

CITIZEN SCHOOLS



Ad Lab



Ad Lab

In the Ad Lab Apprenticeship, students will create public service announcements. Students will learn the entire process of creating a commercial, from working as art directors, copywriters, directors, editors, and producers to establishing objectives, developing strategies, and brainstorming ideas. The students storyboard their ideas and present their best ideas to professional clients. These clients give them critical feedback and choose which commercials the students should produce, shoot, and edit. The project results in three to four professional quality public service announcements

Standards and Objectives

Citizen Schools Unit Standard: Citizen Schools students will use a design process to create ideas or product

Lesson Objectives

- Identify the steps in a design process
- List current ideas or products in the identified field for innovation
- Use a wide range (3-5) of idea creation techniques, such as brainstorming
- Improve a product or process by gathering data and feedback on possible options
- Create a list of possible ideas or product

Citizen Schools Unit Standard: Citizen Schools students will demonstrate persuasive communication

Lesson Objectives

- Identify a topic and point of view for a persuasive communication
- Examine how individuals interpret messages differently
- Use communication to inform
- Use communication to motivate
- Use communication to persuade
- Deliver a persuasive communication to others

Guiding Question

How can you use creativity, and creative outlets, to communicate information to an audience and persuade them of a certain point of view?

Assessment (WOW!)

At the WOW! students present the entire process of creating a commercial. During the first thirty minutes they explain the ideation stage (brainstorming, strategies, and storyboarding). They explain pre-production and their roles. During the last 30 minutes students present the world premieres of their commercials.

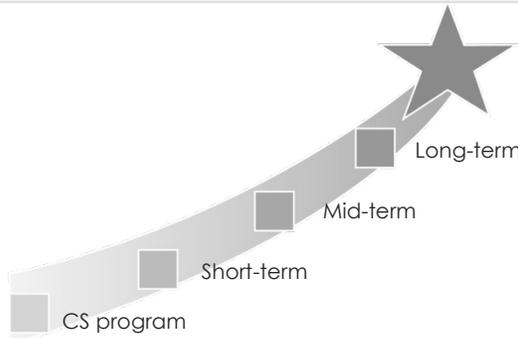
Basic Unit Plan

Week	Connections to Standard/WOW!	Week	Connections to Standard/ WOW!
1	<i>Sell Me, Introduction, watch for the strategy, audience, and objective. What are the roles? Choose your roles</i>	6	<i>Pre-Production (Wardrobe, final scripts, shot list, casting), Location Scouting</i>
2	<i>Intro, Roles and Teams, Our Project, Role breakout, Team huddle</i>	7	<i>Shooting, plan for week 8</i>
3	<i>Large Brainstorm, Refine Brainstorm, Choose three best, Begin Storyboards and scripts</i>	8	<i>Shooting</i>
4	<i>Finish Storyboard and Write, Presenting to a Client, Practice</i>	9	<i>Editing, voice over, graphics, music</i>
5	<i>Practice presentations, Presenting to Client, Debrief</i>	10	<i>Editing, Presenting finished commercials to each other, Organizing materials for WOW!</i>



Ad Lab

UNIT CONTEXT / BIG IDEA



Ad Lab will allow the students to learn creative collaboration, which is a skill that will be increasingly important in the 21st century. Students will collaborate to create commercials and consider how to understand the issue and audience, strategize on how to persuade an audience, create storyboards of their best ideas, present ideas to a client, shoot commercials, edit commercials, and present the finished commercial at the WOW!

SHARED GOALS



If you teach this unit successfully

- Students will explore a new outlet for their creativity and will view what they learned throughout the apprenticeship as a valuable skill set that they can continue to train over time.

TIMELINE OF SKILLS



- Students will collaborate in teams of four or five to create a webfilm/commercial. Over ten weeks, they will work through the process outlined below:
 2. Understanding the issue and audience
 3. Strategizing on how they might convince the audience
 4. Brainstorming ideas that will change behavior
 5. Creating storyboards of their best ideas
 6. Presenting the ideas to the client
 7. Shooting the preferred commercials (working with cameramen)
 8. Editing the commercials (working with editors)
 9. Presenting the finished commercial to clients at a WOW!

IMPLEMENTATION NOTES

- Lesson four involves a visit to a marketing or advertising firm
- Lessons six requires an audience to which students present their ideas
- Plan ahead with TL and other campus staff to coordinate laptops and lcd projectors for your classroom
- The opening five to ten minutes of each Ad Lab class will review material from the previous week or introduce new material, set the stage, and set up a large activity such as an off campus tour or a recording session.
- End of class assessments will give students time to debrief what they learned during class.
- Students will work primarily in teams to write, plan, and direct an exemplary public service announcement.



AdLab

LESSON PLANS AT A GLANCE

Week	Lesson Objectives	Activities
1	<ul style="list-style-type: none"> Identify a topic and point of view for a persuasive communication 	<ul style="list-style-type: none"> Sell Me Introduction Last year's commercials Roles in commercials What do you want to be?
2	<ul style="list-style-type: none"> Identify the steps in a design process Use communication to persuade 	<ul style="list-style-type: none"> Intro Persuasion Persuade Me Introduce the brief Begin Ideation
3	<ul style="list-style-type: none"> Use a wide range of idea creation techniques, such as brainstorming 	<ul style="list-style-type: none"> Intro Brainstorming Narrow Down Set-up, story, Selling Point Story Board
4	<ul style="list-style-type: none"> Improve a product or process by gathering data and feedback on possible options Examine how individuals interpret messages differently 	<ul style="list-style-type: none"> Intro Storyboard Launch Presentations Tour of facility
5	<ul style="list-style-type: none"> Improve a product or process by gathering data and feedback on possible options 	<ul style="list-style-type: none"> Finish Storyboard and Write Presenting to a Client Practice
6	<ul style="list-style-type: none"> Use communication to inform Deliver a persuasive communication to others 	<ul style="list-style-type: none"> Practice presentations Presenting to Client Debrief Pre-Production (Wardrobe, final scripts, shot list, casting) Location Scouting
7	<ul style="list-style-type: none"> Create a list of possible ideas or product 	<ul style="list-style-type: none"> Intro Groups Shooting Plan for next week
8	<ul style="list-style-type: none"> Create a list of possible ideas or products Improve a product or process by gathering data and feedback on possible options 	<ul style="list-style-type: none"> Clips Shooting
9	<ul style="list-style-type: none"> Use communication to motivate 	<ul style="list-style-type: none"> Editing voice over, graphics, music
10	<ul style="list-style-type: none"> Use communication to persuade 	<ul style="list-style-type: none"> Presenting finished commercials to each other, Organizing materials for WOW!



Elements of a Commercial

By the end of today's lesson students will be able to define and describe commercial's strategies, objectives, and intended audience. students will also be able to advocate for a certain role based on their interests and their understanding of the role.

Lesson Objective

- Identify a topic and point of view for a persuasive communication

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Lesson Agenda

10 MIN	Hook: Sell Me
20 MIN	Introduction of new material: Objective, Audience, and Strategy-watch and learn
10 MIN	Activity 1: Last Year's Commercials
20 MIN	Activity 2: Roles in a Commercial
20 MIN	Activity 3: What do you want to be?
10 MIN	Assessment: Exit Ticket

Connections

In this lesson students will consider the big goal of "I will create a commercial that convinces my audience to do x.

Lesson Preparation

- **Space:** Arrange for students to pr
- **Group:**
- **Resources:**

Material

1. Visual with Objectives
2. Visual with Agenda
3. 10 WEEK PLAN VISUAL
4. Visual with definitions of strategy, objective, and audience.
5. Visual w/description of different Roles
6. Pencils
7. DVD with last year's commercials and commercial reel for strategy etc. intro
8. Strategy, audience, and objective
9. Role Choosing Sheet
10. TV
11. DVD Player



Objective: Identify a topic and point of view for a persuasive communication

Hook: Sell Me

10 Minutes

▪ Do Now / Warm Up

Say: "Advertising is all about using a story to sell a product or idea. In one minute, please sell yourself to your table. You can either tell a story about yourself that illustrates your strengths or just tell people about what you think you bring to a team. Take one minute and I will know you are ready to begin when your hand is on your nose. "

▪Transition:

- Before the class moves on. Introduce CTs and TL to the class. Things to include are:
- 7.Name
- 8.Where you went to college
- 9.What you studied
- 10.What you do now
- 11.What you are looking forward to about Ad Lab

Introduction of New Material: Objective, Audience, and Strategy-watch and learn

20 Minutes

▪Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.

