 'reasons for'</i>		Brick Wall Key, Cause–Effect, Generalisations, Graphic Organisers, Metaphor, Mind Map, Multiple Intelligence Model, PMI, Reverse Listing, Six Thinking Hats®, Visualisation, Visuals, Word Summary			
	Defining Fluency Knowing Labelling	Listing Locating Memorising Naming	Remembering Retelling Stating		REMEMBER <i>acting like an encyclopaedia – where one finds information, facts, data</i>		Acronyms, Acrostics, Answer-Question Key, Attribute Listing, Brainstorming, Different Uses Key, Mnemonics, See-Saw, Silent Card Shuffle, What If, White Hat			

Topic Evaluation

Strengths of class	Weaknesses of class
Groups/students who excelled	Groups/students who underachieved
Next step learning opportunities for students who excelled	Possible interventions that focus on next step learning opportunities to assist students who are under achieved

General comments: