

A
Media Campaign
for
Character
Education



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Introduction

Students in the 21st century are surrounded by media on a daily basis. They receive thousands of overt and implied messages that influence their buying habits, aesthetic choices, social behaviour, and self image. Young people need to understand the power of media – its positive and negative influences – in their lives. They also need to know how to create media for specific purposes.

By deconstructing the techniques used in professional advertising and promotional materials, students become critical thinkers. By applying these techniques to their own projects, students become creative designers. Through hands-on experiences, they combine these two important sets of skills to become effective communicators.

Key character traits that contribute to good citizenship – optimism, perseverance, compassion, honesty, integrity, responsibility, fairness, respect, empathy, and courage – are interwoven throughout. Understanding and promoting these traits during adolescence helps students become productive contributing members of their communities today and in the future and enables them to develop a positive self-image and sense of pride in their accomplishments.

A Media Campaign for Character Education is divided into themes with the headings: Being an Effective Communicator and Understanding Character Traits to allow for choice of topics and activities.

The Project

A Media Campaign for Character Education combines effective communication through media techniques and character education and helps students cultivate the skills of critical thinking, critical literacy, and reflective writing as they work. Students offer their skills to non-profit and/or service groups within their communities, creating a positive relationship between the school and the broader community. Students interact with adults who already demonstrate positive attributes through their work.

Students contact a group representative, create and present a proposal to the group, and develop a media product for the organization. Their peers and the volunteer from the organization provide written and oral feedback. Examples of media products could include posters, brochures, slide shows, websites, fundraising promotions, data-recording materials, templates, or other promotional materials.

Key Learning

Students will:

- explain how the media conventions and techniques are used to create meaning;
- demonstrate an understanding of media texts and how they are created to suit particular purposes, audiences, and target groups;
- develop critical literacy skills to identify biases evident in media texts;
- explain how a variety of production, marketing, and distribution factors influence the media;
- cultivate positive character traits;
- develop effective communication skills;
- write for a variety of purposes, including persuasion, description, and reflection.

Curriculum Connections

This project has cross-curricular applications and can be adapted to fit different contexts in a number of subject areas, such as Business Studies, Religious Studies, Civics, and Social Sciences.

Class Instruction/Learning Experiences

Teachers should plan for approximately two to three weeks of in-class instruction about the following media techniques: language, aesthetics, format, bias, stereotypes, marketing, forms and conventions.

During the in-class sessions, teachers introduce the Community of Character philosophy, including the ten specific citizenship attributes – optimism, perseverance, compassion, honesty, integrity, responsibility, fairness, respect, empathy, and courage. They present the assignment and develop a list of local community groups from which students can choose. Teachers should also review oral presentation skills.

Suggestions for instruction and activities are sub-divided into two categories: character traits and effective communication. The focus is on understanding the character traits and applying the traits in the activities, and in developing an understanding of how applying the skills from the effective communication section can enhance the student's marketability.

Teachers should follow their board's policy regarding field trips, including permission forms and privacy and confidentiality issues.

The Community

Use the following suggestions for locating and contacting non-profit organizations and community groups to serve as partners for this project:

- Work with your school's Co-operative Education department to find community groups that currently support students in a work-related context.
- Contact the local Parks and Recreation Department for lists of sports and leisure organizations.
- Check flyers, brochures, telephone books, and other local publications for community groups that may be seeking volunteers.
- Attend volunteer fairs and make a general presentation to introduce the idea and solicit interest from organizations.

Links to Student Achievement

There are many opportunities for students to provide evidence of their learning. Teachers decide on which opportunities are relevant for their students and if they will form part of assessment. For example, teachers could include an assessment for learning by keeping a checklist of student performance during the stages of work; the Performance Task could be assessed using a rubric or any other type of evaluation scheme.

Performance Task

After completing several learning experiences, students have a foundation of terms and concepts from which to draw and begin working on the Performance Task (p. 3).

Teachers work with students to identify timelines for completing the following stages of their work:

- Select a specific community organization and obtain contact information.
- Create a written proposal outlining the purpose of the project and list the types of media products that could be created for the organization.
- Contact a representative from the organization to explain the proposal and arrange a time to make a presentation.
- Create and deliver an oral presentation to the organization at the appointed time, e.g., during a monthly meeting.
- Decide on an appropriate media project and sign a partnership contract with the organization. The contract should include completion dates.
- Determine a process for the organization to provide feedback on the media product (Organization Feedback Form, p. 5). This could be incorporated as a process mark, if the teacher chooses.
- Develop and submit the media product.
- Complete a written reflection sheet, including challenges, rewards, and personal experiences (Student Reflection Form, p. 6).

A Media Campaign for Character Education

This assignment provides you with an opportunity to enhance your media skills while working with a local community group. Through this process, you will be able to demonstrate ten character traits – optimism, perseverance, compassion, honesty, integrity, responsibility, fairness, respect, empathy, and courage.

You will offer your media expertise to the community group, in whatever format they require, e.g., poster campaign, brochure, web page, blog, flyer, display booth. By providing this media service to the community, you will benefit your community and gain valuable experience for the future.

The project will be completed in stages, with due dates, as listed.

Task	Due Date
Choose a community organization from the list provided and obtain contact information.	
Call the contact person for the organization and briefly explain the nature of your assignment. If the organization is interested in working with you, establish a time to meet with the contact person and with the whole group to present your proposal for the services you could provide.	
Deliver your proposal as an oral presentation to the group, perhaps at one of their regular meetings.	
In consultation with the contact person, fill out a contract with the nature of the media product and the timelines for completion.	
Meet with the contact person at regular intervals to report on your progress and to obtain approval of each stage of developing the media product.	
On the established date, present the media product to the organization.	
Ask the contact person to complete the Organization Feedback Form.	
Complete the Student Reflection Sheet.	
Submit a copy of the media project to your teacher.	

Organization Feedback Form

Name of Student:

Name of Organization:

Type of Media Product:

(e.g., brochure, website, poster campaign, slide show, oral presentation)

A. Please evaluate the student on a scale of 1 to 5 in each of the following areas.

1. Proposal to organization (written and/or oral)

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

2. Professionalism

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

3. Work Habits

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

4. Final Product

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

5. Teamwork/Interaction with organization's members

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

B. Provide any other specific feedback or observations about the student's work with your organization.

C. In your opinion, does this project help to reinforce in this student the ten positive character traits – optimism, perseverance, compassion, honesty, integrity, responsibility, fairness, respect, empathy, and courage?

D. In what ways could the project be improved?

Student Reflection Form

Name of Student:

Name of Organization:

Type of Media Product:
(e.g., brochure, website, poster campaign, slide show, oral presentation)

A. Please assess your success on a scale of 1 to 5 in each of the following areas.

1. Proposal to organization (written and/or oral)

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

2. Professionalism

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

3. Work Habits

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

4. Final Product

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

5. Teamwork/Interaction with organization's members

1	2	3	4	5
Poor	Fair	Good	Excellent	Outstanding

Student Reflection Form

(continued)

B. Describe your experiences with this community organization. What was the highlight of the project? What aspects did you find frustrating? What were the most difficult aspects for you? What would you have done differently?

C. How does this project connect to your post-secondary plans? What skills and character traits have you developed/improved that you could use in the workforce or in further education?

D. What recommendations would you make for improving this project?

Understanding Character Traits

1 – Optimism: It’s All Your Perception

Optical Illusions

Show pre-selected images of optical illusions and ask the students to share their reactions to each one. If using an interactive white board, students could circle important aspects of the images or write adjectives to identify their feelings.

Prompt their responses with questions:

- What did you see first when you looked at the image?
- What did you see after hearing from your classmates?
- Why do you think people saw different things in the images?
- How does a person’s focus shape their perception of the image?
- What characteristics of a person influence their perceptions?
- How does a person’s attitude affect his or her thinking?

Group Work

In small groups, students brainstorm at least two examples of people making a positive change in their community. In their brainstorming, they also consider individuals who may not be directly in the public eye, e.g., nursing home workers, seeing-eye dog trainers. Using both the explicit and implicit examples as models, students give suggestions for how they can help improve either their school or home community. They share their ideas with the class.

Journal

Students consider how they personally could be interpreted as someone who might not be perceived as a positive member of their school community and offer suggestions of how they could change this perception. They write a short journal (approximately one page) in which they discuss how they personally could make a positive change in their school community. Encourage the students to think about both small and large-scale contributions.

Understanding Character Traits

2 – Perseverance: Determination in the Face of Adversity

Media

Show a video clip or read aloud an article about Terry Fox. Students think of a word, phrase, or song lyric that best describes Terry Fox. Record their words, phrases, or song lyrics on the board or interactive white board.

Discuss the students' ideas and introduce the word *perseverance* and its meaning, if it was not suggested. Students provide examples of perseverance from both the media and their life experience.

Prompt their responses with questions:

- What is perseverance?
- Provide an example from a movie or novel where a character demonstrates perseverance. What specific actions of that character demonstrate perseverance?
- Is it difficult to persevere? Why or why not?

Media Production: Motivational Poster

Show and discuss the elements in a motivational poster. Students create their own poster to encourage others to demonstrate the character trait of perseverance. The target audience should be the school community and the poster should reflect their understanding of the school's culture. Post the posters in the classroom or school hall to reinforce the positive character messages.

Understanding Character Traits

3 – Compassion: Walking in the Shoes of Another

Quote Analysis

Write the following Native American proverb on the board or interactive white board: “Never judge a man until you have walked a mile in his moccasins.” Students define the quote both literally and figuratively. Discuss their answers with a focus on demonstrating that life is not always what it appears to be, and can be quite difficult for some people.

Discussion

Ask:

What does it mean to *feel sorry* for someone? What are some reasons why they might feel this way about another person? Discuss the literary term *pathos* (how the author evokes the emotions of pity and sorrow in a work of literature). Students give examples in novels or movies where they have felt pathos for a character(s). What was happening in the particular scene where they felt that emotion? What techniques did the author or director use to elicit that response?

With students, define the term *compassion* and give examples. Students consider the similarities and differences between pity/pathos and compassion. They decide if they are the same concept or a different and give reasons for their answer.

Media Production: Slogan Creation

Students visit a charity’s website to identify its slogan as well as marketing techniques. For example, the United Way of Canada’s slogan is “Working Together for the Good of our Communities” which promotes the concepts of community spirit and helping those in need by promoting a utopian vision of a ‘community.’

Students create their own slogan and logo to raise awareness of that charity but also to coincide with its marketing style. They design their slogans and logos and display them in the classroom or throughout the school.

Understanding Character Traits

4 – Honesty: Is It Always the Best Policy?

Making Connections

Prompt a discussion with questions:

- Is it ever acceptable to tell a *white lie* (a lie that you don't believe will have any negative consequences and is hoped to be beneficial to the teller and/or hearer)?
- If yes, where and when is it admissible to engage in this behaviour? If no, why should people avoid telling *white lies*?
- Is honesty always the 'best policy?' Why or why not?

Role Play

Scenario 1

A student cheats on a test and is caught. In a group, create a scene where the student is in the principal's office with the teacher and parent/guardian. How does each person act? What are the consequences for that behaviour?

Scenario 2

A student stole an mp3 player from a locker. In a group, create a scene where the owner of the mp3 player confronts the thief. Include a person of authority (teacher or parent) as well as other students who are observing the exchange. Show ways everyone acts and how the situation is resolved?

Scenario 3

A student submits an essay downloaded from the Internet and is caught by the teacher. Improvise a scene where the student denies stealing the essay and have the principal discuss 'academic honesty.'

Media Production: Honesty PSA (Public Service Announcement)

In groups, students create a 30-second public service announcement about the importance of being honest. If possible, the students film and edit the PSA and show it at an assembly.

Understanding Character Traits

5 – Integrity: An Internal Code of Ethics

Discussion

Students brainstorm a list of five people (both famous and not famous) whom they believe to have good character. Some students share their lists and explain why they chose those specific people. As the students are sharing, guide them to understand the concept of integrity by suggesting specific adjectives, e.g., considerate, genuine, sincere, honourable. As a class, define the word *integrity*.

Community Report

Ask students to think about companies or businesses that they believe demonstrate integrity in their working environments or through their interactions with the general public. They consider both international corporations and small businesses in their brainstorming. They research the company's policy on ethics and write a report on these policies.

Personal Reflection

Students consider their own lives:

- Do they show integrity?
- How or in what situations?
- Do they wish they demonstrated more integrity?
- How could they enhance that personal attribute?

Students write a personal reflection detailing how they demonstrate integrity in their personal lives and how they could improve that characteristic in themselves as a citizen of their school, community, country, and world.

Understanding Character Traits

6 – Responsibility: A Sense of Duty

Concept Map

Write Personal Responsibilities in a circle on the board or interactive white board. Students list items, chores, pets, etc. that they are responsible for in their everyday lives. Then, they consider why it is important or essential to fulfill these responsibilities on a daily basis.

Appreciation Letter

Ask students to expand their appreciation for having a sense of responsibility and consider occupations where people risk their lives for others, e.g., police, ambulance, fire fighters. They select a person/organization within the community and write a card or letter thanking the person/organization for their contribution to making life in their community safer and better.

People Watching Experiment

Students conduct an observational study of the various people in their community. They complete this task at various locations observing how people demonstrate a duty or feel responsible for aspects of community life. For example, they might observe a retired person at the local arena who devotes a great deal of time coaching a local hockey team. Students report back to the class on their observations and as a group, discuss how responsibility can be demonstrated.

Understanding Character Traits

7 – Fairness: An Inner Sense of Being Just

Scenario Analysis

Choose a current event from the media where a person or group has potentially been treated unfairly. Discuss the situation as the class having the students consider their own personal definitions of *fairness*.

Prompt their responses with questions:

- Who is right in this situation? Who is at fault?
- Is the outcome fair? Why or why not?
- What could make the situation fair? Can it ever be truly fair?
- How do you determine who should get the proper treatment?
- How do you determine what is fair?

Discussion

Write the word *fairness* on the board or interactive white board. Students write down anything that this word brings to mind. Volunteers share their thinking with the class. From their suggestions, create a class definition for the word *fairness* to post in the classroom.

Lesson Creation

Emphasize that children often learn social norms and proper behaviours from the adult role models in their lives. Students use the information to create an effective lesson and to consider how their own behaviour may be observed and interpreted by others. Students assume the role of a parent or teacher and plan a lesson or scenario that they would use to teach the concept of fairness to young children. They share their lessons with the class either orally or by posting them.

Understanding Character Traits

8 – Respect: High Moral Regard for All

Song Analysis

Students brainstorm a list of songs that focus on the character trait of respect. Compare ways the lyrics for two of the songs are similar and how they are different. Discuss the deeper meanings the lyricists may have been attempting to portray through the events and situations in the songs.

Personal Experience

Students share an experience or situation in their life where they feel that they have been shown respect or where they have demonstrated respect to someone else. They discuss why they believe their particular scenario demonstrates the concept of respect.

Prompt their responses with questions:

- Has anyone ever experienced a time in their lives when someone demonstrated respect to them?
- What did you do to earn their respect?
- How did you feel after you received that show of respect?
- When have you demonstrated respect to another person?
- What did that person do to deserve your respect?
- Why did you think it was important to demonstrate how you were feeling?
- How do you think they felt after you showed your respect?

Respected People

As a class, brainstorm a list of people students respect. The list should include people from their personal life such as parents, grandparents, aunts, or uncles, but also individuals in the media like political figures and celebrities. Discuss the positive contributions the people they respect made to the community or world.

Understanding Character Traits

9 – Empathy: Feeling for Others

Making Connections

As a class, discuss the validity of the statement, *I know how you feel*.

Prompt their responses with questions:

- Has anyone ever said to you *I know how you feel*? Explain what prompted them to say that to you.
- Do you think they knew exactly how you were feeling? Why or why not?
- Is it possible to fully feel the extent of another’s emotions? Explain.
- Is this comment a genuine gesture of concern or is it just a phrase that people use to make others feel better? Explain why you think so.
- Are you ever offended when someone makes this comment or one similar to you? Why or why not?

Discuss that in terms of *understanding exactly* or *just feeling for* another person both are positive characteristics. It is important as a productive and successful member of society to be able to empathize with another person or be able to consider how they might be feeling and act in a fashion that demonstrates support and concern for that person’s well being.

Literary Analysis

Students view an episode or a series of short clips from a popular television show or movie that contains ‘typical’ teen experiences. They choose a character who they can relate to and write how they would feel if they were that character based on the events in the show. Emphasize that they must support their opinions of why they believe they would react in that particular fashion. Students share and discuss with the class.

Presenting an Argument

Working in small groups, students use examples from their personal lives as well as support from media sources such as celebrities, politicians, television shows, or movies to present an argument for whether or not they think it is possible to feel exactly the same as another person in any given situation. They present their arguments to the class, clearly outlining their reasons for their positions.

Understanding Character Traits

10 – Courage: Inner Strength in Difficult Situations

Discussion

Engage the class in a discussion of what it means to have courage or demonstrate bravery. Discuss whether they believe that having courage and demonstrating bravery are the same or different.

Prompt their responses with questions:

- What does it mean to show courage?
- What does it mean to be brave?
- Can you be both courageous and brave? Explain your reasoning.
- When have you or someone you know demonstrated courage or bravery? Why do you consider that action courageous or brave?

Movie Comparison

Students view two contrasting movies where one protagonist demonstrates courage through rising to meet a challenge such as overcoming an illness or addiction in comparison to another who demonstrates physical bravery in a setting such as a war. Students record examples where the protagonists demonstrate courage or bravery and create a collage of symbols that represent situations, events, or actions that define courage or bravery in either or both of the movies. They consider poignant lines or phrases from either or both movies to include on their collages. Students complete a brief presentation to the class and explain the inspiration for the symbols they used.

Media Production: Advertisement

Students use their definition of courage as inspiration to create their own advertisements where they promote an act of courage. Their target audience should be the students of their school. The main idea of the advertisement is to encourage other students in the school to be courageous in addressing such important teenage issues as bullying, drugs and alcohol abuse prevention, peer pressure, stress, and/or relationship difficulties by being courageous. The advertisements should focus on motivating the students to be internally strong and stand up for their beliefs. Post the advertisements around the school to motivate all students to demonstrate acts of courage in issues related to being a teenager.

Being an Effective Communicator

1 – Audience: Working the Crowd

Movie Genres

Student volunteers write the titles of their favourite movies on the board or interactive white board. As a class, put the titles into specific movie genres by colour coordinating a genre with a coloured piece of chalk or interactive white board pen. Examples of genres are: drama, documentary, action, comedy, historical fiction, or horror. Define the term *genre*, if necessary.

Working in small groups, each group selects a movie genre and lists its specific characteristics. Each group then describes the 'stereotypical' fan that would have their particular genre as their favourite style of movie. They should include descriptors such as gender, age, and personality characteristics.

Discuss each group's work:

- Describe your genre.
- What personal characteristics are present in that genre's fan?
- What aspects of that style of movie appeal to that fan?
- Why do you think that the stereotypical fan you created represents the 'typical' fan for that genre of movie?

Media Production: Photo Essay Assessment

Students imagine themselves going for their dream job. They prepare themselves for an interview by researching a prestigious company for its history, important attributes, specialization(s), and motto/concept approach. Students also consider other details that may be helpful in an interview, such as what to wear, proper posture, and appropriate language. They can photograph each other practising appropriate interview skills. In presenting their photo essay, each photo should include a caption that describes the information they got in their research and specific interview techniques.

Being an Effective Communicator

2 – Diction: Watch Your Language!

Role Playing

Each of three students assumes a role – customer, server, or manager – and acts out the three scenarios in the role play.

- At the end of Scenario 1, the class deconstructs why none of the actors were successful with the issue presented.
- At the end of Scenario 2, the class discusses the language used by the actors. How did what they said and how they said it affect the outcome of the situation?
- At the end of Scenario 3, discuss the effectiveness of their speech. How did the actors sound? What kind of image did they portray? How effective was each actor at communicating with the others?

Making Connections

Students brainstorm a list of slang words that are acceptable in the classroom environment. Discuss the appropriate use of this type of language and ask for suggestions for what they could use in place of this slang in their everyday speech.

Prompt their responses with questions:

- Where is this language appropriate?
- Who is the proper target audience for this style of speech?
- How do you think people would respond to this language in the workplace?
- How else could you express what you are trying to say?

Know the Audience

Working in pairs, students write a short scene where they use slang words to express themselves in an inappropriate setting. They rewrite the scene using diction appropriate to their particular setting.

Some suggestions for scenes are: a classroom, at the table with their family for dinner, in the library, in a doctor's office, in front of their grandparents, or in the principal's office. Encourage the students to incorporate humour into their scenes. They share their scenes with the class and then discuss the importance of using language appropriate to the audience.

Being an Effective Communicator

Watch Your Language! Role Play

Setting: A Local Restaurant

Act out scenarios set in a local restaurant to demonstrate the effectiveness of using appropriate language.

Three volunteers become:

- server
- customer
- manager

Scenario 1:

Customer: Yo! Server! There is a gross, disgustingly filthy, disease-ridden fly in my soup! You better come over here and do something about this right away!

Server: Wait your turn, you impatient old fool!

Customer: Nobody speaks to ME like that! I want to see your manager NOW!

Server: Hey boss! We have a situation in the dining room!

Manager: What seems to be the problem here, sir?

Customer: Well, your incompetent server over there can't seem to do the job properly and brought me a bowl of soup with this bacteria-infested fly! I have never had worse service at a restaurant in my entire life!

Manager: I don't appreciate you insulting my employees. Maybe if you weren't gabbing so much, you would have noticed the fly buzzing around your table and shooed it away before it landed in your soup. MY restaurant doesn't have poor standards!

Server: You tell 'em boss!

Customer: Why, I've never been talked to this way before...

Scenario 2:

Customer: Excuse me, unfortunately there seems to be a fly in my soup. I'm sure it's no fault of the restaurant, but could you please get me another bowl?

Server: I'm so sorry this happened. Please accept my apologies and I will remedy the situation immediately.

Customer: Thank you very much for your help.

Manager: I just heard what has happened here and I'm very sorry for this mistake. Please enjoy your meal on us today.

Customer: Thank you very much. I appreciate your concern and excellent customer service.

Being an Effective Communicator

Watch Your Language! Role Play (continued)

Scenario 3:

Customer: Dude! There's like a fly in my soup!

Server: Like, no way!

Customer: Way!

Server: Like, gross and stuff!

Manager: You're kidding!

Customer: For real!

Manager: Seriously!

Customer: Like, can I get another bowl or something?

Server: Um, like, I guess so.

Manager: For sure.

Customer: Wicked.