▪ Direct Teach:

Say: "We are so excited to be working with you this year to make # of commercials. Making commercials is fun, but it's also a lot of work. It takes teamwork and collaboration. It takes compromise. And there are a lot of steps and moving parts. Right now, we do not even know what our assignment is and yet in 10 weeks we will be presenting our commercial at (insert location of WOW!). Before we can do that, let's review the different steps we'll need to take" (Reference 10 week plan visual excel doc).

Could I have 10 volunteers read the 10 week plan for our apprenticeship?

Student Says...



Examples of strengths students may tell stories about during the warm up are: confidence, intelligence, wit, and courage

Closer Look!



One CT will deliver the content during this section and the TL will move around the room to manage the class and answer any questions.



Objective: Identify a topic and point of view for a persuasive communication

Activity 1: Last Year's Commercials

10 Minutes

Say: "To start, we're going to watch last year's commercials. We're not going to just watch them though. We're going to think about them so that we can begin to think about successful ways to persuade people to buy a product or convince them to agree with an idea. Each time we make a commercial we get a brief from our client. So, for example, we may get a brief from [client] on our [topic] No matter who you're making a commercial form you need to have an **OBJECTIVE**."

Ask: "Can we have a strong silent hand read the definition of **OBJECTIVE** for us?"

Say: "Ok, now we're going to watch all four of last year's commercials. Please think about the commercials' **OBJECTIVE**. Once the commercials are done, please discuss the commercial's **OBJECTIVE** with your group. After that, one person from each group will be asked to stand up and say what their group thought the **OBJECTIVE** was."

Activity 2: Roles in a Commercial

20 Minutes

Say: "Great job! Now, we're going to learn about two other important pieces of the puzzle. Once you figure out your objective there are two things you need to decide on. First, you need to figure out who your **AUDIENCE** is."

Ask: "Can someone read the definition of **AUDIENCE** for us? Can we get some snaps for _____ (person that read the definition)."

Say: Second, you all need to decide on a **STRATEGY**.

Ask: Can someone read the definition of **STRATEGY** for us? (Reference Audience, Objective, Strategy Visual) Can we get some snaps for _____ (person that read definition.)

Directions: Now, we're going to watch a few commercials. At the end of each commercial please discuss and write (on **STRATEGY, OBJECTIVE, AUDIENCE WORKSHEET**) the **OBJECTIVE, STRATEGY,** and **AUDIENCE** of the commercial.

Ask: "Can someone please give us a teachback on this activity?"

After the activity, go around the room and tell one person from each group will have to say what their group came up with.

Play three different commercials of your choice and give students two minutes after each to discuss, then three minutes total to swing around the room and have students present.

Missing Parts...



Students should be at tables watching commercials during this activity. The TL should circulate throughout the room and the CT will introduce the commercials.

After each commercial CT should talk with students about commercial objectives and get one volunteer to present objective to the class. Lead CT should ask for volunteers 1 minute after commercial is over. Repeat for each commercial

Additional Notes



Remind students to Remember that the **STRATEGY** is how they reach the **OBJECTIVE**. So, for example, the strategy they chose in [reference commercial] was to [describe strategy]. In [reference commercial] they [describe strategy]. The **AUDIENCE** and **OBJECTIVE** for both commercials was the same, but the strategies were different.



Objective: Identify a topic and point of view for a persuasive communication

Activity 3 What do you want to be

20 Minutes

Field Tips



Say: "Great job! Now we are going to learn about all the different jobs you can get at an Ad Agency. Depending on what you're interested in and what your skills are there are a ton of options. You will all have your own jobs on your team. We're going to learn a little bit about each job and the skills it will take to do those jobs and then you will all have the chance to choose your job.

Introduce the five jobs:

Director-Director is in charge of how the commercial is shot. They work closely with the writer and art director – to create a vision for the commercial.

Art Director-The art director is in charge of the storyboard. (Show prior storyboard)So, they work closely with the writer and director to create a storyboard that shows the exact arc and shots that will be in the commercial. We'll present these storyboards to our clients in week 6.

Producer-The producer is in charge of all the details for production. They're in charge of casting, wardrobe, locations, etc.

Copywriter-The copywriter runs the brainstorming session and is in charge of creating the script for the commercial. The writer works very closely with the art director to create the storyboards.

Editor- Once the commercial has been shot, the editor comes in to put all of the pieces together. The editor chooses a tag line, a title card, end card, and music.

Ask: "Can I get a thumbs up if everyone feels ready to choose their jobs?"

If possible, show mementos from prior Ad-Lab apprenticeships that illustrate the different products each job will be in charge of creating along the way.

✓ Assessment: Exit Ticket

10 Minutes

Future Plans



Next week the class will get their brief (with their assignment) and will start learning their role and start working with their team.

▪ Key Questions

Now, you'll have the chance to choose your role this semester. I am going to hand out some worksheets (Hand out role worksheet) to your table director who will explain what you're going to do now.

-Table leaders explain to the students that they should:

- Choose their top three choices
- Write a 3-4 sentence explanation of why you want that role and what you think you will bring to the job.

▪ **Transition:** -Thanks for all your hard work today!! Next week we're going to get our brief (with our assignment) and you're going to get a chance to learn your role and start working with your team. See you next week!



Now that we've learned about all the different roles people play in making a commercial it's your turn to decide what you want to do. Please write a 1 next to your top choice and a 2 next to your second choice.

NAME:

____ Art Director ____ Writer ____ Editor

____ Director ____ Strategist ____ Producer

Please also explain in 2-3 sentences why you are making this decision.



Strategy, Objective, Audience

Name:

Commercial 1:

What product or idea was the commercial selling (What was the objective)?

Who was the intended audience?

What do you think their strategy was?

Commercial 2:

What product or idea was the commercial selling (What was the objective)?

Who was the intended audience?

What do you think their strategy was?

Commercial 3:

What product or idea was the commercial selling (What was the objective)?

Who was the intended audience?

What do you think their strategy was?



Week 1 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

1. What did we learn today?
2. What did we do to learn those things? (activities, projects,
3. How will what you learned today help you create a great commercial?

Elements of a commercial (Strategy, Objective, and Audience)

1.

2.

3.



Introduction to Roles

By the end of today’s lesson, students will be able to use strategies and facts to persuade and generate ideas, and articulate the demands of their role.

Lesson Objective

- Identify the steps in a design process
- Use communication to persuade

Lesson Agenda

10 MIN	Hook: Welcome and Review
10 MIN	Introduction of new material: Persuasion
20 MIN	Activity 1: Persuade Me
20 MIN	Activity 2: Introduce the Brief
20 MIN	Activity 3 : Begin Ideation
10 MIN	Assessment: Exit Ticket

Lesson Preparation

- Space:
- Group:
- Resources:

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to describe the assignment and why it is important. Students will be able to describe their role on their team. Students will be able to articulate the path to creating a commercial

Material

- Visual with definitions of strategy, objective, and audience.
- Team Visual
- Chart Paper and markers for brainstorming
- Scenarios for persuasion exercise
- Brief
- Words of the Week Visual (BRIEF, BRAINSTORM, and PERSUADE).
- Past Storyboards, past scripts etc. for role break-out
- Student role list
- 10 Week Plan Visual
- TV
- DVD Player
- Last year’s commercials (if available)



Objective: Identify the steps in a design process, use communication to persuade

Hook: Welcome and Review

10 Minutes

▪**Ask:** “Can I get a strong silent hand to volunteer to read our two words of the day?”. Great.

Say: “Today is so exciting because we will be getting our **BRIEF** from our client and we will also be unveiling the teams and everyone’s roles. Remember, a **BRIEF** is an assignment that you receive from a client that outlines the **OBJECTIVE** of your commercial. From that, you have to develop your **STRATEGY, AUDIENCE,** and ideas.

