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.

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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**.)

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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.

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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.

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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).]

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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**

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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.]

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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?

_____

_____

_____

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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.

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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.

_____

_____

_____

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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

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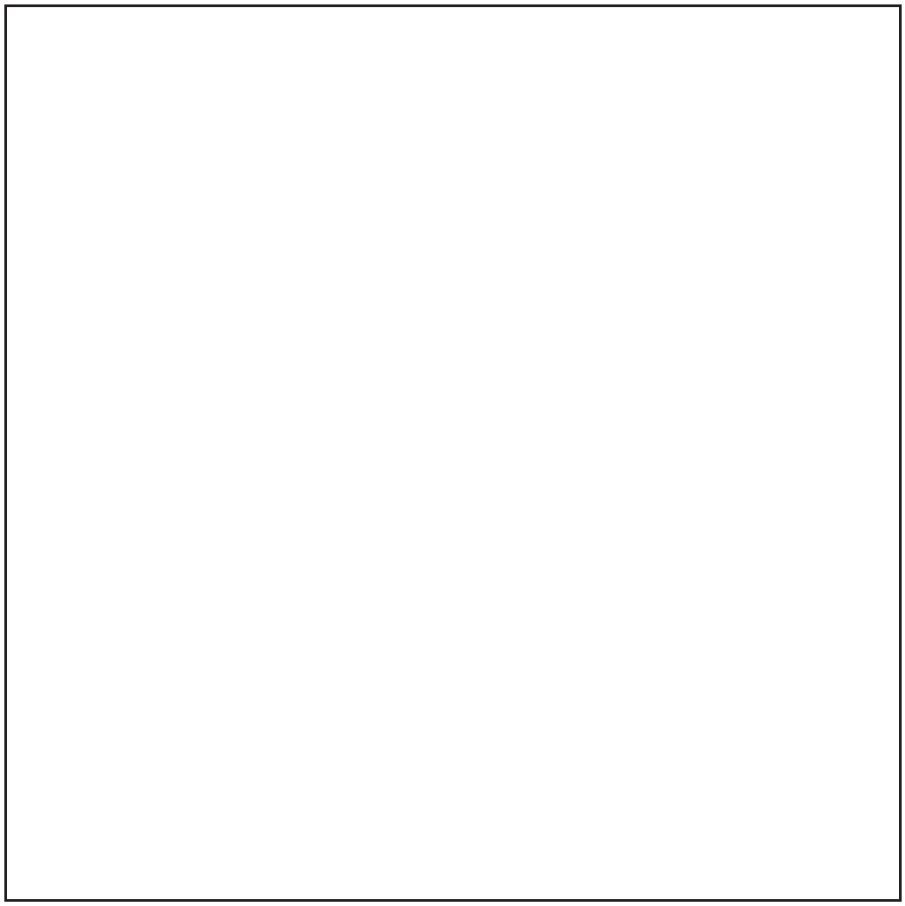
Proposal IV: Storyboard



Description of Action:

_____

_____

Dialog or Voice-Over (if any):

_____

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Other:

_____

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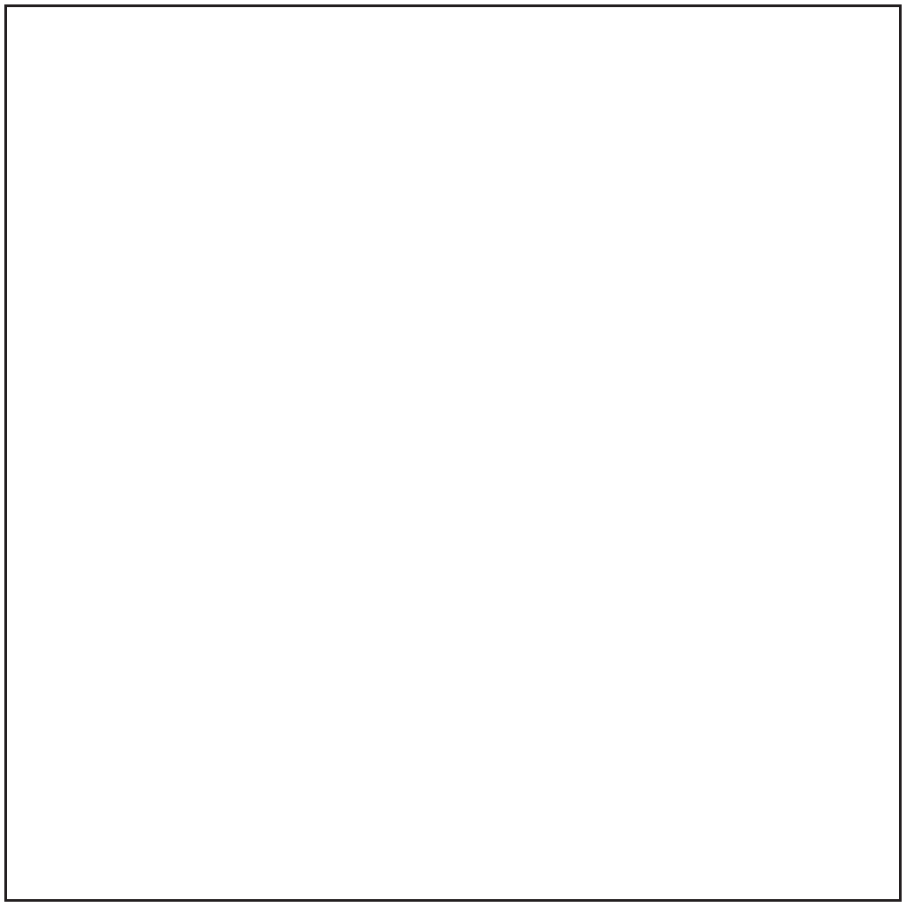

