



TERRY FOX LESSON PLAN

Sharing His Story With Your Students

Lesson: Media Campaign

Curriculum Connection: Media Literacy

Grade Level: Intermediate

Time: Approximately 100 minutes

Lesson Snapshot

Terry Fox knew that it was imperative to increase the overall awareness about cancer. The vehicle he used to do this was the Marathon of Hope. Now, in a world driven by the media, social change can be acquired through many different means of expression. In this lesson, students will be challenged to create a media text that will inform and inspire change in the world around them. They will focus on key elements that will guide them to create a piece of work that is powerful and meaningful.

Success Criteria

Students;

- are able to create media texts that captures the attention of an intended audience.
- will be more knowledgeable about cancer, Terry Fox and creating change.
- will be able to effectively analyze their work and progress on a particular task.

Curriculum Expectations

Producing Media Texts 3.4

- Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Metacognition 4.1

- Identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Materials/Media

- BLM I-23: "Marathon of Hope: Then and Now" Venn Diagram
- BLM I-24: "Elements of a Successful Media Campaign"
- BLM I-25: "Media Campaign Outline"
- BLM I-26: "Media Marketing Metacognition"
- BLM I-27: "Media Campaign Rubric"
- Video: "I Had a Dream" (28:00 minutes) TTF Video Compilation DVD
 - Link: http://www.youtube.com/watch?v=C_yjPOxFOZo
- Chart paper
- Markers

Lesson Delivery

Setting the Stage:

- Show “I Had a Dream Video”.
- During the video, have students jot down how things have changed since 1980 (ie. cars, TVs, radio, clothes, etc) and what has stayed somewhat the same using the Venn Diagram provided (BLM I-23).
- After the video, discuss the changes they recorded on their sheet.
- Ask students, “How would raising money during the Marathon of Hope be easier now, than it was back then?”
- Lead students into a discussion about how media has evolved due to the Internet and other improvements in technology.

Core Learning Activity

- As a class, brainstorm on an anchor chart the ways in which we would promote the run now. For instance; TV, Radio, internet, podcasts, social media, blogs, posters, magazines, newspaper, email, texting, apps, Skype, public service announcements (PSA), commercials, YouTube videos, etc.
- Ask them, “What career is usually responsible for promoting events, products, etc?”
- Discuss how advertising and marketing play a major role in what we choose to buy, like, support, endorse, etc.
- Discuss with students different elements that are important to consider when creating an advertisement campaign. Lead students to the following ideas: Target audience, Unique Concept, Strong Content, Creative Design, Appropriate Voice.
- Break students into smaller groups and give each group one of these elements. Have them discuss why these elements are important and give examples from current media campaigns that support their answers.
- Have each group present their ideas and discuss their findings.
- As a class, record their ideas under each element on the ‘Elements of a Successful Media Campaign’ sheet (BLM I-24). Use these ideas as your expectations for their final assignment.

Application of Information

- Hand out the ‘Media Campaign Outline’ sheet (BLM I-25) and discuss expectation for this assignment using the ‘Media Campaign Rubric’ (BLM I-27).
- Students are to create an advertising campaign for The Terry Fox Foundation that either promotes their community/school event, Terry’s story or increases peoples’ awareness about cancer.
- They may select one or several of the types of advertising discussed earlier in class. A list of some of the types of advertising are on the ‘Media Campaign Outline’ (BLM I-25).
- Have students work independently, in pairs or small groups depending on your class.
- Students must hand in ‘Media Campaign Outline’ sheet (BLM I-25) with the final copy of their assignment. This will be used as part of the assessment.
- As well, students must complete the ‘Media Marketing Metacognition’ sheet (BLM I-26) for assessment.

Assessment

Students will be assessed on their final products and the ability to reflect on the assignment using the rubric provided (BLM I-27). Remember to collect the BLM I-25 and BLM I-26 along with their final product for assessment.

Extension Activity

Have students look at other marketing campaigns with a direct focus on the five elements discussed in this lesson. Students could assess these campaigns and present why they are successful or how they could be improved to be more successful.

Marathon of Hope Then and Now

Venn Diagram



Elements of a Successful Media Campaign

Target Audience

Let's break down each of these elements so that you can effectively incorporate them into your media campaign. Remember to use this sheet as this will be the criteria used for your assessment.

Unique Concept

Strong Content

Creative Design

Appropriate voice

Media Campaign Outline

Objective:

Create a media campaign that promotes one of the following:

- 📷 The Terry Fox School/Community Run
- 📷 Cancer Awareness
- 📷 The Terry Fox Story