Review: Before we can get to our brief, we need to review the three important concepts in advertising that we learned last week. “Does anyone remember the three concepts?” (take volunteers who quietly raise their hand. Have them describe/define the concept.)

As we just heard, our three concepts are: **STRATEGY, AUDIENCE,** and **OBJECTIVE.** In your groups, please review these important concepts. One person in each group should be prepared to explain them to the class. Please be prepared to

- Define the concept and
- Give one example in the commercials we watched last week that illustrates your definition. Table 1 and 2 will be presenting **STRATEGY,** Table 3 will be presenting **AUDIENCE** and Table 4 will be presenting **OBJECTIVE.**

Introduction of New Material: Persuasion

10 Minutes

▪Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.

Direct Teach: We’re going to be getting our client brief very soon, after advertisers get the brief with the assignment from the client that has the **OBJECTIVE** and **AUDIENCE** we need to figure out a way to persuade the **AUDIENCE** to buy the product or idea we’re selling. To persuade the audience we need to think of a **STRATEGY** and also use a story or facts to support our ideas. So, right now we’re going to watch the three commercials from the first year and after each commercial please discuss with your group what the commercials’ strategy was and what facts or ideas they used to **PERSUADE** you to agree.

Student Says...



Vocabulary:

BRIEF: an assignment that you receive from a client that outlines the **OBJECTIVE** of your commercial

Closer Look!



During this section of the lesson plan students will watch the three commercials then have small groups discuss what they just saw and then share out their ideas on what the commercials’ strategy was and what facts or ideas they used to persuade the audience.



Objective: Identify the steps in a design process, use communication to persuade

Activity 1: Persuade Me

20 Minutes

Introduce Activity: Now we're going to practice persuasion techniques. Persuading someone means figuring out a strategy and building on facts or a story to convince someone about something. Your table leader has scenarios for each person to think about. You will then have to persuade your table leader to buy you something. TL should hand out the scenarios cut into strips.

Directions: Four table leaders are sitting at their table and have four different scenarios for their students. Let each student pick one scenario randomly and then take volunteers to persuade based on the scenario.

Transition: We've already accomplished so much today but there's still more to do! We're going to find out our teams, our roles, and see our **BRIEF** for the first time. Now you need to all learn about your roles. Each role has a very specific list of demands so now's your chance to learn what you'll be doing for your team over the next 8 weeks. Behind me, I have a list of everyone's roles. (POINT TO ROLE LIST) Can I get a drum roll for our unveiling please? When I say go can I please have the art directors here, directors here... "Can I please have a teachback on where each group will be going?"

Activity 2: Introduce the Brief

20 Minutes

Say: "Now, I'm going to hand out a brief to each of you. This brief contains info about our subject, our OBJECTIVE, and facts that you can use to help support you as you create a STRATEGY to PERSUADE people in your commercial."

Directions: Go over the first four pages of the brief as a group and then each group will be assigned two additional pages to review and report out to the group on. TL should have out the brief to every student and ask students to turn to page one. This next step depends on what the brief is, how it looks etc. The lead CT should be asking to see if there are any questions after each page. Once the first four pages are done as a group the table leaders should start to discuss the two pages that have been assigned to their group and delegate who will explain those pages to the class.

Missing Parts...



TL should hand out the scenarios cut into strips.

The scenarios are: 1. Convince your mom to let you eat pizza for breakfast. 2. Convince your sister to let you borrow money. 3. Convince your brother to buy you a video game. 4. Convince your teacher to give you extra credit for the work you did.

Additional Notes



At the role station in Activity 1, CTs should review the *Role Checklist* and give one to each student in their group. CTs should also have exemplars from past Ad-Labs to show students what will be asked of them, if available. Students should be asked to reference these in further lessons.



Objective: Identify the steps in a design process, use communication to persuade

Activity 3: Begin Ideation

20 Minutes

Field Tips



Say: "When I say go, but not yet, we're going to begin brainstorming. There are two rules to brainstorming though:

2. There is no such thing as a bad idea and
3. There is no such thing as a sacred idea.

That means, no one should dismiss another person's idea and that no one should be totally attached to keeping their idea exactly as it is. The goal is to come up with the best ideas possible and that means being willing to alter and change things to improve them.

Ask: "Can someone please tell me what the two rules of brainstorming are?" (reference two rules of brainstorming visual)

Directions: In your group start brainstorming some different strategies for your commercials.

Preview Future Learning: Next week you'll use those strategies to come up with as many ideas as possible.

CT's should be back at their team's tables. Lead them in brainstorming different strategies and then the ideas for commercials should be built off the strategies (instead of the other way around). Try to have them reference at least one fact from the brief when they come up with a strategy or idea. (Materials Needed- Markers and Chart Paper)

✓ Closing

10 Minutes

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

1. What did we learn today?
2. What did we do to learn those things? (activities, projects)
3. How will what you learned today help you create a great commercial?

Future Plans



In three weeks, students' storyboards and scripts for commercials will be done and they will present them to clients. Those clients will choose which one they think is best and that will be the commercial students go out and shoot. Each group will have one of their ideas chosen and will shoot one commercial.



Director:

You were selected to be the director of your groups commercial. As director you will have to:

Week 3:

- Participate in the idea stage (help your team think of different commercial ideas).
- Think about how each commercial could be shot (if they are unrealistic you can tell your group that you don't think it's possible).
- Start working with writer and art director on creating a detailed storyboard for shooting.

Week 4:

- Work with writer and art director to finish storyboards.
- Work with Editor and Producer to discuss how the commercials will be shot and what materials will be needed.
- Prepare to present the three spots to clients in Week 5.

Week 5:

- Present the spots to clients with team.
- Begin planning to shoot week 7.

Week 6:

- Work with Producer to create a list of materials your group will need to film your commercial.
- Work with Art Director, Writer, and editor to create a shooting plan (what shots do you need, when will you shoot them). (**Shot List**)
- Scout for locations with group.

Week 7, 8, and 9

- Shoot commercial
- Work with editor on a list of shots (**Good Take List**)

Week 10

- Help editor and the rest of the team out with editing process
- Prepare to present at WOW!



Producer:

You were selected to be the producer of your groups commercial. As producer you will have to:

Week 3:

- Participate in the idea stage (help your team think of different commercial ideas).
- Think about what materials you will need to shoot each idea. (If an idea is unrealistic please let your team know).
- Start working with the director to figure out how many actors or actresses you will need.

Week 4:

- Work with Editor and Director to discuss how the commercials will be shot and what materials will be needed.
- Prepare to present the three spots to clients in Week 5.

Week 5:

- Present the spots to clients with team.
- Begin planning to shoot week 7.

Week 6:

- Create a complete list of materials, costumes, actors for weeks 7-9 (PROP LIST)
- Scout for locations with group.
- Create a list of which shots will be shot when with director and editor (SHOT LIST)

Week 7, 8, and 9

- Make sure your group has all the materials they need for each week.
- Begin planning for the next week.
- Help the director prepare for all the shots.

Week 10

- Help editor and the rest of the team out with editing process
- Prepare to present at WOW!



Writer:

You were selected to be the writer of your groups commercial. As writer you will have to:

Week 3:

- Participate in the idea stage (help your team think of different commercial ideas).
- Begin thinking about potential scripts for each idea.
- Start working with director and art director to create a detailed storyboard for shooting.

Week 4:

- Work with director and art director to finish storyboards.
- Begin compiling scripts for shooting.
- Prepare to present the three spots to clients in Week 5.

Week 5:

- Present the spots to clients with team.
- Begin planning to shoot week 7.

Week 6:

- Give scripts to everyone on your team.
- Work with Director, Art Director, Writer, and editor to create a shooting plan (what shots do you need, when will you shoot them). (***Shot List***)
- Scout for locations with group.

Week 7, 8, and 9

- Shoot commercial
- Make sure everyone has scripts.

Week 10

- Help editor and the rest of the team out with editing process
- Prepare to present at WOW!



