



STREET WISE

TEACHING RESOURCE

LESSON 6

Resources:

- PowerPoint presentation
- Bin fires storyboard (with final frame missing)

Curriculum links

■ Citizenship:

2.3a & b
4i

■ PSHE:

3g

■ English:

1.2a-d
1.4a & c
2.1e, g & h
2.2i
2.3d & f
3.1b

The cost of fire (raising awareness)

Learning objectives

To analyse how meaning is created through a combination of words, images and sounds.

To create meaning using a combination of words, images and sounds.

Learning outcomes

By the end of this session:

- All students will have understood how meaning can be created through a combination of words, images and sounds and produced a final frame for a cinema advert.
- Most students will have analysed how meaning is created in an advert and designed an effective final frame appropriate for the target audience.
- Some students will have effectively analysed meaning and created an imaginative and thought-provoking final frame appropriate for the target audience.

Teaching sequence

Starter	<i>What makes a good advert?</i>	5 mins
	Ask students to suggest ideas in a class brainstorm – ask one student to write suggestions on the board/a large piece of paper to be displayed throughout the lesson.	
Main activities	Give students a copy of the Bin fires storyboard . Tell them that this is the pre-production material for an advert they may have seen in the cinema; it shows what we will see and hear on screen. The purpose of a storyboard is to plan and organise filming of any kind and to tell the production team how to make the advert. However, the final frame from this storyboard is missing.	10 mins

Continued on next sheet ...



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Read the information underneath the first frame to the students, explaining what is meant by 'close-up' and 'sounds fx amplified' (**Slide 2** shows the key words from the storyboard and offers a definition). Ask students to continue reading the information under each frame or image. Ask students if anyone has seen this advert.

Ask students to consider the impact of the storyboard in a class discussion. You could ask the following questions:

- what is the purpose of this advert?
- who is this advert aimed at?
- why has this advert been made?
- what images do they think are most dramatic and why?

Now tell students that they need to draw the final frame in pairs. They should think about and could use: 15 mins

- a dramatic final image or a coloured screen
- text
- sound effects
- a voice over
- music.

More able students may consider the camera shot/angle/movement and editing.

Take feedback from three or four pairs asking them to present their ideas back to the class. 10 mins

Now show students the real final frame for the **Bin fires storyboard (Slide 3)**. Ask them for their initial responses and then ask them to consider the following: 10 mins

- the use of colour
- the choice of font
- the voice over
- the play on words
- the image of the smoke on a black background.

Continued on next sheet ...



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Plenary

Is the Bin fires storyboard effective in getting its message across to teenagers?

Ask students to discuss in groups of four what aspects they think are effective and which aspects could be more powerful or dramatic.

10 mins

Take feedback from at least two groups.

Possible homework activity

Compare your final image for the storyboard with the one designed for the real cinema advert. Which one do you think is more effective and why?

Suggestions for further activities

Students could storyboard their own cinema adverts to raise awareness of the dangers of bin fires or hoax calls.

Students could either film their own television adverts or record their own radio adverts to raise awareness of the dangers of fire.

Students could design a local media campaign aimed at teenagers to raise awareness of the dangers of bin fires or hoax calls.