Being an Effective Communicator

3 – Aesthetics: The Little Things Really Do Matter

Magazine Advertisement Analysis

Collect a variety of magazines with different target audiences. Working with a partner, students choose a magazine and skim it looking for an advertisement that either appeals to them or would appeal to the target audience of the magazine. They carefully analyze the ad for:

- the details of the model's look, e.g., clothing, make-up, pose, if applicable;
- colours in the advertisement, e.g., brilliant and eye catching, smooth and sophisticated;
- the background of the advertisement, e.g., setting, props, theme;
- the text, e.g., font, placement, colour.

As a class discuss what they discovered. Volunteers deconstruct their advertisement for the class and explain what they learned about their ad.

Prompt their responses with questions:

- Was each ad successful? Why or why not?
- What specific aspects of the advertisement are used well?
- What attribute(s) of the ad specifically caught your attention?
- Is it attractive? Explain.
- After carefully analyzing the ad, what other features became apparent?
- Do you think the creators of the advertisement plan every single detail? Why or why not?

Anchor Chart

Students create a list of items that are important for the creation of media texts, e.g., models chosen, fonts used, colours of background, text. Post the list in the classroom so students can refer to it when they are creating their media pieces.

Promote Yourself

Students create a magazine-style ad about themselves to appeal to someone who would want to hire them for a media-based company.

Being an Effective Communicator

4 – Media: Variety is the Spice of Life

Friendly Competition

Divide the class into four teams and give each team a piece of chart paper. Each team writes down as many different media they can think of in two minutes, e.g., websites, newspapers, advertisements, commercials. The team that has the largest list shares it with the class. Classmates add to the list from their own lists. Post the final list in the classroom as a reference.

Medium Analysis and Creation

Working in the same groups, each group researches one of the following media and lists the qualities required to make it a successful marketing tool:

- Website
- Print advertisement
- Television commercial

They create a marketing campaign for a fictitious product using the medium they researched including logos, slogans, plans for ad placement, etc. Post the marketing campaigns as exemplars for the specific medium. Students create a poster describing the medium and its required characteristics.

Deconstruction

Students create a sales 'pitch' to use in a meeting with a potential client. They should consider how they would introduce their marketing strategy and the appropriate behaviour required in a professional setting. Volunteers present the 'pitch' to the class.

Being an Effective Communicator

5 – Presentation Skills: Marketing Yourself

Making an Impresion

Ask the students what makes a good first impression:

- What are the effects of a good first impression?
- How do you make a good first impression?

Discuss that making a good first impression is important in all facets of life and identify ways they can make a positive impression on others both in the personal and future professional lives.

Modeling

Ask a colleague or coach a student to act out making a poor first impression by employing such tactics as:

- showing up late to class;
- chewing gum;
- wearing inappropriate attire;
- slouching in his or her chair;
- text messaging during meeting;
- listening to a mp3 player;
- using inappropriate language;
- responding to questions in a rude fashion.

Students critique the performance: Did the actor do anything properly? What could he or she have done better?

Mock Presentation

Create a scenario, e.g., job interview, sales pitch meeting, performance review meeting, in which students imagine themselves currently or in the future. Using this scenario, students work in small groups to create a 'How-To' Guide for giving a good presentation. Students should discuss such qualities as personal hygiene, appropriate attire, diction, proper behaviour, and the use of visual aids. They might create a resource for posting on the web or as a podcast.

Being an Effective Communicator

6 – Polished Products: Leaving a Lasting Impression

Website Analysis

Choose two websites with the same target audience to examine from a presentation perspective. Students look for positive and negative attributes of each.

Students use this information as they consider what they need to include in the media campaign they are preparing for the organization.

Consumer Testing

As students complete their final media campaigns for their respective organization, the class forms editing or critiquing committees to offer feedback for the work. Each student or group of students asks other class members to be their test group. The test group reviews the work at various stages (first draft, second draft, and polished copy) and offers feedback.