Editor:

You were selected to be the editor of your groups commercial. As editor you will have to:

Week 3:

- Participate in the idea stage (help your team think of different commercial ideas).
- Think about all the different shots that each commercial idea will need.
- Start working with writer, art director, and director on creating a detailed storyboard for shooting.

Week 4:

- Work with Editor and Director to discuss how the commercials will be shot and what materials will be needed.
- Prepare to present the three spots to clients in Week 5.

Week 5:

- Present the spots to clients with team.
- Begin planning to shoot week 7.

Week 6:

- Work with Producer to create a list of materials your group will need to film your commercial.
- Work with Director to create a final shot list (what shots do you need, when will you shoot them). (***Shot List***)
- Scout for locations with group.

Week 7, 8, and 9

- Shoot commercial
- Work with Director on a list of shots (***Good Take List***)

Week 10

- Edit your commercial.
- Prepare to present at WOW!



Art Director:

You were selected to be the art director of your groups commercial. As art director you will have to:

Week 3:

- Participate in the idea stage (help your team think of different commercial ideas).
- Think about how each commercial could be shot (if they are unrealistic you can tell your group that you don't think it's possible).
- Start working with writer and director on creating a detailed storyboard for shooting.

Week 4:

- Work with writer and director to finish all three storyboards.
- Prepare to present the three spots to clients in Week 5.

Week 5:

- Present the spots to clients with team.
- Begin planning to shoot week 7.

Week 6:

- Give everyone copies of storyboards to help them prepare for shooting.
- Work with Director, Writer, and editor to create a shooting plan (what shots do you need, when will you shoot them). (***Shot List***)
- Scout for locations with group.

Week 7, 8, and 9

- Shoot commercial
- Work with editor on a list of shots (***Good Take List***)

Week 10

- Help editor and the rest of the team out with editing process
- Prepare to present at WOW!



Scenarios:

Convince your mom to let you eat pizza for breakfast.

Convince your Mom to let you borrow money

Convince your teacher to give you extra credit for the work you did.

Convince your brother to buy you a video game

Convince your mom to let you eat pizza for breakfast.

Convince your Mom to let you borrow money

Convince your teacher to give you extra credit for the work you did.

Convince your brother to buy you a video game



Week 2 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

1. What did we learn today?
2. What did we do to learn those things? (activities, projects)
3. How will what you learned today help you create a great commercial?

Introduction to roles/Reviewing the brief (*form as a question aligned to the standard from this lesson*)

1.

2.

3.



Idea Brainstorming

By the end of the lesson, students will be able to use strategies to brainstorm ideas, develop their ideas to create scripts and use their ideas to create storyboards

Lesson Objective

- Use a wide range of idea creation techniques, such as brainstorming

Lesson Agenda

10 MIN	Hook : Introduction
15 MIN	Introduction of new material: Brainstorming
15 MIN	Activity 1: Narrow Down
20 MIN	Activity 2: Set Up, Story, Selling Point
20 MIN	Activity 3: Storyboard
10 MIN	Assessment: Exit Ticket

Lesson Preparation

- Space:
- Group:
- Resources:

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to use their strategy, objective and audience to create commercial ideas. Students will be able to choose their best ideas and develop them more deeply. Students will be able to work collaboratively to write and storyboard their best three ideas

Material

1. 10 Week Plan Visual
2. This Weeks Goals Visual
3. Team List Visual
4. 3 important things for a commercial idea visual.
5. Past Storyboards
6. Word of the Week visual
7. Chart Paper
8. Write Em Up worksheet
9. Storyboard worksheet



▪Objective: Use a wide range of idea creation techniques, such as brainstorming, list current ideas or products in the identified field for innovation

Hook: Introduction

10 Minutes

▪ Do Now / Warm Up

Ask: "Can I please get a volunteer to read our Roadmap to WOW! visual.". Over the next two weeks we're really focusing on **BRAINSTORMING**, refining and eventually preparing three commercial **STORYBOARDS** and scripts for presenting to our clients.

Ask:"Can someone read this week's goals for us?"

▪ **Transition:** Now we are going to focus on brainstorming for our ad creation.

Student Says...



Vocabulary
Brainstorming:
Storyboards:

Introduction of New Material: Brainstorming

15 Minutes

▪Objectives/Agenda: Ask for a strong, silent hand to read out the objectives and agenda. Ask students if there are any questions about the objectives or agenda.

Say: "Today we are going to spend 30 minutes working . This is a great chance to have fun and think of as many ideas as possible. But, remember that you should be building these ideas off the strategies and facts you chose last week."

Hand out chart paper and then tell students to begin.

Say: "When I say go you can begin.....GO!"

Closer Look!



Students may come up with new strategies too, but those strategies should be your jumping off point. Please remember that these commercials need to be :

- 2.90 seconds or less
- 3.Possible to shoot in or around the school
- 4.Persuasive. (Reference 3 important things for a commercial idea visual.) So, for example would ____ be an acceptable idea? (think of something based on the topic that is too long and doesn't fulfill the under 90 second story).



▪Objective: Use a wide range of idea creation techniques, such as brainstorming, list current ideas or products in the identified field for innovation

Activity 1: Narrow Down

15 Minutes

Say: "Every team has a few ideas that I think will really work as commercials."

Directions: Give students five minutes to decide which three ideas are best. These will be the three ideas that groups storyboard, script, and present to clients in two weeks. When teams are done deciding, everyone should raise their hands.

Activity 2 : Set Up, Story, Selling Point

20 Minutes

Introduce Activity: Like most writing, commercials have a structure that is used by most advertising agencies. For stories it's beginning middle and end. In commercials it's set up, story, and selling point.

Directions: Watch three of the commercials from last year and think about what the set-up, story, and selling point were for them.

Say: Now that each group has chosen their top three ideas, we need to refine those ideas and fully develop them.

Hand out the 'Write 'Em Out' worksheets to each group's writer and tell them to begin working on the handout.

Transition: Can I get a thumbs up from everyone that the write 'em up's are done (or near done) and that each idea has been fully developed? Now, the class will get to work as a team to storyboard and write your commercial.

Missing Parts...



Ask students to teachback how many ideas their groups are narrowing their choices down to?

Additional Notes



The set-up explains the issue. So, for this commercial it will be something about bullying.

Story-The story is the bulk of the commercial.

Selling Point-This is the final screen and the ending that really shows why the audience should buy into your idea.



▪Objective: Use a wide range of idea creation techniques, such as brainstorming, list current ideas or products in the identified field for innovation

Activity 3: Storyboard

20 Minutes

Field Tips



Introduce Activity: This is the chance for everyone to work collaboratively with the art director and writer to make your vision start to come to life. The better the storyboard, the easier it will be to present your idea to clients and the easier it will be to shoot when it comes time to begin filming.

Say: "Based on what I just said, can someone tell me what they think the purpose of a storyboard is?"

Directions: Start by creating preliminary storyboards on paper (TL should hand out STORYBOARD worksheet). Once groups are done and the head creative approves it, then students will be storyboarding on a big piece of foam board so they can use it to present to clients.

Q: What is a storyboard?
A: A storyboard lays out a clear and precise vision to present to clients and to help the director, producer, and editor out when it comes time to shoot and edit commercials.

Closing

10 Minutes

▪ **Teach Back / Exit Ticket**

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

1. What did we learn today?
2. What did we do to learn those things? (activities, projects,
3. How will what you learned today help you create a great commercial?

Future Plans



In three weeks, students' storyboards and scripts for their commercials will be done and they will present them to clients. Those clients will choose which one they think is best and that will be the commercial students go out and shoot. Each group will have one of their ideas chosen and will shoot one commercial.



Group Name:

Name of Commercial

Key Fact

Objective

Audience

Strategy

Set-Up

Story

Selling Point





Week 3 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

- 1. What did we learn today?**
- 2. What did we do to learn those things? (activities, projects,**
- 3. How will what you learned today help you create a great commercial?**

Strategy/Idea Brainstorming (students should write 5 different ways to approach brainstorming on a made up topic)

1.

2.

3.



