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

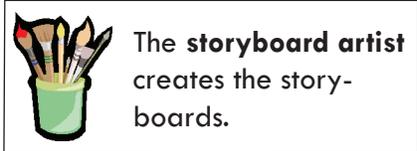**Costumes:** Hanging out clothing with droopy sweat socks

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

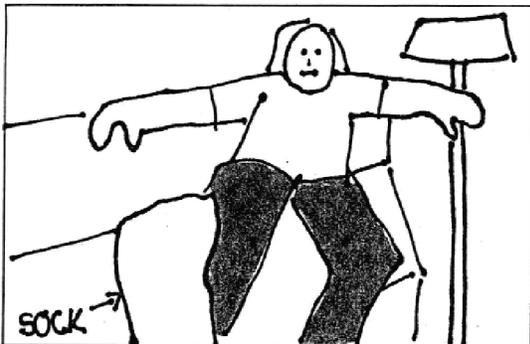The **storyboard artist** creates the story-boards.

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

SOUND: TV in background
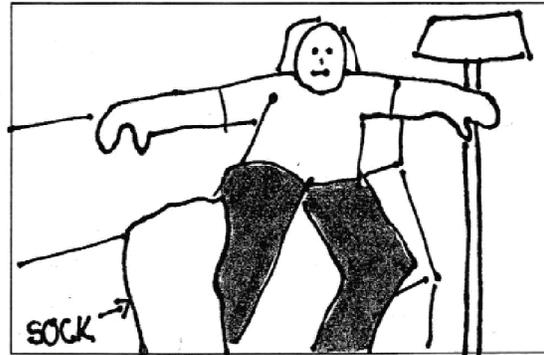
VIDEO: We see kid sitting in his living room. It's dark and dingy. At first we think he's talking to us. (His foot is in fore-ground.)
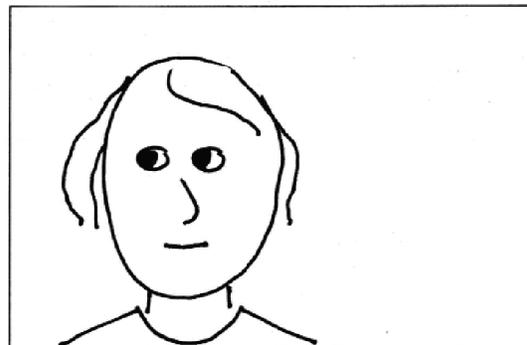
KID: Hey there.

VIDEO: Change focus so sock is clear, with boy fuzzy in background.
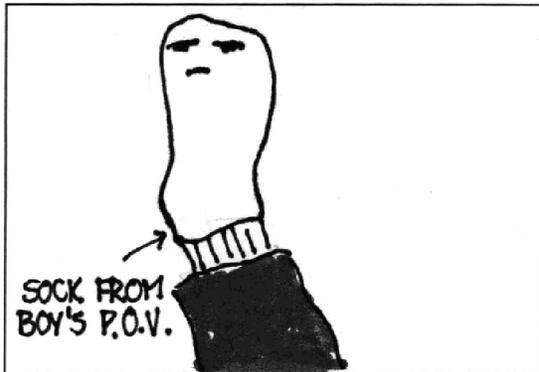
SOCK: (BOY IN A HIGH VOICE): Hi

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.
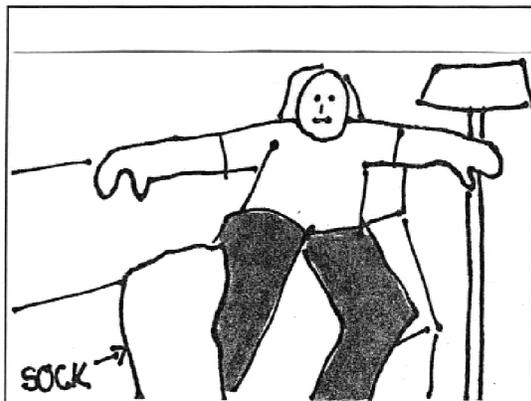
SOCK: I'm new.

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

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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& sectionid=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?

_____

_____

_____

_____