

## Critical Television Viewing

**Altoona School District**

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Subject: Language Arts	Technology/Equipment/Supplies Needed:
Topic: Critical Television, Media Literacy	Television/VCR, iMovie on iBooks, Projector
Grade Level: 4 <sup>th</sup> Grade	Collaboration (w/media specialist, other staff): Classroom teacher
Lesson Length/No of Sessions: 4 Lessons, 40 minutes each	District Technology Coordinator Library Media Specialist

### Task/Objectives:

1. Students will understand that all television is planned
2. Discover patterns in the placement of commercials on broadcast television
3. Students will be able to identify basic camera shots and evaluate a video clip for pacing, and special effects. Students will observe the audio content
4. Students will identify techniques used to influence viewers of television commercials
5. Students will create a storyboard of a PSA for the Pedersen LMC and then edit the video to match that storyboard

### Process (strategies & activities):

#### Activity #1:

**Objective:** Students will understand that all television is planned.

Students will make an imaginary television camera by putting their hands together to make a lens. They will look through a circle made with the fingers of their hands to see just a portion of a scene. Have them look at the instructor – make their lens small so that they just see the instructor’s head and then larger so they can see from the waist to the head. Have the students in the back of the room tell what they see compared to the people in the front of the room.

1. Divide the student into two groups – tell one group that their job is to make a tape that shows that the media center is a GREAT place to be. The other group will tape a scene that shows the LMC is a boring place to be. They can only tape what they see at the time. They can set up a scene with kids doing something that they’ve seen kids do, but they can’t change anything to improve the way it looks or make it look worse.
2. After giving the students about two minutes to look around and choose different shots to tape, have them share their choices.
3. Explain the homework assignment: They need to watch one half hour of television. They need to write the time they watched, the network, the name of the program and all the products advertised.

**Assessment:** Informal checks for understanding

## **Activity #2:**

**Objective:** Discover patterns in the placement of commercials on broadcast television

1. Teacher will chart on a whiteboard times of day.
2. Students will select three or four commercials that they watched and write them on a small post-it note. They will put the post-it note on the whiteboard under the time of day that the commercial was broadcast.
3. When all the post-it notes are posted, the teacher will help students determine the intended audience based on the commercials aired

**Assessment:** Informal check for understanding, watch for student participation

## **Activity #3:**

**Objective:** Students will be able to identify basic camera shots and evaluate a video clip for pacing, and special effects. Students will observe the audio content

1. Show the videotape and stop at various points throughout the tape to discuss the program

**Assessment:** Informal, verbal assessment

## **Activity #4:**

**Objective:** Students will identify techniques used to influence viewers of television commercials

1. Students will watch ITV Program LifeSkills 101 - Program #1 Media Literacy
2. As a group students will list the techniques featured in the television program
3. Students will watch a variety of television commercials
4. As a whole group students will identify the intended audience and techniques used to grab and keep the audience's attention; After watching several commercials, students will work in pairs to discuss their observations. Students will make a list of effective techniques.
5. Students will view the video from the Tobacco Coalition about the techniques the tobacco companies use to get kids to buy cigarettes.
6. After working in pairs, students and teacher will create a list of effective techniques. At this point, the teacher might add information about some of the traditional, written techniques such as bandwagon, testimonial, etc.

**Assessment:** Observe for participation by each student

## **Activity #5:**

**Objective:** Students will create a storyboard of a PSA for the Pedersen LMC and then edit the video to match that storyboard

1. Review the activity before where the class talked about the various techniques used in creating PSAs and commercials.
2. Brainstorm a 3-4 segment PSA promoting the LMC.
3. Draw a storyboard on the whiteboard. LMC Director will shoot the video based on the brainstormed ideas and load the raw footage onto iBooks.

- Students will learn the techniques of editing by editing the LMC PSA video. If time permits, students will show their edited PSAs

**Assessment:** Properly edited PSAs

**Resources:**

ITV Program Life Skills 101 - Program #1 Media Literacy  
 Tobacco Coalition video  
 iBooks & iMovie software  
 Digital video camera  
 Videotape from WEMA about different camera shots and video techniques,  
 Worksheet summarizing basic camera shots,  
 Videotape of Commercials and a program  
 Worksheets for watching commercials at home  
 Storyboard form

<b>Alignment to Content Standards:</b>	
<p><b>Social Studies</b></p> <p>E.4.10 Give examples and explain how the media may influence opinions, choices and decisions</p>	<p><b>Language Arts</b></p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes</p> <p>B.4.2 Plan, revise, edit, and publish clear and effective writing</p> <p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <p>C.4.2 Listen to and comprehend oral communications</p> <p>C.4.3 Participate effectively in discussion</p>

<b>Alignment to Information and Technology Literacy Standards:</b>			
Media & Technology	Information & Inquiry	Independent Learning	The Learning Community
A.4.5 A.4.6			

**Teacher Notes:**