

➤ VOLUNTEERING IN GROUPS (5): RECRUITMENT DRIVE COMMERCIAL

Target Group: **Year 5**

Australian Curriculum Reference: **Media Arts**

Media Arts

- + Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064).

LESSON SUMMARY

This lesson allows students to express their knowledge and understanding of volunteer organisations in a physical and creative way. Students will use emotive and persuasive language and action to portray the beliefs of such organisations, and how they influence people. The use of digital technology to film a commercial enables students to transform their learning.

At the end of the lessons students will be able to:

- + influence someone by building a 30 second TV commercial, demonstrating awareness of the audience and the purpose
- + demonstrate considerations of sound, lighting, camera angles, actions and key verbal messages.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Teacher introduces the project to the class, telling them: *you will be making a 30 second TV commercial that will try to influence people to volunteer.*
- + Each group of students will focus on a different volunteer group or organisation as the subject of their commercial. It is preferable that students choose a group they are passionate about such as SES, Meals on Wheels, RSPCA, Special Olympics, Australia Conservation Foundation, World Vision and Red Cross.
- + Teacher advises students they will be required to use responsible media practices, and will need to draw from their learnings in Media Arts of how lighting, sound, angles and images can influence a message.
- + If the class has done lessons 3 and 4 in this series (*Volunteering in Groups*) they can draw on their prior knowledge and learning.

Body

- + Break students up into groups of four and ask them to conduct some research about the organisation or group of volunteers they have chosen for their commercial.

They will need to consider the following questions and matters.

- + The key values and beliefs of the volunteering organisation they have chosen.
- + What kinds of words, actions or messages could be used to trigger emotions and influence others to support the organisation and their beliefs?
- + What will they need to do to translate these into a TV commercial?
- + Discuss any sounds, lighting, angles, lines and key messages required to make their point.
- + Assign roles and responsibilities for the production of the commercial.
- + Students develop a story board for their commercial and write against each of the 'scenes' the sound, angle and lighting they will need to use for each scene in the production.
- + Students will spend 20 minutes filming their TV commercial. Students are encouraged to use anything from within the room for props.
- + Students will present their finished commercials to the class.
- + Class discusses whether each of the commercials was successful and if so, why.

CONCLUSION

- + Teacher leads a class discussion, focusing on the following questions.
 - + What challenges did you experience today?
 - + Do you feel you have been able to communicate the values and beliefs of your volunteer organisation through the advertisement? Were there any key words, images or actions you felt helped you to communicate your message?
 - + Could you do anything different with sound, music, lighting or angles to influence your audience or portray your message?
 - + Did you resort to using stereotypes and generalisations in your commercial? If so, was this deliberate?

ASSESSMENT

Teacher to determine appropriate assessment.