Process Ideas

By the end of the lesson, the students will be able to create storyboards that visually represent their commercial ideas, and explain their commercials' stories, strategies, audience, and objectives..

Lesson Objective

- Improve a product or process by gathering data and feedback on possible options
- Examine how individuals interpret messages differently

Lesson Agenda

10 MIN	Hook
15 MIN	Introduction of new material:
15 MIN	Activity 1 (we do):
25 MIN	Activity 2 (we do/you do):
10 MIN	Assessment

Lesson Preparation

Space: There should be one place or table for each team to go to. That table should be set up with markers, foam board, and worksheets from previous week.

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to refine their ideas and finish their storyboard and script. Students will be able to articulate the importance of presenting to a client. Students will be able to speak about their commercials in a professional way.

Material

1. Need all worksheets from last few weeks.
2. Storyboards (foam boards)
3. Markers
4. Scripts
5. S.P.E.A.K visual
6. Visual w/three things for presentation (x4)
7. Presenting to clients worksheet



▪Objective: Improve a product or process by gathering data and feedback on possible options, examine how individuals interpret messages differently

Hook

10 Minutes

Say: Welcome to our firm.

Warm-up Questions

- What do you guys think of where we work?
 - We'll give you a tour at the end of the day. But, we have a lot of work to do before.
- Ask: Can anyone remember what we're doing next week?

Student Says...



Students will be presenting next week to clients. So, today they need to prepare to present their storyboards, scripts, and ideas.

Introduction of New Material

15 Minutes

▪ Objectives / Agenda

Say: "Now, you should be at your table with your group leader and you can start finishing your storyboard and script. Remember that you need to have a storyboard that will make it easier for the producer and director to figure out exactly what you will need to shoot and what materials and locations you will need to find.

Everyone will need to work together to make sure that the storyboards and scripts are edited and refined in the next 25 minutes.

Can I get a teachback on what we're going to do?

Exactly, we'll have 25 minutes to finish up our storyboards.

Closer Look!



What examples? Questions? Visuals? Or tools will you need to teacher your content? Add link to essential background materials here



Objective: Improve a product or process by gathering data and feedback on possible options, examine how individuals interpret messages differently

Activity 1

25 Minutes

Directions

Two people will need to present each storyboard. Say **“Can I have two volunteers to present x, two to present y, and two to present z?”**

Say: There are three things that need to be in each presentation:

-One person can do step 2 and one step 3 or you can each do half of each.
“Can someone tell me what three things need to be included in our presentations?”

Great, you'll have a 15 minutes to prepare your presentation and then we'll begin practicing. We created worksheets that should help you organize your ideas and create your presentations.

Hand out Presenting to Clients.

Please begin.

After the 15 minutes please return to a place where the group can meet.

Missing Parts...



1. Introduce yourself-Include your name, grade, and role in your group.
2. Say your, audience, and the objective for group's commercials
3. A frame by frame explanation of the commercial

Additional Notes





▪Objective: Improve a product or process by gathering data and feedback on possible options, examine how individuals interpret messages differently

Activity 2: Tour

25 Minutes

Field Tips



I hope everyone had a really productive presentation practice. Now, we'll be going on a tour of our firm. You will get to see where everyone works and all of the cool things that happen at an Ad Agency. Remember, if you work hard enough maybe one day you will work here too.

While we're on the tour please remember that we are in an office building. People are working so we need to be really quiet. If you have questions for anyone we speak to please make sure they are respectful. " _____ what are the expectations while we go on our tour?"

✓ **Assessment: Exit Ticket**

10 Minutes

▪ **Teach Back / Exit Ticket**

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

1. What did we learn today?
2. What did we do to learn those things? (activities, projects,
3. How will what you learned today help you create a great commercial?

Future Plans



Next week, the class will be presenting the three commercials and storyboards to their clients. Plan with TL to have some time to practice once class starts next week.



Ad-Lab Presentation

Next week you will be presenting your commercial ideas to our clients.

In your presentation you need to include:

- 6. Your name
- 7. Your grade
- 8. Your role
- 9. The title of the commercial you're presenting
- 10. The commercial's strategy, objective, and intended audience
- 11. A frame-by-frame explanation of the commercial



Week 4 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

- 1. What did we learn today?**
- 2. What did we do to learn those things? (activities, projects,**
- 3. How will what you learned today help you create a great commercial?**

Refine ideas, narrow down to two ideas, script

1.

2.

3.



Storyboarding

By the end of the lesson, the students will be able to present their commercials and strategies, objectives, and audience to clients, and appropriately critique their teammates presentations.

Lesson Objective

- Improve a product or process by gathering data and feedback on possible options

Lesson Agenda

10 MIN	Welcome
20 MIN	Dismissal
30 MIN	Activity 1: Final Practice
20 MIN	Activity 2: Presentation
10 MIN	Closing

Lesson Preparation

Resources: Make sure that you prepare your visual with three things for all presentations (x4) Prepare the storyboards, scripts, etc. from previous weeks, and plan for snacks if you elect to perform this portion of the apprenticeship off campus.

This is a good point in the apprenticeship to take a group photo with your Ad Lab students.

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to present their work in a professional way to a panel of clients. Students will be able to reflect on the clients thoughts and use the clients feedback to alter their commercials.

Material

1. Visual w/three things for all presentation (x4)
2. Storyboards, scripts, etc. from previous weeks.
3. Camera for Group Picture
4. Presentation Feedback worksheet
5. Client Feedback worksheet



▪Objective: Deliver a persuasive communication to others, improve a product or process by gathering data and feedback on possible options

Hook

10 Minutes

▪ Do Now / Warm Up

Welcome back to our firm I hope everyone had a great weekend and that your weeks have all been going well. Today is a VERY exciting day! “Can anyone remember what we’ll be doing today???” YEP! Today, you will be presenting your commercial ideas to our clients! The clients will be selecting one commercial from each group to put in production. Next week, we’ll begin preparing to shoot that commercial. So, please each group take a bag of snacks and go to your group station (could be an office, could be a different part of the room) and begin!

▪ Transition

Introduction of New Material

20 Minutes

▪ Objectives / Agenda

TEAM LEADER: Great to see you guys again! I’m so excited to find out what commercial we’ll be shooting today. It is so fun preparing to shoot and shooting and I just can’t wait to get started. Last week we started prepping to present. Today we’re gonna spend about 25 minutes right now continuing to prepare. Each group will have the chance to present, receive feedback, and then present again. Does anyone remember the three things that should be in every presentation? (REFERENCE THE VISUAL) Great. I spent a little time editing the presentations you wrote last week so here they are. We’re also going to be giving each other feedback on our presentations. Hand out “**Ad-Lab Presentation Feedback WS**” and edited “**Presenting to Clients WS**”. As each group presents please think of two things you saw them do well, one thing you think they can improve, and one question you have for them after their presentation. Write your notes down on the Worksheets. Please remember we’re trying to do really well in front of these judges and be kind and supportive of each other so this feedback should be appropriate. (I.E. tell them instead of saying “I didn’t like the way you did X they should say, “Why did you decide to do X” or “I liked X but thought X may have been a little bit better if you did X”). Do people remember the groups from last week? Good. Is there a group that would like to volunteer to go first?

(After each group goes please ask for feedback. Thank the person that gives feedback. It may be best to have each group go once, receive feedback, and then go again.)

-Great work! I know you guys are ready for the clients. Make sure to bring your storyboards with you. We’re going to present in group order 1 first etc. Please remember that after we present they’re going to have 5 minutes to deliberate about our commercials. No matter what their decision is we need to be happy and take their advise and feedback. Sometimes you like what clients decide and sometimes you don’t but usually it’s for the best. Ok, let’s go.

(All groups should return to the large presentation room with about 35-40 mins left in the day)

Student Says...



What prior knowledge about this topic will students need to have? What confusions, complaints or question might they have right away?

Closer Look!



What examples? Questions? Visuals? Or tools will you need to teacher your content? Add link to essential background materials here



▪Objective: Deliver a persuasive communication to others, improve a product or process by gathering data and feedback on possible options

Activity 1

30 Minutes

Missing Parts...