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Dialog or Voice-Over (if any):

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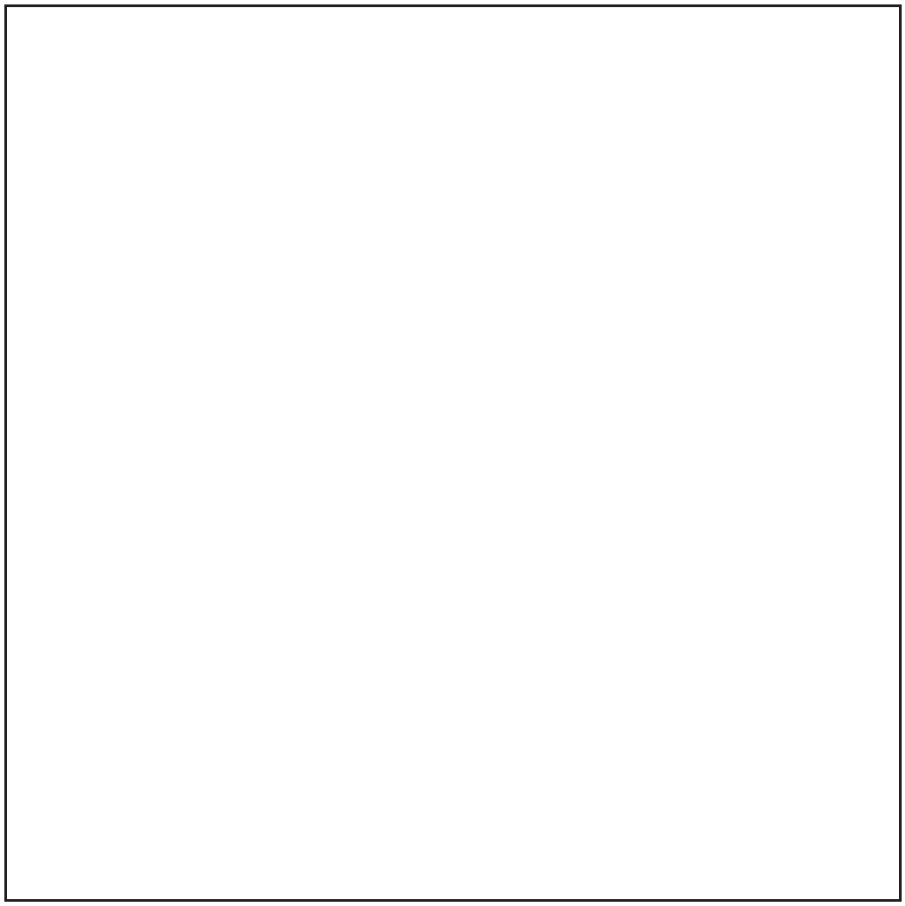

Description of Action:

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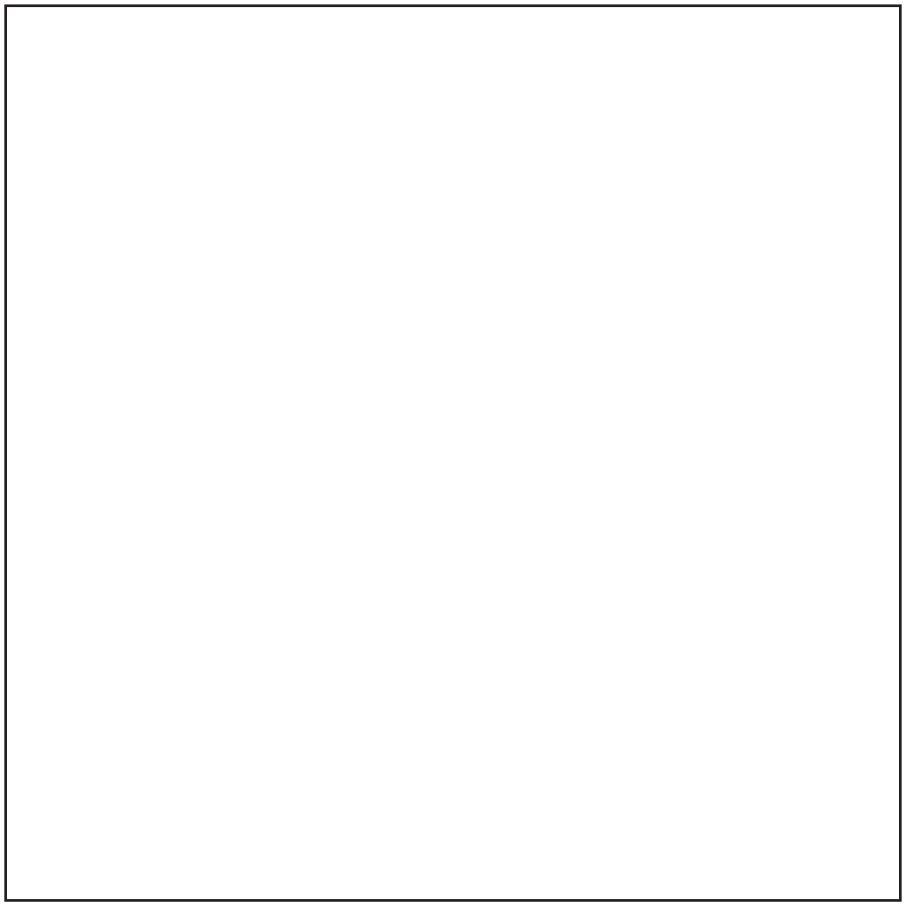

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Dialog or Voice-Over (if any):

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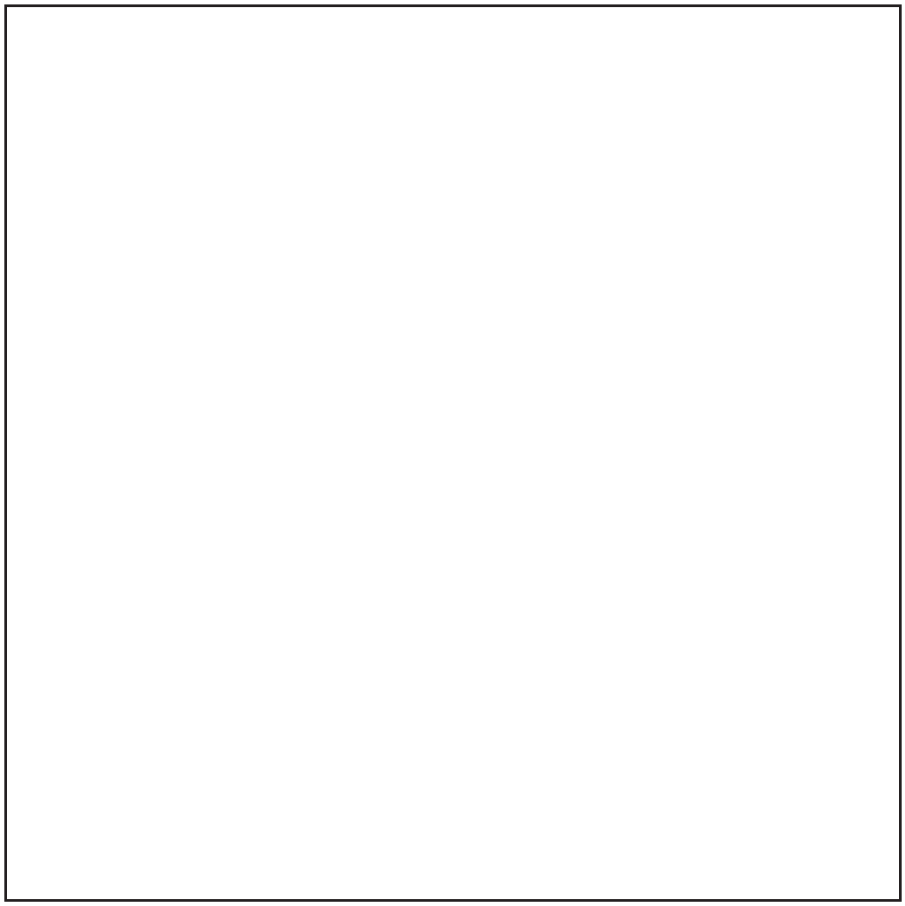