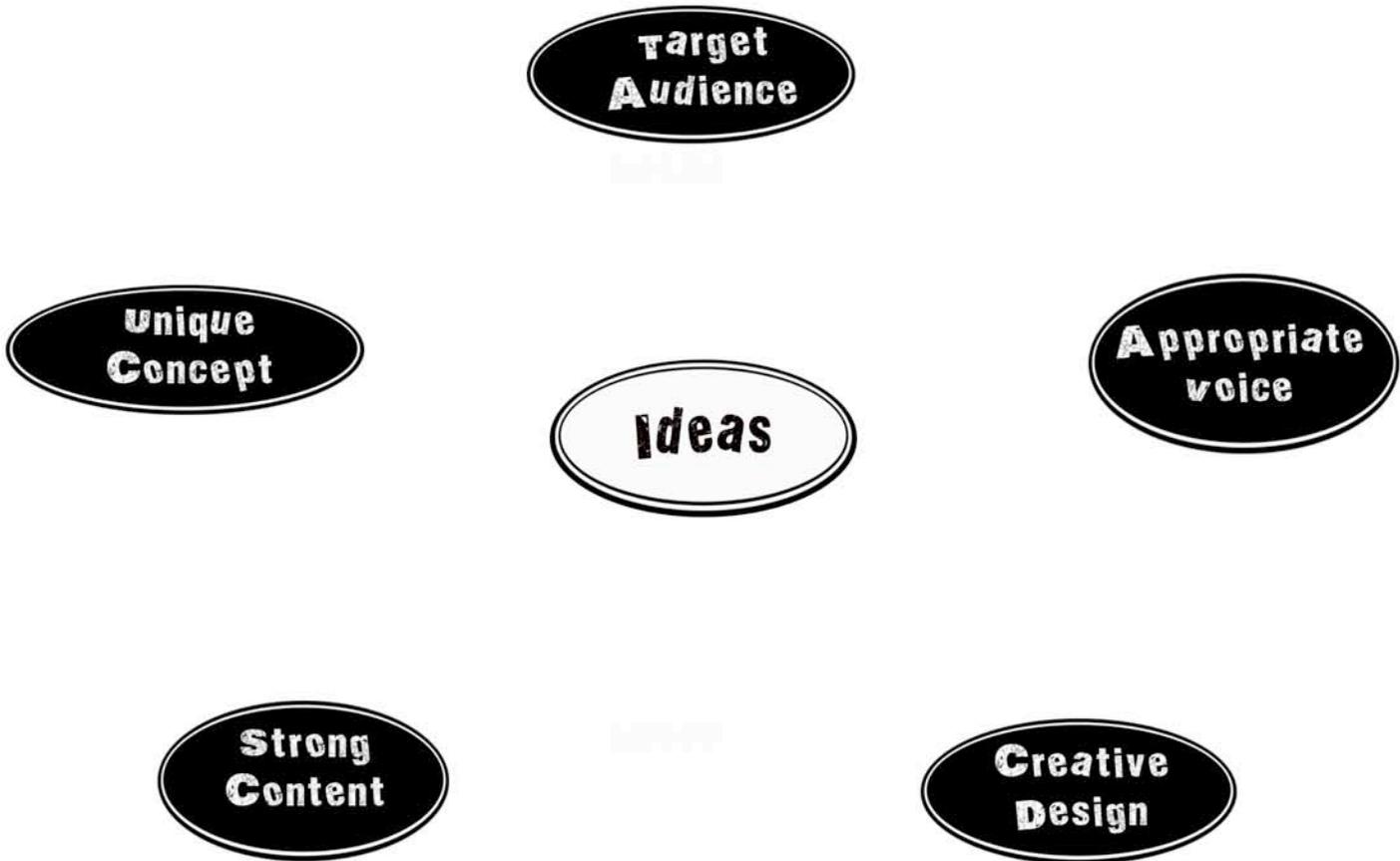
Note:

you may select one or several different types of advertising ideas to promote this campaign.

Some Advertising ideas...

📷 Newspaper Article	📷 Web Site
📷 App idea	📷 Podcasts
📷 Magazine Ad	📷 Blog
📷 tv Commercial	📷 Poster
📷 Radio Commercial	📷 PSA
📷 youtube video	📷 Jingle/song

Brainstorming



Media Marketing Metacognition

Metacognition is the analysis of one's own thinking or learning process. It is always important to look back at your accomplishments and determine what worked and what did not work.



Element	For each of the following elements, explain your thinking. Describe the ideas behind the choices that you made and explain if there is anything you might have changed, given you had the chance.
Target Audience	
Unique Concept	
Strong Content	
Creative Design	
Appropriate voice	

★ MEDIA CAMPAIGN RUBRIC ★

Criteria	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Producing Media Text Media Expectation 3.4	All of the elements of a successful Media Campaign were extremely well thought out and executed with precision and detail.	Most of the elements of a successful Media Campaign were well thought out and executed with attention to detail.	Some of the elements of a successful Media Campaign were well thought out and executed with attention to detail.	Few of the elements of a successful Media Campaign were well thought out and executed with attention to detail.
Metacognition Media Expectation 4.1	Media Marketing Metacognition sheet demonstrated a strong reflection of the learning and thought process with regards to all of the elements discussed in class.	Media Marketing Metacognition sheet demonstrated a good reflection of the learning and thought process with regards to most of the elements discussed in class.	Media Marketing Metacognition sheet demonstrated a satisfactory reflection of the learning and thought process with regards to the elements discussed in class.	Media Marketing Metacognition sheet demonstrated a less than satisfactory reflection of the learning and thought process with regards to the elements discussed in class.

Feedback:

- _____ Need to focus more on a specific Target Audience.
- _____ Try to make Ideas unique, and unlike other Ideas out there.
- _____ Work on creating a more polished final product.

ELEMENTS

- ★ TARGET AUDIENCE
- ★ UNIQUE CONCEPT
- ★ STRONG CONTENT
- ★ CREATIVE DESIGN
- ★ APPROPRIATE VOICE