Head CT: "Welcome back everyone. Please find your way to the front three rows and sit with your group. Before we start, I'd like to have our judges introduce themselves quickly"

(One at a time each client should introduce themselves. Things to include are: 1. Name, 2. Where they went to college, 3. What they studied, 4. What they do now/ what projects they've worked on.....)

Now everyone has worked really hard on these presentations so we need to make sure that when groups are presenting:

Students are silent

Students remain in their seats

The next group is ready to present.

That's the only way that we can make this work efficiently.

(After all the groups have presented, the judges should go into a separate room to decide which commercials to choose. Students should have a quick debrief with their teams and then the whole group should do a group picture.)

-When the judges are almost ready TL's should hand out the client feedback sheet. Please let students know that they should be taking notes on the sheets as the judges give them feedback. **(The judges should tailor their feedback to the structure of the WS:**

1. Commercial they chose
2. Why they chose it
3. Any revisions they suggest)

Additional Notes



How will you and your staff support share roles and responsibilities? What extensions are available if students finish early? How could the teacher make this harder or easier for student skill level?



▪Objective: Deliver a persuasive communication to others, improve a product or process by gathering data and feedback on possible options

Activity 3

20 Minutes

Field Tips



Storyboard

*What procedures?
Motivators? Or WOW!
focused ideas will you use
to keep this lesson safe and
engaging?*

✓ Assessment: Exit Ticket

10 Minutes

▪Can we get one last round of applause for our judges? Thank you so much for coming. Next week, we're going to be in pre-production and in only two weeks we're going to begin shooting! See you next week!

Future Plans



Next week the class will keep fleshing out strategies, brainstorm ideas, and eventually choose the top 3 ideas to start writing and brainstorming.



Apprenticeship Ad Lab Presentation Feedback



Ad-Lab Presentation Feedback

Name:

Group Presenting:

What are two things that you saw/heard that you liked?

What is one thing you think they could improve?

What is one question you have for them?

Ad-Lab Presentation Feedback

Name:

Group Presenting:

What are two things that you saw/heard that you liked?

What is one thing you think they could improve?

What is one question you have for them?

Ad-Lab Presentation Feedback

Name:

Group Presenting:

What are two things that you saw/heard that you liked?

What is one thing you think they could improve?

3. What is one question you have for them?



Week 5 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

- 1. What did we learn today?**
- 2. What did we do to learn those things? (activities, projects,**
- 3. How will what you learned today help you create a great commercial?**

Storyboarding/Practicing for Client Presentation

1.

2.

3.



Client Presentation

By the end of the lesson, the students will be able to revise their commercials based on student feedback, and use their commercial ideas to create a list of the cast, props, and locations.

Lesson Objective

- Use communication to inform
- Deliver a persuasive communication to others

Lesson Agenda

MIN	Hook: Do Now
MIN	Introduction of new material:
MIN	Activity 1 (we do):
MIN	Activity 2 (we do/you do):
MIN	Activity 3 (you do):
MIN	Assessment: Exit Ticket

Lesson Preparation

- Space:
- Group:
- Resources:

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to create a full pre-production binder (wardrobe, final scripts, shot list, casting). Students will choose the locations for their shoot

Material

1. Reflection worksheet
2. Group Reflection worksheet
3. Pre-Production worksheet
4. Checklist for team
5. Agenda
6. To Do list on board
7. Expectations visual
8. Winning Storyboard
9. All previous Ws (particularly script and client feedback)
10. 3 laptops
11. 3 cameras
12. Scripts
13. Sample wardrobe lists
14. Sample Cast Lists



Objective: Effective oral presentation

Hook

Minutes

Hi everyone. Welcome back to Ad-Lab. This week's theme is PRE-PRODUCTION (UNVEIL POSTER). Next week we begin filming so this week we need to work really hard to make sure that we're fully prepared to shoot.

Can someone read our To-Do List for today?

Review Client Presentations (Hots and Nots)

Client Feedback

Script

Cast

Wardrobe

Title card and Final Card

Location Scouting

As you can see we have a lot to do. We're gonna start by reviewing the client presentations. We're going to be talking about what went well (the hots) and what we can do better (the nots). Then we're going to go over the CLIENT FEEDBACK and make revisions to our commercial ideas. Then we're going to fill out our entire pre-production packet so that next week we know what we need to do to prepare for the first weeks of shooting. WE HAVE SO MUCH TO DO! Your CT team leader will share-out the various steps of the Pre-production process with you. **(After four minutes please have the groups share out.)**

Introduction of New Material

Minutes

Review Last Week

(In small groups review what went well last week)

When presenting we want to make sure that we do S.P.E.A.K.

S-stand straight

P-Project Voice

E-Eye Contact

A-Arms at rest

K-Killer Confidence

What do we think we did well last week? Let's create a list quickly so that we can review before we actually present at the WOW in 6 weeks.

For Example: Last week,

The pluses were:

-We really knew our material. Another plus was that everyone in our group spoke. We worked really well as a team.

What we need to improve

-Eye contact. We read a little too much off of the storyboard. You guys all know the material really well so when it's time for the WOW I know that you will have the confidence to present without reading off of something.

Now, you each need to write down two things you thought you did well and one thing you want to improve for next time (Hand Out Reflection Sheet) **You have two minutes to complete this and then we're going to create a full list of what we thought we did well and what we want to practice before the WOW!**

(After this, CTs should have the kids share out and should give feedback themselves. They should fill out a chart so that before the WOW! they can zero in on those things and justify it to the kids.) **(FILL OUT THE GROUP PRESENTATION REFLECTION)**

Student Says...



What prior knowledge about this topic will students need to have? What confusions, complaints or question might they have right away?

Closer Look!



What examples? Questions? Visuals? Or tools will you need to teacher your content? Add link to essential background materials here



Objective: Effective oral presentation

Activity 1

Minutes

Pre-Production

Now, comes one of my favorite parts of making a commercial: THE PRE-PRODUCTION!

We have four things to do before we can go location scouting:

Script (WRITER and EDITOR IN CHARGE)

Cast (DIRECTOR AND PRODUCER IN CHARGE)

Wardrobe (PRODUCER IN CHARGE)

Commercial name and final card (ART DIRECTOR IN CHARGE)

We also need to each create a To-Do List for next week.

So, first things first we should work on our script. Is there anything in our story that we should change based on what the clients said last week?

Pass out “Sample Pre Production Book”

SCRIPT

Ok. So we’re going to write a full script based on our story. A **script** is a written document with the line by line dialogue for the commercial. It contains the actual dialogue that is going to be in the commercial. **Here’s an example of a real script.)HAND IT OUT)**So, we’re going to spend 20 mins fully developing our script. The writer is going to type it up on the computer.

CAST

So, the second thing we need to do is cast our commercial. We’ve already started talking about it we just need to finalize the details. Normally, when we’re casting commercials we talk about X, Y, and Z. We have two total days of shooting. That’s only 3 hours. Most commercials shoot in over 24 hours so we’re really rushing through the process and need to all be present and focused both sessions. **Pass out a CAST sheet if possible.**

WARDROBE

We also need to decide on the wardrobe that each cast member is going to wear. Remember, we need to make sure that the person is wearing that costume both days we shoot or else it will look weird in the commercial. **PASS OUT WARDROBE SHEET if possible.**

Activity 2

Minutes

Location Scouting

-So, what are the locations for our spot? A LOCATION is a place where you shoot each scene? For example, in ROBBER GOT SCHOOLED they shot in an apartment and outside an apartment. Those were their two locations.

How many locations are we going to need?

What are our locations going to be?

Now, we’re going to go location scouting. (EXPLAIN WHAT LOCATION SCOUTING IS AND GO TO CHECK OUT SPECIFIC LOCATIONS BASED ON WHAT THE KIDS THINK WILL WORK)

Missing Parts...



For Example: Last week,

The pluses were:

-We really knew our material.

Another plus was that everyone in our group spoke. We worked really well as a team.

What we need to improve

-Eye contact. We read a little too much off of the storyboard. You guys all know the material really well so when it’s time for the WOW! I know that you will have the confidence to present without reading off of something.