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Dialog or Voice-Over (if any):

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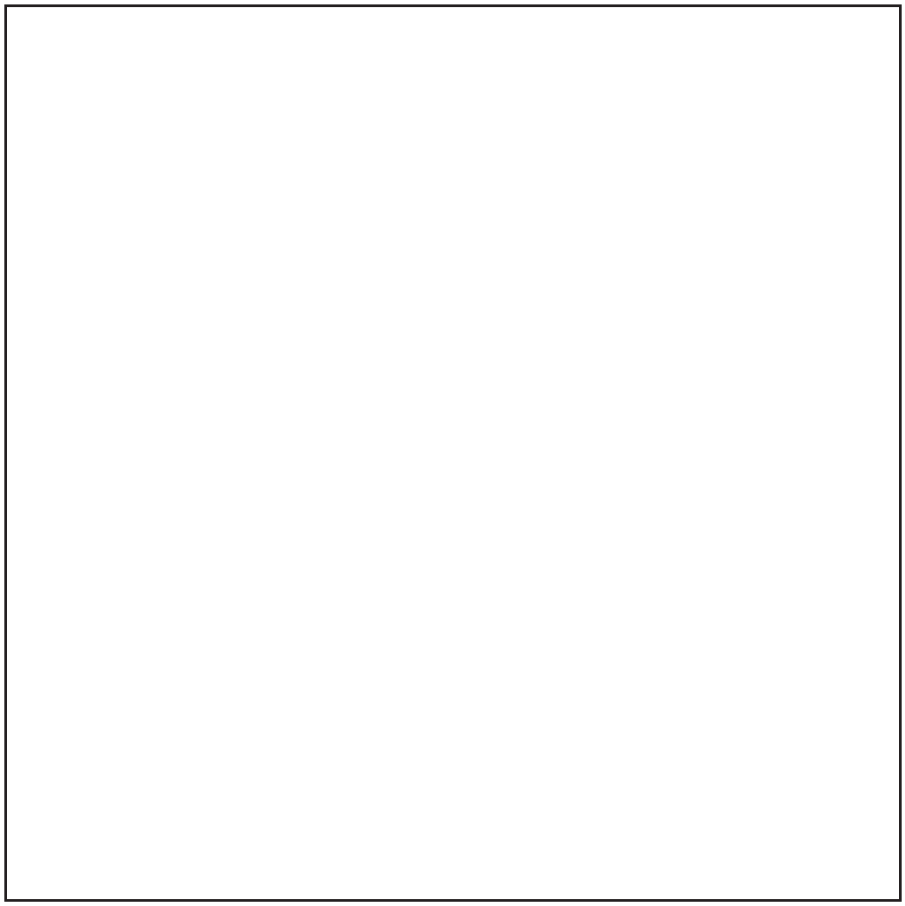

Description of Action:

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Dialog or Voice-Over (if any):