Additional Notes



Come up with a to do list that assigns task for each student for the following week. I.E. Decide who is going to bring what each shooting day.



Objective: Effective oral presentation

✓ **Assessment: Exit Ticket**

Minutes

▪ Teach Back / Exit Ticket

▪ Key Questions

Demonstration of Mastery

▪ **Transition:** -Great work! I saw so many wonderful ideas and strategies. These commercials are going to be brilliant. Next week we're going to keep fleshing out your strategies, brainstorm ideas, and eventually choose your top 3 ideas to start writing and brainstorming. In three weeks your storyboards and scripts for your commercials will be done and we'll be presenting them to clients. Those clients will choose which one they think is best and that will be the commercial you go out and shoot. Each group will have one of their ideas chosen and will shoot one commercial. See you next week.

Field Tips



*What procedures?
Motivators? Or WOW!
focused ideas will you use
to keep this lesson safe and
engaging?*

Future Plans



Next week the class will start shooting. Remind students to remember to bring everything that they'll need (props, costume, etc).



Ad Lab
Client Presentation Reflection

C	I	T	I	Z	E	N
S	C	H	O	O	L	S

Name:

Group:

What are two things you think you did well when we presented to clients?

1)

2)

What is one thing you want to practice more before the WOW!?

1)



Ad Lab
Client Presentation Reflection

C I T I Z E N
S C H O O L S

Things We Did Well	Things We Want to Practice



Week 6 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

- 1. What did we learn today?**
- 2. What did we do to learn those things? (activities, projects,**
- 3. How will what you learned today help you create a great commercial?**

Client Presentation

1.

2.

3.



Pre-Production

By the end of the lesson, the students will be able to shoot over ½ of the shots needed for their commercial

Lesson Objective

- Create a list of possible ideas or product

Lesson Agenda

MIN	Hook: Do Now
MIN	Introduction of new material:
MIN	Activity 1 (we do):
MIN	Activity 2 (we do/you do):
MIN	Activity 3 (you do):
MIN	Assessment: Exit Ticket

Lesson Preparation

- Space:
- Group:
- Resources:

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to use their pre-production binder/materials to shoot all of the footage they planned to shoot. Students will be able to create a precise plan for week 8.

Material

1. Video Cameras
2. Pre-Production folders/packets
3. Scripts
4. Sparkling cider (to celebrate the wrap)
5. Cups
6. Wardrobe (differs depending on the commercials)



Objective: Effectively use visual aids in a presentation

Hook

Minutes

▪ Do Now / Warm Up

Ok guys, today is a really great day. Today is the day where we get to begin shooting the commercials. Our goal for the day is to shoot over 1/2 of the shots we need for our commercial. So, I'm going to hand out the pre-production folders you created last week.

Then, group 1 stand-up and go to your location. Group 2, stand up and go to your location. Group 3, stand up and go to your location. At the end of the day you will come back briefly for a short wrap party

▪ Transition

Student Says...



What prior knowledge about this topic will students need to have? What confusions, complaints or question might they have right away?

Introduction of New Material

Minutes

▪ Objectives / Agenda

Ok guys, today is a really great day. Today is the day where we get to begin shooting the commercials. Our goal for the day is to shoot over 1/2 of the shots we need for our commercial. So, I'm going to hand out the pre-production folders you created last week.

Then, group 1 stand-up and go to your location. Group 2, stand up and go to your location. Group 3, stand up and go to your location.

Shooting

At the end of the day you will come back briefly for a short wrap party

Closer Look!



What examples? Questions? Visuals? Or tools will you need to teacher your content? Add link to essential background materials here



Objective: Effectively use visual aids in a presentation

Activity 1: Shoot Film

Minutes

Wrap

Congratulations on your first shoot! At the end of every shoot everyone celebrates and says “It’s a wrap”. Can I get a “It’s a wrap” in 1...2...3. We have some sparkling apple cider to celebrate all the hard work you did during the past two weeks of shooting.

Field Tips



What procedures? Motivators? Or WOW! focused ideas will you use to keep this lesson safe and engaging?

✓ Assessment: Exit Ticket

Minutes

▪ **Teach Back / Exit Ticket**

Congratulations on your first shoot! At the end of every shoot everyone celebrates and says “It’s a wrap”. Can I get a “It’s a wrap” in 1...2...3. We have some sparkling apple cider to celebrate all the hard work you did during the past two weeks of shooting.

Future Plans



Next Steps: CT and TL should talk over the course of the week to review what came out well and what still needs work. TL should prepare a precise shot list for students going into the following Monday. It should include a list of everything that went well, things that need to be reshot, as well as things that need to be shot for the first time.



Week 7 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

- 1. What did we learn today?**
- 2. What did we do to learn those things? (activities, projects,**
- 3. How will what you learned today help you create a great commercial?**

Pre-Production

1.

2.

3.



Shooting the Commercial

By the end of the lesson, the students will be able to revise their commercials based on student feedback, and use their commercial ideas to create a list of the cast, props, and locations.

Lesson Objective

- Create a list of possible ideas or products
- Improve a product or process by gathering data and feedback on possible options

Lesson Agenda

5 MIN	Hook: Introduction
10 MIN	Introduction of new material: review shoot list
70 MIN	Activity 1 (we do): Shoot Commercial
5 MIN	Assessment

Lesson Preparation

- Space:
- Group:
- Resources:

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to use their pre-production binder/materials to shoot all of the footage they planned to shoot.

Material

1. Reflection worksheet
2. Group Reflection worksheet
3. Pre-Production worksheet
4. Checklist for team
5. Agenda
6. To Do list on board
7. Expectations visual
8. Winning Storyboard
9. All previous Ws (particularly script and client feedback)
10. 3 laptops
11. 3 cameras
12. Scripts
13. Sample wardrobe lists
14. Sample Cast Lists



▪Objective: Create a list of possible ideas or products, improve a product or process by gathering data and feedback on possible options

Hook

Minutes

Warm Up

Say: Today is our last day shooting. We got together over the last week and watched your clips and they were phenomenal. We can't wait to see how the commercials turn out! Before we start, you CT's have brought a short **REEL** (a dvd of clips) for you to watch. The **REEL** contains clips from last week's shoot and it should give you a good idea of what you need to get done this week.

Student Says...



TL:

-Delivering content and passing out "Shot and Need to Shoot" sheets

CT(s):

-With their teams.

Activity 1

70 Minutes

Say: "Today is our last day shooting. We got together over the last week and watched your clips and they were great. We can't wait to see how the commercials turn out.

Directions: Bring a reel(a dvd of clips) for students to watch. The **reel** should contain clips from last week's shoot and should give students a good idea of what they need to get done this week.

Have students offer feedback on commercials

Now, your CT is going to hand out your "Shot and Need to Shoot" sheets. Then, group 1 stand-up and go to your location. Group 2, stand up and go to your location. Group 3, stand up and go to your location.

Review shot list and check off completed items

Begin Shooting

Closer Look!



Example feedback for students:

The pluses were:

-We really knew our material. Another plus was that everyone in our group spoke. We worked really well as a team.

What we need to improve

-Eye contact. We read a little too much off of the storyboard. You guys all know the material really well so when it's time for the WOW! I know that you will have the confidence to present without reading off of something.



▪Objective: Create a list of possible ideas or products, improve a product or process by gathering data and feedback on possible options

✓ Assessment: Exit Ticket

10 Minutes

▪ Teach Back / Exit Ticket

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

1. What did we learn today?
2. What did we do to learn those things? (activities, projects,
3. How will what you learned today help you create a great commercial?

Future Plans



Next week is editing so CT and TL should check-in no later than three days before editing to make a plan for where, how, and what is going to be edited. Hopefully every group will have all the footage they need, if not, TL should make plans to reshoot at some point.

The topics to cover in editing are:

4.Title Card

5.Final Card (correct name?)

6.Music

7.Effects

- Voiceover
- Dissolve
- Fade



Week 8 Exit Ticket:

Ad-Lab ----- The Creative Process

Every week we learn and act out a step that real advertising teams take when creating a commercial. As your exit ticket for today answer the following questions:

- 1. What did we learn today?**
- 2. What did we do to learn those things? (activities, projects,**
- 3. How will what you learned today help you create a great commercial?**

Shooting the Commercial

1.

2.

3.



Finish Shooting

By the end of the lesson, the students will be able to shoot over ½ of the shots needed for their commercial. Students will need to practice keeping each other motivated.

Lesson Objective

- Use communication to motivate

Lesson Agenda

5 MIN	Hook: Warm-up
10 MIN	Introduction of new material: motivate
20 MIN	Activity 1 (we do): Introduce Editing
50 MIN	Activity 2 (we do/you do): Editing
5 MIN	Assessment

Lesson Preparation

- **Space:** Meet in a big conference room or other room that can fit all students and CTs
- **Group:**
- **Resources:**

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Connections

Students will be able to create voice overs for their commercial that help them tell their story. Students will be able to choose music that sets a tone.

Material

- Visual with **important things in editing (with descriptions)**
- 3-4 editing bays/rooms
- Material from previous weeks.



Objective: Use communication to motivate

Hook

5 Minutes

- **Warm Up:** What keeps you motivated?

(After four minutes please have the groups share out.)

Introduce: "Today we're going to be editing our commercials! We watched all the footage you guys shot over the past two weeks and were amazed at your acting and creativity. "

Student Says...



What prior knowledge about this topic will students need to have? What confusions, complaints or question might they have right away?

Introduction of New Material

10 Minutes

- **Objectives / Agenda:** review

Meet in a big conference room or other room that can fit all students and CTs)

Explain: "Today we're going to be editing our commercials! We watched all the footage you guys shot over the past two weeks and were amazed at your acting and creativity."

Direct Teach: communicate to motivate

- Explain,
- Give examples
- Model giving encouragement to keep people motivated
- Students practice with feedback
- Make connections to how this will help with your project

Closer Look!



What examples? Questions? Visuals? Or tools will you need to teacher your content?



Objective: Effectively use visual aids in a presentation

Activity 1

20 Minutes

Our goals today are to make sure that everyone understands the various components of editing and that you decide what you want your final spot to look like.

There are four key things to think about in editing: explain and model

1. Storytelling (and continuity)

-You need to make sure that you're telling your story in the most effective way possible. The editor, director, and art director should work together to ensure that the commercial makes sense, has continuity, and is easy to follow.

2. Title Card

-Your commercial needs to have a title card with the title. You can also use a graphic if you'd like.

3. Final Card (correct name?)

-Same thing with the end. You either need a final card or some other way to end your commercial and summarize the story you've told. For example, at the end of "Karma" the actors all said "What goes around comes around"

4. Music

-Music can really help you make your story more engaging. Can anyone think of an effective use of music in one of the Ad-Lab commercials or other commercials we saw this semester?

5. Effects

- Voiceover
- dissolve
- fade
- etc.

Great. Now we're going to go to our editing rooms and begin editing!

Activity 2: Editing

50 Minutes

Our goals today are to make sure that everyone understands the various components of editing and that you decide what you want your final spot to look like.

Great. Now we're going to go to our editing rooms and begin editing!

✓ Assessment: Debrief

5 Minutes

Key Question:

- What was one way you motivated a team member today?

Missing Parts...



For Example: Last week,

The pluses were:

-We really knew our material. Another plus was that everyone in our group spoke. We worked really well as a team.

What we need to improve

-Eye contact. We read a little too much off of the storyboard. You guys all know the material really well so when it's time for the WOW! I know that you will have the confidence to present without reading off of something.

Additional Notes



How will you and your staff support share roles and responsibilities? What extensions are available if students finish early? How could the teacher make this harder or easier for student skill level?



Rehearsal

This lesson will be a time for rehearsal and a celebration of student progress over the last ten weeks. Optional game is provided.

Lesson Objective

- Use communication to persuade

Standards for Unit

- Citizen Schools students will use a design process to create ideas or product
- Citizen Schools students will demonstrate persuasive communication

Lesson Agenda

45 MIN	Activity 1: Rehearsal
45 MIN	Activity 2: Celebration

Connections

Students will complete their commercials and prepare to present at WOW!

Lesson Preparation

▪ **Resources:** Lesson 10 gives students more time to complete their projects and/or practice presenting before the WOW. Once students have finished, there will be a celebration of their work during the apprenticeship.

Materials

1. Visual of Objective/Agenda
2. Completed Projects
3. Snacks for celebration



•Objective: Use communication to persuade

Activity 1:

45 Minutes

“Welcome back to our office. commercials are done and all we have to do is make sure that we’re ready for our world premiere at the WOW! Can someone please read our WOW schedule? Reference WOW SCHEDULE Visual”

Review WOW! and set-up

From 6:00-6:30-There will be science fair style booths set up with various work from the semester. During this half hour you will talk about the entire process of creating a commercial from the assignment, brainstorm, and presentation to clients all the way through.

6:25-6:30-Move into the black box (big room)- There will be seats in the front row for all of you. Please sit in your group.

6:30-6:40- There will be a few people who make speeches about Ad-Lab. One person from Citizen Schools.

6:40-Time to Shine-This is when you premiere your commercials.

Now, we’re going to be going with our groups to write our speeches for the WOW, review the process of creating a commercial, and begin practicing our presentations.

Get into groups to model, and write presentations

8.Stand up,

9.Push in your chairs, and

10.Quietly walk with TL/CT.

Activity 2: Celebration

45 Minutes

▪**Explain:** After students finish their review then give them an opportunity to celebrate all their hard work and final products by giving out student awards and arranging snacks for their final day in the apprenticeship before the WOW!

▪Optional Jeopardy game is provided to give more structure as needed

Missing Parts...



Ensure student understanding by allowing students to ask questions about their WOW presentation and give feedback on strengths and areas for improvement prior to their WOW presentation.

Additional Notes



TL should lead practices throughout the week. If possible, spend one lunch with each group and then one lunch with all of the groups reviewing the content with jeopardy



Back-Up Jeopardy

Concept:

The session where you thought of ideas for your commercials is called what?

- a. Idea time
- b. Commercial ideas
- c. Brainstorm
- d. Thought session

2.What is our objective?

- a. To help kids learn more about college
- b. To tell pre-teens about healthy eating, healthy behavior and exercise
- c. To convince school is cool
- d. To convince people to stop being bullies and start being nice

Before we presented to the judges we had to draw what?

Drawing boards

- b. Stories
- c. Story boards
- d. A comic

Please describe your team's strategy for your commercial?

Pre-Production

What is it called when you look for places to shoot your commercials?

- Place finding
- Where are we shooting?
- Look around time
- Location scouting

The producer is in charge of what?

- Hanging Out
- Talking
- Organizing props, actors, and locations before the shoot
- Creating the storyboard

After the clients (judges) selected which commercials they wanted us to shoot and gave us feedback what did we do with our ideas?

- Left them the same
- Changed them completely
- Refined them based on the judges feedback

Name three things that your team did on the day of pre-production.



Production:

What is another word for filming a commercial?

- Do a commercial
- Look at a commercial
- Shoot a commercial

d. Commercialize

On set, a producer is in charge of what??

- Making sure the director has the actors, props, wardrobe, etc. that he or she needs
- Shooting the commercial
- Editing
- Eating

What is the director in charge of?

- Directing traffic
- Watching the producer
- Making sure that their team get all the shots they need to cut the commercial.
- Making sure that no one talks back to them

4. When on set what is the most important thing?

- a. Working together and having everything you need
- b. Yelling at each other
- c. Fighting
- d. Getting Frustrated

Jobs: A commercial is a collaborative (team) project. However, each person has a specific thing they are in charge of.

The writer is in charge of:

- Writing a story about the commercial shoot
- Making sure everyone has pens and pencils
- Writing the script for a commercial

The Art Director is in charge of:

- Getting art for the commercial shoot
- Working with the writer to create storyboards.
- Drawing while everyone works

The editor is in charge of:

- Putting all the shots the director got together
- Editing the script
- Editing the storyboard

Please name all the different jobs that people had in Ad-Lab.