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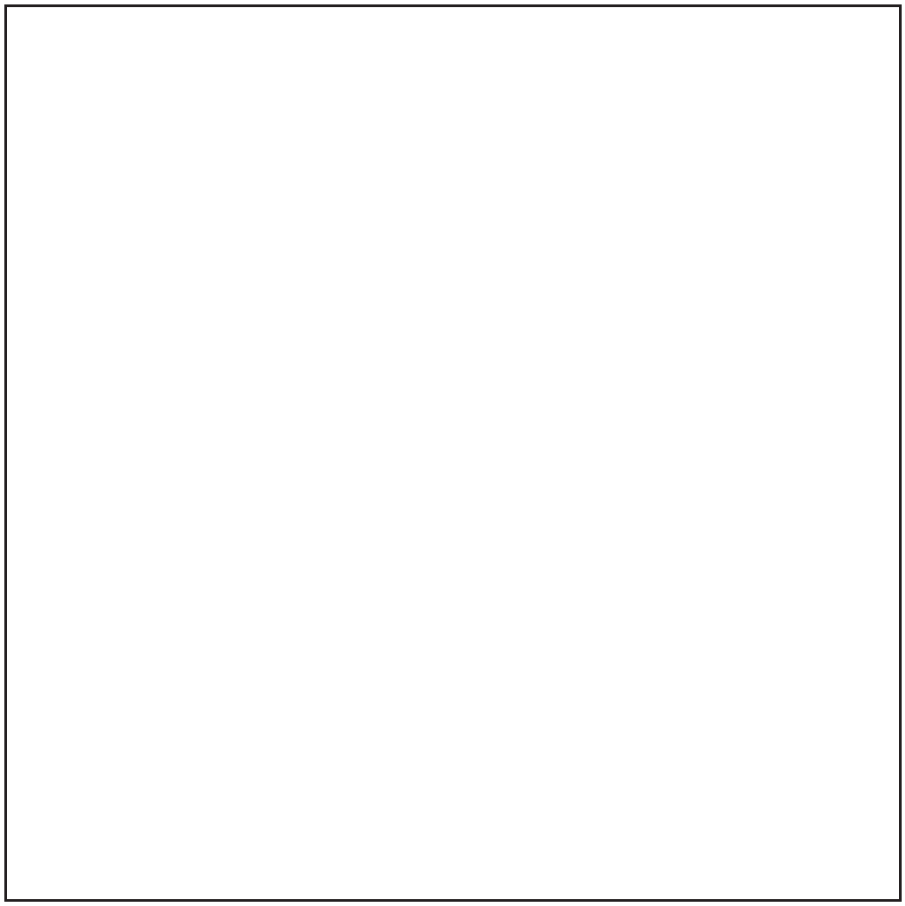

Description of Action:

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Dialog or Voice-Over (if any):

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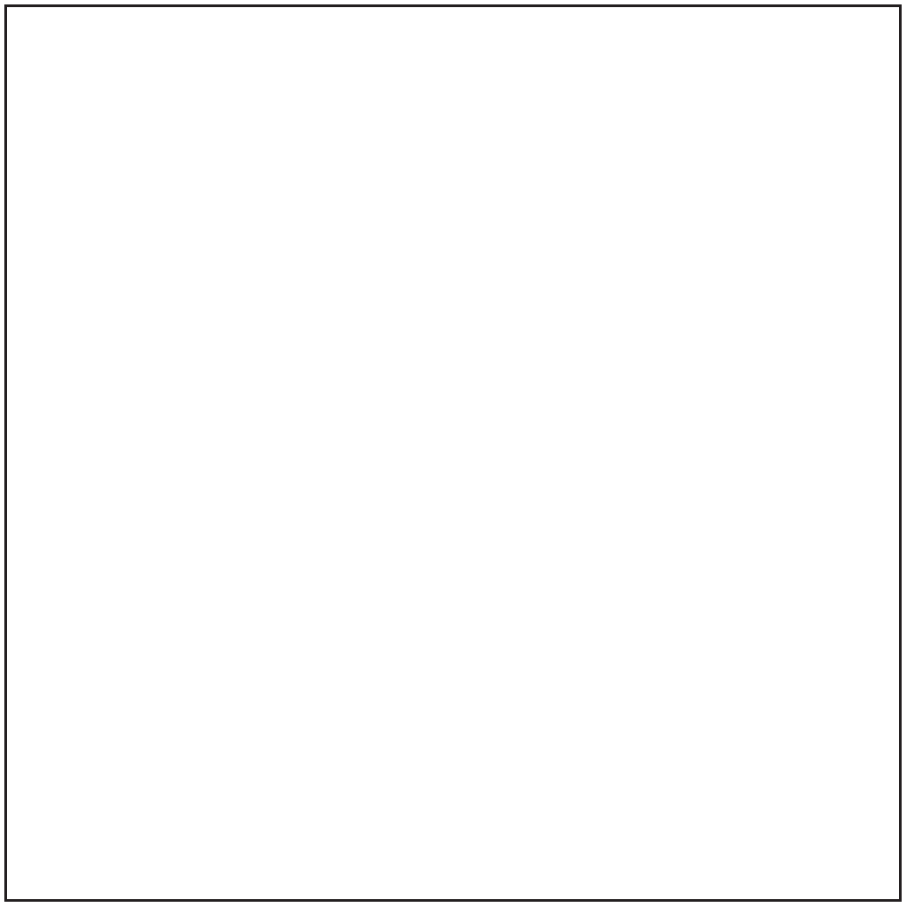

Description of Action:

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Dialog or Voice-Over (if any):

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Other:

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